

Celebrations Policy

Rituals or traditions contribute to a sense of community and belonging, as do celebrations that are handled sensitively. These can be valuable for children, families and educators. Both the planning and preparation, and the events themselves, can be a satisfying and pleasurable experiences.

National Quality Standards (NQS)

Quality Area 1: Educational Program and Practice	
1.1	The educational program enhances each child's learning and development.
1.2	Educators facilitate and extend each child's learning and development.

Quality Area 2: Children's Health and Safety	
2.1.3	Healthy eating and physical activity are promoted and appropriate for each child..

Quality Area 6: Collaborative partnerships with families and communities	
6.2	Collaborative partnerships enhance children's inclusion, learning and wellbeing.

Early Years Learning Framework

Learning Outcome 2	
2.1	Children respond to diversity with respect

Learning Outcome 3: Children have a strong sense of wellbeing	
3.2	Children take increasing responsibility for their own health and physical wellbeing

PURPOSE

Incorporating celebrations into children's services appropriately, can be used to strengthen the partnership with children and families, creating a feeling of belonging and developing a sense of community amongst families, educators and children.

Integrating celebrations delicately and courteously into the services program is an enriching experience for children, educators and families. Celebrations provide an opportunity for children to develop respect for diverse values and beliefs as they learn about practices which are different to their own.

It is imperative to recognise the array of celebrations, both religious and worldly, that take place through the year in our community and to have an understanding of, and respect for, cultural diversity in our services.

SCOPE

This policy applies to children, families, staff, management and visitors of the service.

IMPLEMENTATION

Management/Nominated Supervisor/Certified Supervisor will ensure:

- To incorporate relevant, culturally based experiences and celebrations in the children's program which address different learning opportunities which include: fostering a sense of belonging and inclusions for every child, family and staff member (EYLF, p.7), increasing children's understanding of, and respect for, diversity and differences (EYLF, p.13), Raising children's self-awareness and confidence, providing for children's holistic development and supporting a positive identity for every child and family (EYLF, p.2)
- Religious celebrations such as Christmas and Easter will be recognised within the Service and reflected in our programs.
- All cultural celebrations that are significant to our families and relevant to our broader community are implemented within the service
- Families are aware of the Celebration Policy during their orientation process and kept updated throughout the year via centre communication programs.
- If a cake is required for a child's birthday it is recommended that an ice cream cake or cupcakes be provided as this reduces the major allergy risks associated with most other cakes.
- Families discuss cake options with educators prior to the celebration
- Families are to provide a list of all ingredients for both bought and home made cakes.
- Families are reminded of the allergies in the service prior to any celebrations
- Educators are aware and make alternate arrangements if families would prefer that their child does NOT participate in such celebrations.
- If this is the case we will respect the rights and feelings of this child and will provide an alternative experience for them to participate in so that they do not feel that they are being left out.
- The Service has an 'Events Calendar' that is used to support such events throughout the year. We ask that families add their celebration to the calendar so Educators can prepare the program
- Encourage families to be involved in the preparation and/or the celebration in the Service
- Educators remain current with the professional knowledge and skills that support planning for and engaging in culturally inclusive practice

Educators will:

- Will advise the Nominated Supervisor prior to any celebrations where food is provided to children.
- Receive the list of ingredients of the cake being used and ensure that no children in the room have any allergies associated with any of the ingredients before the cake is taken into the room.
- Ensure the use of candles is carried out with the children's safety in mind and fully supervised. A risk assessment will be submitted to the Nominated Supervisor prior to celebrations.
- Ensure the child celebrating their birthday has a separate cake (with a candle, if they wish) and a large cake that can be cut and shared with the other children
- Be aware of cultural tokenism and stereotyping
- Encourage and supporting family members to be involved in sharing their customs and celebrations with our service
- Ensure children have the agency to make choices about the celebrations they would like to participate in engaging families to give advice on customs
- Ensure that children have the resources and time necessary to be able to celebrate effectively
- Provide young children and toddlers with materials which reflect a significant event or celebration which they have recently participated in.
- Ensure that families who do not wish to be involved in celebrations have an option to not participate

- Balance family values about receiving gifts and products from their children and Educators values about avoiding product based activities by developing creative and meaningful gifts for families
- Notify the community about the celebration e.g. taking photos to display on the service notice board, or displaying children’s artwork and drawings about the celebration
- Provide opportunities for children to participate in ‘open ended’ celebration activities
- Provide a flexible program which enables children to have agency about the activities which they participate in
- Celebrate traditions and customs relevant to children and community
- Ensure that the same amount of time and energy is dedicated to ALL celebrations
- Invite Educators and families to share their own personal experiences of celebrations
- Ensure resources such as picture story books, images and music are reflective of contemporary celebrations which children can relate to

Source

- ECA Code of Ethics.
- Australian Children’s Education & Care Quality Authority. (2013).
- Guide to the National Quality Standard.
- Staying healthy in childcare. 5th Edition. (2013)
- Early Years Learning Framework

Review

Policy Review Date
May 2018

Compliment and complaint management policy

1 POLICY STATEMENT

Compliments, complaints and other forms of feedback provide valuable information on levels of client satisfaction and provide an organisation with an opportunity to improve upon all aspects of service. Feedback is to be taken seriously and to be seen as an opportunity for improvement.

Feedback that is recorded and handled effectively will provide valuable information in identifying areas for improvement, coordinating a consistent approach for resolution, reducing the potential for future complaints and allow for reporting and efficient allocation of resources.

Resolving complaints at the earliest opportunity in a way that respects and values the person's feedback, can be one of the most important factors in recovering the person's confidence about a service. It can also help prevent further escalation of the complaint. A responsive, efficient, effective and fair complaint management system can assist an organisation to achieve this.

2 WHAT DOES THIS ORGANISATION DO?

Kekeco Childcare Pty. Ltd. ATF Kilmore Kids Trust operates two Long Day Care Services and two Out of School Hours Care services, in Kilmore, Wallan and Wandong Victoria.

3 DEFINITIONS

Complaint – Australian Standard AS/NZS ISO 10002:2014 Guidelines for Complaints Management in Organisations defines a complaint as an 'expression of dissatisfaction made to or about an organisation, related to its products, services, staff or the handling of a complaint, where a response or resolution is explicitly or implicitly expected or legally required'.

Compliment – a compliment is an expression of praise, encouragement or gratitude about a service that is funded, regulated or provided. It may be about an individual staff member, a team or a service.

4 GUIDING PRINCIPLES

An effective feedback, compliment and complaint handling system addresses the principles of visibility and accessibility, responsiveness, assessment and investigation, feedback, improvement focussed and service excellence.

An approach to compliments and complaints management supports:

- people¹ understanding their rights and responsibilities

¹ The term 'people' is used to refer to staff and service users or clients who receive a service from the funded organisation.

- information on the compliment and complaint management process being easily accessible
- increased satisfaction of clients in the management of their compliments and complaints
- the recording of data to identify emerging and existing trends or systemic issues
- staff to demonstrate an awareness of feedback, compliment and complaint management processes
- staff to develop the range of skills and capabilities required to manage compliments, complaints and feedback
- an organisational culture that is focused on effective, person-centred complaints resolution and utilising feedback for continuous improvement.

4.1 VISIBILITY AND ACCESSIBILITY

The compliments and complaints management process will be visible and accessible to individuals and:

- explain how and where to make a compliment or complaint, including an anonymous complaint
- ensure the website and service sites have information on how to lodge a compliment or complaint
- consider specific needs of the individual or barriers they may experience
- explain alternative complaint resolution pathways when the complaint is first lodged and when it is closed
- explain how the organisation will manage a complaint and the expected timeframe for resolution
- support individuals to identify and seek their preferred outcome.

4.2 RESPONSIVENESS

The compliments and complaints management process will be responsive and provide mechanisms and strategies to:

- promote service user rights, particularly those with special support needs, so they can actively participate in the compliments and complaints process
- inform and train staff to use the compliments and complaint management system
- support the individual to seek the most appropriate resolution
- ensure there is clarity about the requested outcome
- provide a respectful, valuing and informative acknowledgement
- actively listen, empathising and acknowledging when the service was not the best it could have been
- monitor timeframes for resolution
- communicate with all relevant parties about the progress of the resolution of the complaint.

4.3 ASSESSMENT AND INVESTIGATION

The compliments and complaints management process will have mechanisms to:

- assess complaints for severity, safety, complexity, impact and the need for immediate action
- collect adequate and appropriate information
- protect the privacy and confidentiality of the information
- determine who and at what level the complaint should be dealt with
- enable complaints to be considered independently, fairly and objectively.

4.4 FEEDBACK

The compliments and complaints management process will provide mechanisms and strategies to:

- explain what happened and why, what will be done to fix the issue, and who will do it, how we will communicate our progress and how we will check things are on track
- explain the reasons for the decision
- provide an apology where the organisation has failed to meet its service obligations²
- where an apology is provided, ensure it is sincere, and accepts responsibility for what occurred and the impact
- explain the circumstances without making excuses, and summarise the key actions that will be taken
- provide regular updates to the complainant if the resolution is delayed
- notify the complainant of alternative complaint resolution pathways and review mechanisms
- follow up with complainants to determine the effectiveness of the outcome, where appropriate.

4.5 IMPROVEMENT FOCUSED

The complaint management system will provide mechanisms and strategies to gather and record feedback and other information to:

- meet any statutory, policy or procedural reporting requirements
- improve the training and capabilities of complaint management staff
- analyse the complaint data and identify complaint trends for performance improvement
- monitor the time taken to resolve complaints
- notify service providers as part of a continuous quality improvement approach.

4.6 SERVICE EXCELLENCE

The compliment and complaint management system and resolution process is a part of a quality culture where compliments and complaints are an opportunity for improvement through:

- positive attitudes towards dealing with feedback, compliments and complaints and respect for the person who has raised the matters
- values that reinforce the commitment of the organisation to quality service delivery and encouragement for provision of feedback on what is and what isn't working
- a clear statement that no one will be adversely affected as a result of making a complaint or a complaint being made on their behalf
- a policy that enables the compliment and complaint management system to address and investigate issues relating to all employees, including senior management.
- data analysis to identify and explore trends that highlight opportunities to improve service delivery and complaint handling
- a commitment to continued training and development of the capabilities of compliment and complaint management staff
- a commitment by the organisation's leadership to an effective compliments and complaints management process as part of a robust quality improvement framework.

² *Wrongs Act 1958* – section 14J provides that in the case of civil proceedings where the death or injury of a person is an issue, or is relevant, an apology does not constitute either an admission or liability, or an admission of unprofessional conduct, carelessness, incompetence or unsatisfactory professional performance.

Note: For the purpose of this document, a privacy incident / complaint / breach that relates to a client, whether substantiated or unsubstantiated is managed according to existing departments instructions.

5 COMPLIMENT AND COMPLAINT MANAGEMENT PROCESS

The compliment and complaint management process can be simplified into five steps:

1. Receive
2. Record
3. Acknowledge
4. Resolve
5. Communicate resolution.

5.1 1. RECEIVE

- Listen – openly to the concerns being raised by the complainant.
- Ask – the complainant what outcome they are seeking.
- Inform – the complainant clearly of the complaint process, the time the process takes and set realistic expectations.
- Accountable – be empathic towards the affected person and action all commitments made.
- Assess – create a prioritisation framework to identify situations which pose an immediate threat or danger, or require a specialised response.
- Refer to the Compliment and complaint form template to assist in recording key information at the time of first contact.

5.2 2. RECORD

- Record – all information that is relevant to the compliment or complaint, in its original and simplest form.
- Store – in a compliment or complaint management system that also allows for data analysis.
- Protect – use a system that restricts access to clients who are involved in managing the compliment or complaint.
- Refer to the Template reporting system that can be used for reporting purposes.

5.3 3. ACKNOWLEDGE

- Acknowledge – receipt of the complaint early to build a relationship of trust and confidence with the person who raised the complaint.
- Anonymity – a person may request to remain anonymous in their lodgement and therefore contact may not be possible or expected.
- Desired outcomes – provide realistic expectations and refer the matter to other organisations where identified as being more suitable to handle.
- Conflict of interest – avoid this by appointing a person unrelated to the matter as an investigator.
- Timeframes and expectations – provide these to the complainant where possible.

5.4 4. RESOLVE

- Involve the complainant – keep them informed of the progress of the complaint and discuss any disparities identified in the information held.
- Additional information – request when required but apply a timeframe that limits when it is to be provided.
- Extensions in time – consider only where necessary and always communicate any additional time requirements to the complainant with an explanation of the need.
- Record – continue to record all decisions or actions of the complaint investigation in the complaint and complaint management system.
- Focus – when investigating, focus on the identified complaint matters only. A complaint is not an opportunity to review the whole case.

5.5 5. COMMUNICATE RESOLUTION

- Outcome – Where possible, discuss the outcome verbally with the complainant before providing written advice and allow them the opportunity to make further contact following receipt of the written advice.
- Recourse – include what further action may be available to the complainant at the conclusion of the complaint investigation. An action of recourse may be to escalate the matter further with an external agency or for a further review within the organisation.
- Further reviews – providing a minimum of one further review will enable the first investigation to be reviewed for soundness and allow additional information not available in the first complaint to be included.
- Opportunities – develop a mechanism or process by which complaint outcomes can be relayed to the appropriate area within the organisation for action to improve service delivery.
- Feedback – develop a process that allows for a review of the complainant's experience of the complaints process by encouraging and enabling feedback on how the process by which their complaint was dealt with.
- Support – is available from the Department of Health and Human Services and the Department of Education and Training or other organisations in the form of training, advice and resources to support receiving and managing compliments and complaints. Refer to the Listing of organisations for additional support.

Child Safe Environment Policy

Our Service is committed to the safety, wellbeing and support of all children and young people. Management, Staff and volunteers will treat all children with the utmost respect and understanding.

Our Service believes that:

- Children are capable of the same range of emotions as adults.
- Children's emotions are real and need to be accepted by adults.
- A reaction given to a child from an adult in a child's early stages of emotional development can be positive or detrimental depending on the adult's behaviour.
- Children, who preserve, enhance and better understand their body's response to an emotion is more able to predict the outcome from a situation and evade them or ask for help.

National Quality Standard (NQS)

Quality Area 2: Children's Health and Safety		
2.2	Safety	Each child is respected
2.2.1	Supervision	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard
2.2.2	Incident and emergency management	Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practiced and implemented
2.2.3	Child Protection	Management, educators and staff are aware of their roles and responsibilities to identify and respond to every child at risk of abuse or neglect

Education and Care Services National Regulations

Children (Education and Care Services) National Law NSW	
84	Awareness of child protection law
273	Course in child protection

Other Relevant Laws

Children, Youth and Families Act 2005 (as amended 2014) (Vic)
The Commission for Children and Young People Act 2012
Failure to Disclose 2014
Failure to Protect 2015
The Charter of Human Rights and Responsibilities Act 2006 (Vic)
Working with Children Act 2005 (Vic)
Child Wellbeing and Safety Act 2005 (Vic)
Family Law Act 1975

Related policies

This policy is to be read in conjunction with:

- Interactions with children
- Physical environment
- Human resources
- Code of Conduct
- Governance

PURPOSE

All Educators, Staff and Volunteers are committed to identifying possible risk and significant risk of harm to children and young people at the Service. We comprehend our duty of care responsibilities to protect children from all types of abuse, and adhere to our legislative obligations at all times.

We aim to implement effective strategies to assist in ensuring the safety and wellbeing of all children. Our Service will perform proficiently and act in the best interest of the child, assisting them to develop to their full potential in a secure and caring environment by:

- Promoting the safety of children
- Preventing child abuse
- Ensuring effective processes are in place to respond to and report allegations of child abuse
- Creating and maintaining a child safe environment under the National Quality Standard

SCOPE

This policy applies to children, families, staff, management and visitors of the Service.

WHAT IS ABUSE?

Child abuse is any action towards a child or young person that harms or puts at risk their physical, psychological or emotional health or development. Child abuse can be a single incident, or can be a number of different incidents that take place over time.

In Victoria abuse is classified into seven types:

1. Physical abuse
2. Sexual abuse
3. Grooming
4. Emotional or psychological harm
5. Neglect
6. Family violence
7. Children exhibiting inappropriate sexual behaviour.

DEFINITIONS

Maltreatment refers to non-accidental behaviour towards another person, which is outside the norms of conduct and entails a substantial risk of causing physical or emotional harm. Behaviours may be intentional or unintentional and include acts of omission and commission. Specifically abuse refers to acts of commission and neglect acts of omission. Note that in practice the terms child abuse and child neglect are used more frequently than the term child maltreatment

Significant Harm refers to circumstances causing concern for the safety, welfare and wellbeing a child or young person present to a significant extent. This means it is sufficiently serious to warrant a response by a statutory authority irrespective of the family's consent.

What is significant is not minor or trivial, and may reasonably be expected to produce a substantial and demonstrably adverse impact on the child's or young person's safety, welfare, or wellbeing.

In the case of an unborn child, what is significant is not minor or trivial and may reasonably be expected to produce a substantial and demonstrably adverse impact on the child.

Reasonable grounds refers to the need to have an objective basis for suspecting that a child may be at risk of abuse and neglect based on:

- First hand observation of the child or family
- What the child, parent or other person has disclosed

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- What can reasonably be indirect based on observation, professional training and/ or experience that causes the mandated reported to believe the child has been abused or is likely to be abused
- Signs of physical or sexual abuse leading to the belief that the child has been abused

Failure to disclose refers to the failure of a mandated reporter who has reasonable belief that a child under 16 has had a sexual offence committed to them by an adult to make a report to the police.

Failure to protect refers to a person of authority in the organisation who has the power or responsibility, but who negligently fails to reduce or remove the threat of substantial risk of child sexual abuse.

Mandatory Reporting is the legislative requirement for selected classes of people to report suspected child abuse and neglect to government authorities. In Victoria, mandatory reporting is regulated by the *Children, Youth and Families Act 2005* (Vic) ss. 162, 182, 184 (CYFA).

MANDATORY REPORTERS

Mandatory reporters are people who deliver the following services, wholly or partly, to children as part of their paid or professional work. Under the CYFA mandated reporters include:

- Doctors
- Nurses
- Teachers (including early childhood teachers)
- School principals
- Police

According to the CYFA mandated reporters (including people employed in children's services and unpaid managers of these services) must make reports if they form a belief based on reasonable grounds that a child is in need of protection because:

- The child's basic physical or psychological needs are not being met or are at risk of not being met
- The parents or other caregivers have not arranged and are unable or unwilling to arrange for the child to receive necessary medical care
- The parents or other caregivers have not arranged and are unable or unwilling to arrange for a school age child to receive an education
- The child has been, or is at risk of being physically or sexually abused or ill-treated
- The child is living in a household where there have been incidents of domestic violence and they are at risk of serious physical or psychological harm
- The parent's or other caregiver's behaviour means the child has suffered or is at risk of suffering serious psychological harm

To form a belief the reporter must be aware of matters that lead them to reasonably believe that a child is in need of protection.

PROTECT CHILD SAFE STANDARDS

From 1 January 2016 all early childhood services are required to comply with the Child Safe Standards. These standards aim to drive continuous improvement, by raising awareness and assisting organisations to create and maintain child safe environments.

The Standards

To create and maintain a child safe organisation, each early childhood service must have in place:

Standard 1: Strategies to embed an organisational culture of child safety, including through effective leadership arrangements

Standard 2: A child safe policy or statement of commitment to child safety

Standard 3: A code of conduct that establishes clear expectations for appropriate behaviour with children

Standard 4: Screening, supervision, training and other human resources practices that reduce the risk of child abuse by new and existing personnel

Standard 5: Processes for responding to and reporting suspected child abuse

Standard 6: Strategies to identify and reduce or remove risks of child abuse

Standard 7: Strategies to promote the participation and empowerment of children.

The Principles

Three overarching principles are embedded into each standard to ensure that organisations are aware of, and consider that some groups of children and young people may be particularly vulnerable, and may face extra challenges in reporting abuse. These principles are:

- Promoting the cultural safety of Aboriginal children
- Backgrounds
- Promoting the safety of children with a disability.

For more information, refer to:

Cultural safety of Aboriginal children: <https://ccyp.vic.gov.au/assets/resources/tipsheet-cultural-safety-aboriginal-children.pdf>

Cultural safety of children from culturally and/or linguistically diverse backgrounds:

<https://ccyp.vic.gov.au/assets/resources/tipsheet-safety-children-cult-ling-diverse.pdf>

Safety of children with a disability: <https://ccyp.vic.gov.au/assets/resources/tipsheet-safety-children-disability.pdf>

The Child Safety Standards are embedded into the policies and procedures of the Service.

INDICATORS OF ABUSE

There are common physical and behavioural signs that may indicate abuse or neglect. The presence of one of these signs does not necessarily mean abuse or neglect. Behavioural or physical signs which assist in recognising harm to children are known as indicators. The following is a guide only. One indicator on its own may not imply abuse or neglect. However a single indicator can be as important as the presence of several indicators. Each indicator needs to be deliberated in the perspective of other indicators and the child's circumstances. A child's behaviour is likely to be affected if he/she is under stress. There can be many causes of stress and it is important to find out specifically what is causing the stress. Abuse and neglect can be single incidents or ongoing, and may be intentional or unintentional.

PHYSICAL CHILD ABUSE

Physical child abuse is the non-accidental infliction of physical injury or harm of a child.

Examples of physical abuse may include beating, shaking or burning, assault with implements and female genital mutilation.

Indicators of physical child abuse

Physical indicators of physical child abuse include (but are not limited to):

- Evidence of physical injury that would not likely be the result of an accident
- Bruises or welts on facial areas and other areas of the body, e.g. back, bottom, legs, arms and inner thighs

- Burns from boiling water, oil or flames or burns that show the shape of the object used to make them, e.g. iron, grill, cigarette
- Fractures of the skull, jaw, nose and limbs, especially those not consistent with the explanation offered, or the type of injury possible at the child's age of development
- Cuts and grazes to the mouth, lips, gums, eye area, ears and external genitalia
- Bald patches where hair has been pulled out
- Multiple injuries, old and new
- Effects of poisoning
- Internal injuries

Behavioural indicators of physical child abuse include (but are not limited to):

In an infant or toddler:

- Self-stimulatory behaviours, for example, rocking, head banging
- Crying excessively or not at all
- Listless and immobile and/or emaciated and pale
- Exhibits significant delays in gross motor development and coordination
- Their parent/carer is unresponsive or impatient to child's cues and unreceptive to support

In all children, infants and toddlers:

- Disclosure of physical abuse, e.g. by child, friend, family member
- Inconsistent or unlikely explanation for cause of injury
- Wearing clothes unsuitable for weather conditions to hide injuries
- Wariness or fear of a parent, carer or guardian and reluctance to go home
- Unusual fear of physical contact with adults
- Fear of home, specific places or particular adults
- Unusually nervous, hyperactive, aggressive, disruptive and destructive to self and/or others
- Overly compliant, shy, withdrawn, passive and uncommunicative
- Change in sleeping patterns, fear of the dark or nightmares and regressive behaviour, e.g. bed-wetting
- No reaction or little emotion displayed when being hurt or threatened
- Habitual absences from the Service without reasonable explanation, where regular attendance is expected
- Complaining of headaches, stomach pains or nausea without physiological basis, poor self-care or personal hygiene

CHILD SEXUAL ABUSE

Child sexual abuse is when a person uses power or authority over a child to involve them in sexual activity.

This can include a wide range of physical and non-contact sexual activity

- Physical sexual contact:
 - Kissing or fondling a child in a sexual way
 - Masturbation
 - Fondling the child's genitals
 - Oral sex

- Vaginal or anal penetration by a penis. Finger or other object
- Exposure of the child to pornography
- Non-contact offences:
 - Talking to a child in a sexually explicit way
 - Sending sexual messages or emails to a child
 - Exposing a sexual body part to a child
 - Forcing a child to watch a sexual act including showing pornography to a child
 - Having a child pose or perform in a sexual manner (including child sexual exploitation)
 - Grooming or manipulation

Child sexual abuse does not always involve force. In some circumstances a child may be manipulated into believing that they have brought the abuse on themselves, or that the abuse is an expression of love through a process of grooming.

Any child can be victim of sexual abuse, however children who are vulnerable, isolated and/or have a disability are disproportionately abused and are much more likely to become victim.

Indicators of child sexual abuse

Physical indicators of child sexual abuse include (but are not limited to):

- Injury to the genital or rectal area, e.g. bruising, bleeding, discharge, inflammation or infection
- Injury to areas of the body such as breasts, buttocks or upper thighs
- Discomfort in urinating or defecating
- Presence of foreign bodies in the vagina and/or rectum
- Sexually-transmitted infections
- Frequent urinary tract infections

Behavioural indicators of child sexual abuse include (but are not limited to):

In an infant or toddler:

- Self-stimulatory behaviours, for example, rocking, head banging
- Crying excessively or not at all
- Listless and immobile and/or emaciated and pale
- Exhibits significant delays in gross motor development and coordination

In all children, infants and toddlers:

- Disclosure of sexual abuse, e.g. by child, friend, family member
- Drawings or descriptions of stories that are sexually explicit and not age-appropriate
- Persistent and age-inappropriate sexual activity, e.g. excessive masturbation or rubbing genitals against adults
- Wariness or fear of a parent, carer or guardian and reluctance to go home
- Unusual fear of physical contact with adults
- Change in sleeping patterns, fear of the dark or nightmares and regressive behaviour, e.g. bed-wetting
- Wearing clothes unsuitable for weather conditions to hide injuries
- Unusually nervous, hyperactive, aggressive, disruptive and destructive to self and/or others
- Exhibits significant delays in gross and fine motor development and coordination

- Overly compliant, shy, withdrawn, passive and uncommunicative
- Fear of home, specific places or particular adults
- Poor self-care or personal hygiene
- Complaining of headaches, stomach pains or nausea without physiological basis

Child sexual exploitation

Child sexual exploitation is also a form of sexual abuse where offenders use their power, (physical, financial or emotional) over a child to sexually or emotionally abuse them.

It often involves situations and relationships where young people receive something (food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money etc.) in return for participating in sexual activities.

Child sexual exploitation can occur in person or online, and sometimes the child may not even realise they are a victim. For more information on child sexual exploitation and advice on specific strategies for identifying and preventing exploitation please see Prevention of Child Sexual Exploitation and Grooming at

<http://www.education.vic.gov.au/about/programs/health/protect/Pages/exploitationgrooming.aspx>

GROOMING

Grooming is when a person engages in predatory conduct to prepare a child for sexual activity at a later time. Grooming can include communicating and/or attempting to befriend or establish a relationship or other emotional connection with the child or their parent/carer.

Sometimes it is hard to see when someone is being groomed until after they have been sexually abused, because some grooming behaviour can look like "normal" caring behaviour.

Examples of grooming behaviours may include:

- Giving gifts or special attention to a child or their parent or carer (this can make a child or their parent feel special or indebted)
- Controlling a child (or that child's parents) through threats, force or use of authority (this can make a child or their parent fearful to report unwanted behaviour)
- Making close physical contact or sexual contact, such as inappropriate tickling and wrestling
- Openly or pretending to accidentally expose the victim to nudity, sexual material and sexual acts (this in itself is classified as child sexual abuse but can also be a precursor to physical sexual assault).

Indicators of grooming

Behavioural indicators that a child may be subject to grooming include (but are not limited to):

- Developing an unusually close connection with an older person
- Displaying mood changes (hyperactive, secretive, hostile, aggressive, impatient, resentful, anxious, withdrawn, depressed)
- Using street/different language; copying the way the new 'friend' may speak; talking about the new 'friend' who does not belong to his/her normal social circle
- Possessing gifts, money and expensive items given by the 'friend'
- Being excessively secretive about their use of communications technologies, including social media
- Being dishonest about where they've been and whom they've been with

EMOTIONAL ABUSE

Emotional child abuse occurs when a child is repeatedly rejected, isolated or frightened by threats, or by witnessing family violence.

It also includes hostility, derogatory name-calling and put-downs, and persistent coldness from a person, to the extent that the child suffers, or is likely to suffer, emotional or psychological harm to their physical or developmental health. Emotional abuse may occur with or without other forms of abuse.

Indicators of emotional abuse

Physical indicators of emotional abuse include (but are not limited to):

- Language delay, stuttering or selectively being mute (only speaking with certain people or in certain situations)
- Delays in emotional, mental or physical development

Behavioural indicators of emotional abuse include (but are not limited to):

In an infant or toddler:

- Self-stimulatory behaviours, for example, rocking, head banging
- Crying excessively or not at all
- Listless and immobile and/or emancipated and pale
- Exhibits significant delays in gross motor development and coordination
- Their parent/carer is unresponsive or impatient to child's cues and unreceptive to support

In all children, infants and toddlers:

- Overly compliant, passive and undemanding behaviour
- Extremely demanding, aggressive and attention-seeking behaviour or anti-social and destructive behaviour
- Low tolerance or frustration
- Poor self-image and low self-esteem
- Unexplained mood swings, depression, self-harm
- Behaviours that are not age-appropriate, e.g. overly adult, or overly infantile
- Exhibits significant delays in gross and fine motor development and coordination
- Poor social and interpersonal skills
- Violent drawings or writing
- Lack of positive social contact with other children

NEGLECT

Neglect includes a failure to provide the child with

- An adequate standard of nutrition
- Medical care
- Clothing
- Shelter
- Supervision

To the extent that the health or physical development of the child is significantly impaired or placed at serious risk

In some circumstances the neglect of a child:

- Can place the child's immediate safety and development at serious risk

- May not immediately compromise the safety of the child, but is likely to result in longer term cumulative harm

This includes low-to-moderate concerns for the wellbeing of a child, such as:

- Concerns due to conflict within a family
- Parenting difficulties
- Isolation of a family or a lack of apparent support

Both forms of neglect must be responded to via the Four Critical Actions for Early Childhood Services.

Indicators of neglect

Physical indicators of neglect include (but are not limited to):

- Appearing consistently dirty and unwashed
- Being consistently inappropriately dressed for weather conditions
- Being at risk of injury or harm due to consistent lack of adequate supervision from parents
- Being consistently hungry, tired and listless
- Having unattended health problems and lack of routine medical care
- Having inadequate shelter and unsafe or unsanitary conditions

Behaviour indicators of neglect include (but are not limited to):

In an infant or toddler:

- Self-stimulatory behaviours, for example, rocking, head banging
- Crying excessively or not at all
- Listless and immobile and/or emancipated and pale
- Exhibits significant delays in gross motor development and coordination
- Inadequate attention to the safety of the home (e.g. dangerous medicines left where children may have access to them)
- Being left unsupervised, either at home, on the street or in a car
- Their parent/carer is unresponsive or impatient to child's cues and unreceptive to support
- Developmental delay due to lack of stimulation

In all children, infants and toddlers:

- Being left with older children or persons who could not reasonably be expected to provide adequate care and protection
- Gorging when food is available or inability to eat when extremely hungry
- Begging for, or stealing food
- Appearing withdrawn, listless, pale and weak
- Aggressive behaviour, irritability
- Little positive interaction with parent, carer or guardian
- Indiscriminate acts of affection and excessive friendliness towards strangers
- Exhibits significant delays in gross and fine motor development and coordination
- Poor, irregular or non-attendance at the Service (where regular attendance is expected)
- Refusal or reluctance to go home
- Self-destructive behaviour
- Taking on an adult role of caring for parent

FAMILY VIOLENCE

Family violence is behaviour towards a family member that may include:

- Physical violence or threats of violence
- Verbal abuse, including threats
- Emotional or psychological abuse
- Sexual abuse
- Financial and social abuse

A child's exposure to family violence constitutes child abuse. This exposure can be very harmful and may result in physical harm and long-term physical, psychological and emotional trauma. Action must be taken to protect the child, and to mitigate or limit their trauma.

Research shows that during pregnancy and when families have very young babies:

- There is an increased risk of family violence
- Pre-existing family violence may increase in severity
- There is an opportunity for intervention as families are more likely to have contact with services

The longer that a child experiences or is exposed to family violence, the more harmful it is.

Family violence in Aboriginal and Torres Strait Islander communities

In identifying family violence in Aboriginal and Torres Strait Islander communities it is important to recognise that:

- Aboriginal and Torres Strait Islander family violence may relate to relationships that aren't captured by the Western nuclear family model (e.g. grandparents, uncles and aunts, cousins and other community and culturally defined relationships)
- Aboriginal and Torres Strait Islander family violence can also include cultural and spiritual abuse
- Perpetrators of Aboriginal and Torres Strait Islander family violence may not be Aboriginal and Torres Strait Islander people

Aboriginal and Torres Strait Islander family violence occurs in a historical context of colonisation, dispossession, and the loss of culture. This has resulted in the breakdown of kinship systems and of traditional law, racism, and previous government policies of forced removal of children from families. However, this should never detract from the legitimacy of the survivor's experience of violence, or your obligation to report and respond to any suspected family violence.

Indicators of family violence

Physical indicators of family violence may include (but are not limited to):

- Speech disorders
- Delays in physical development
- Failure to thrive (without an organic cause)
- Bruises, cuts or welts on facial areas, and other parts of the body including back, bottom, legs, arms and inner thighs
- Any bruises or welts (old or new) in unusual configurations, or those that look like the object used to make the injury (such as fingerprints, handprints, buckles, iron or teeth)
- Internal injuries

Behavioural indicators of family violence may include (but are not limited to):

In an infant or toddler:

- Self-stimulatory behaviours, for example, rocking, head banging

- Crying excessively or not at all
- Listless and immobile and/or emaciated and pale
- Exhibits significant delays in gross motor development and coordination

In all children, infants and toddlers:

- Violent/aggressive behaviour and language
- Depression and anxiety
- Appearing nervous and withdrawn, including wariness of adults
- Difficulty adjusting to change
- Developmentally inappropriate bedwetting and sleeping disorders
- Extremely demanding, attention-seeking behaviour
- Participating in dangerous risk-taking behaviours to impress peers
- Overly compliant, shy, withdrawn, passive and uncommunicative behaviour
- 'Acting out', such as cruelty to animals
- Demonstrated fear of parents, carers or guardians, and of going home
- Complaining of headaches, stomach pains or nausea without physiological basis

INAPPROPRIATE SEXUAL BEHAVIOUR

Inappropriate sexual behaviour includes:

Problem sexual behaviour

Problem sexual behaviour is the term used by the Victorian government and funded service providers to describe concerning sexual behaviour exhibited by children under the age of 10 years. Children under 10 years are deemed unable to consent to any form of sexual activity and cannot be held criminally responsible for their behaviour.

Sexually abusive behaviour

Sexually abusive behaviour is the term used by the Victorian Government and funded service providers to describe concerning sexual behaviour by children aged 10 years or older and under 15 years of age. A child is considered to exhibit sexually abusive behaviour when they have used power, authority, or status to engage another party in sexual activity that is unwanted or the other party is unable to give consent. A child who engages in sexually abusive behaviour may be in need of therapeutic treatment. It may also be an indicator that the child has been or is being sexually abused by others.

Sexually abusive behaviour may amount to a sexual offence. A sexual offence includes rape, sexual assault, indecent acts and other unwanted sexualised touching, all of which are offences under the *Crimes Act 1958*.

It may be difficult to determine the nature of children's sexual behaviour, including whether the behaviour:

- Constitutes a sexual offence
- Is indicative of any underlying abuse

Under Victorian Law:

- Children aged between 12-15 can only consent to sexual activity with a peer no more than two years their senior (*therefore sexual contact led by a child with another child outside of these age parameters may amount to a sexual offence*)
- In order for a person to consent to sexual activity they have to have the capacity to understand the context and possible consequences of the act (*therefore sexual contact led by a child involving a person with a cognitive impairment or affected by alcohol and other drugs may also amount to a sexual offence*)

Most critically the 'Four Critical Actions for Early Childhood Services: Responding to Incidents, Disclosures or Suspicions of Child Abuse' will be followed if:

- You witness an incident, receive a disclosure or form a reasonable suspicion that a child has engaged in inappropriate sexual behaviour, even if you're not sure (these actions will support you to report to Victoria Police)
- A child's inappropriate sexual behaviour leads you to form a reasonable belief that the child may be subject to abuse

NOTE: All definitions and indicators of child abuse sourced from: State of Victoria (Department of Education and Training). (2017). *Early childhood guidance: Identifying signs of child abuse*. Retrieved from www.education.vic.gov.au

IMPLEMENTATION

Our Service strongly opposes any type of abuse against a child and endorses high quality practices in relation to protecting children. To ensure best practice, all educators will attend approved Child Protection training certified by a registered training organisation. Educators will continue to keep up to date, by completing Child Protection Awareness Training annually, ensuring they keep up to date with their current responsibilities as Mandatory Reporters.

NOTE: The reporter is not required to prove that abuse has occurred.

Management/Nominated Supervisor will ensure:

- The Nominated Supervisor of the Service and any certified supervisor in day-to-day charge of the Service have successfully completed a course in child protection approved by the Regulatory Authority.
- All employees and volunteers are:
 - Clear about their roles and responsibilities regarding child protection.
 - Aware of their requirements to immediately report cases where they believe a child is at risk of significant harm to the appropriate authority.
 - Aware of the indicators showing a child may be at risk of harm or significant risk of harm.
- To provide training and development for all educators, staff and volunteers in child protection
- To provide educators with a reporting procedure and professional standards to safeguard children and protect the integrity of educators, staff and volunteers.
- To validate a Working with Children Check for all educators, staff and volunteers unless the person meets the criteria for exemption from a WWCC. See exemption information at

<http://www.workingwithchildren.vic.gov.au/home/about+the+check/who+needs+a+check/exemptions/>

- To provide access to relevant acts, regulations, standards and other resources to help educators, staff and volunteers meet their obligations.
- Records of abuse or suspected abuse are kept in line with our Privacy and Confidentiality Policy.
- To notify the Child Protection Services within 30 days of becoming aware of any allegations and convictions for abuse or neglect of a child made against an employee or volunteer and ensure they are investigated and appropriate action taken.
- To notify Child Protection Services of details of employees against whom relevant disciplinary proceedings have been completed or people whose employment has been rejected because of a risk identified in employment screening processes.
- To notify the regulatory authority as soon as practicable of any incident where you reasonably believe that physical and/or sexual abuse of a child has occurred or is occurring while the child is being educated and cared for by the Service
- To notify the regulatory authority as soon as practicable of any allegation that sexual or physical abuse of a child has occurred or is occurring while the child is being educated and cared for by the Service.

Accusations against Educators

Accusations of abuse or suspected abuse against educators, staff members, and volunteers, the Nominated Supervisor or Approved Provider are treated in the same way as allegations against other people. Reports will be made to the Child Protection Helpline where a child is at risk of significant abuse by a person at the Service. If the Supervisor is involved in the abuse then the Approved Provider or most senior educator will assist in notifying the Child Protection Helpline. Where the offence requires immediate police action, the police will be called on 000.

Educators will:

- Be able to recognise indicators of abuse
- Respect what a child discloses, taking it seriously and follow up their concerns.
- Allow children to be part of decision-making processes where appropriate.
- Comprehend they are mandatory reporters under the legislation and report any situation where they believe on reasonable grounds a child is at risk of significant harm to the Police on 000, Child Protection Crisis Line on **132 278**, and/or local Child Protection office (see end of policy for contact details) as appropriate
- Be able to contact Child FIRST, which also help mandatory reporters identify the level of risk to a child and whether to report the risk to the Child Protection Service.
- Contact the police on 000 if there is an immediate danger to a child and intervene instantly if it is safe to do so.
- Associate families with referral agencies where concerns of harm do not meet the threshold of significant harm. These services may be located through Child FIRST. Family consent will be sought before making referrals.
- Promote the welfare, safety and wellbeing of children at the Service.
- Prepare precise records recording exactly what happened, conversations that took place and what you observed to contribute to the investigations of abuse or suspected abuse by the Child Protection Crisis Line, local Child Protection office, or dealings with referral agencies.
- Understand that allegations of abuse or suspected abuse against them are treated in the same way as allegations of abuse against other people

DOCUMENTING A SUSPICION OF HARM

If educators have concerns about the safety of a child they will:

- Record their concerns in a non-judgmental and accurate manner as soon as possible.
- Record his or her own observations as well as precise details of any discussion with a parent (who may for example explain a noticeable mark on a child).
- Not endeavour to conduct their investigation.
- Document as soon as possible so the details are accurately apprehended including:
 - Time, date and place of the suspicion
 - Full details of the suspected abuse
 - Date of report and signature

DOCUMENTING A DISCLOSURE

A disclosure of harm emerges when someone, including a child, tells you about harm that has happened or is likely to happen. When a child discloses that he or she has been abused, it is an opportunity for an adult to provide immediate support and comfort and to assist in protecting the child from the abuse. It is also a chance to help the child connect to professional services that can keep them safe, provide support and facilitate their recovery from trauma. Disclosure is about seeking support and your response can have a great impact on the child or young person's ability to seek further help and recover from the trauma.

When receiving a disclosure of harm the Service will:

- Remain calm and find a private place to talk
- Reassure the child or young person it is right to tell
- Let the child or young person take his or her time.
- Let the child or young person use his or her own words.
- Accept the child or young person will disclose only what is comfortable and recognise the bravery/strength of the child for talking about something that is difficult.
- Not promise to keep a secret
- Tell the child/person they have done the right thing in revealing the information but that they'll need to tell someone who can help keep the child safe
- Only ask enough questions to confirm the need to report the matter because probing questions could cause distress, confusion and interfere with any later enquiries
- Not attempt to conduct their own investigation or mediate an outcome between the parties
- Document as soon as possible so the details are accurately captured including:
 - Time, date and place of the disclosure
 - 'Word for word' what happened and what was said, including anything they said and any actions that have been taken
 - Date of report
 - Signature.
- Do not confront the perpetrator.

Confidentiality

It is important that any notification remains confidential, as it is vitally important to remember that no confirmation of any allegation can be made until the matter is investigated. The individual who makes the complaint should not inform the person they have made the complaint about. This ensures the matter can be investigated without prior knowledge and contamination of evidence.

Protection for reporters

Reports made to Child Protection Services are kept confidential. However, a law enforcement agency may access the identity of the reporter if this is needed in connection with the investigation of an alleged serious offence against a child. Under the *Children Youth and Families Act 2005* (s. 189), if the report is made in good faith:

- It does not constitute unprofessional conduct or a breach of professional ethics,
- The reporter cannot be held legally liable
- It does not constitute a breach of s. 141 of the *Health Services Act 1988*, or s. 346 of the *Mental Health Act 2014*.
- The reporter is not liable for the eventual outcome of any investigation.

A report is also an exempt document under the *Freedom of Information Act 1989*.

Confidentiality for reporters

Under ss. 190 and 191 of the CYFA confidentiality is provided for reporters, and prevents the name or any information likely to lead to the identification of the reporter to be disclosed unless in very specific circumstances.

The identity of the reporter must remain confidential unless;

- The reporter chooses to inform the child or family of the report
- The reporter consents in writing to their identity as the reporter being disclosed
- A court or tribunal decides it need this information in order to ensure the safety and wellbeing of the child
- A court or tribunal decides that in the interests of justice the evidence needs to be given.

BREACH OF CHILD PROTECTION POLICY

All educators and staff working with children have a duty of care to support and protect children. A duty of care is breached if a person:

- Does something that a reasonable person in that person's position would not do in a particular situation
- Fails to do something that a reasonable person in that person's position would do in the circumstances
- Acts or fails to act in a way that causes harm to someone the person owes a duty of care.

MANAGING A BREACH IN CHILD PROTECTION POLICY

Management will investigate the breaches in a fair, unbiased and supportive manner by:

- Discussing the breach with all people concerned will be advised of the process
- Giving the educator the opportunity to provide their version of events
- Documenting the details of the breach, including the versions of all parties and the outcome will be recorded
- Ensuring the matters in relation to the breach are kept confidential
- Approaching an appropriate outcome which will be decided based on evidence and discussion

OUTCOME OF A BREACH IN CHILD PROTECTION POLICY

Depending on the nature of the breach outcomes may include:

- Emphasising the relevant element of the child protection policy and procedure
- Providing closer supervision
- Further education and training

- Facilitating between those involved in the incident (where appropriate)
- Disciplinary procedures if required
- Reviewing current policies and procedures and developing new policies and procedures if necessary.

EDUCATING CHILDREN ABOUT PROTECTIVE BEHAVIOUR

Our program will educate children

- About acceptable and unacceptable behaviour, and what is appropriate and inappropriate contact at an age appropriate level and understanding
- About their right to feel safe at all times
- To say ‘no’ to anything that makes them feel unsafe or uncomfortable
- About how to use their own knowledge and understanding to feel safe.
- To identify signs that they do not feel safe and need to be attentive and think clearly.
- That there is no secret or story that is too horrific, that they can’t share with someone they trust.
- That educators are available for them if they have any concerns
- To tell educators of any suspicious activities or people.
- To recognise and express their feelings verbally and non-verbally.
- That they can choose to change the way they are feeling.

Reporting Authority	Contact Details
Department of Human Services	Child Protection Crisis Line (urgent concerns) Ph. 13 12 78 Ph. 1800 212 936 National Child Abuse Helpline: Ph. 1800 99 10 99 (9am-5pm AEST)

Jurisdictional Contacts	Contact Details
North Division Banyule, Buloke, Darebin, Campaspe, Central Goldfield, Gannawarra, Greater Bendigo, Hume, Loddon, Macedon Ranges, Mildura, Moreland, Mount Alexander, Nillumbik, Swan Hill, Whittlesea, Yarra.	1300 664 977

Source

- Australian Children’s Education & Care Quality Authority. (2014).
- Guide to the Education and Care Services National Law
- Education and Care Services National Regulations 2015,
- ECA Code of Ethics.
- Guide to the National Quality Standard.
- Child Protection (Working with Children) Act 2012
- Children and Young Persons (Care and Protection) Act 1998
- Children, Youth and Families Act 2005 (as amended 2014) (Vic)
- The Commission for Children and Young People Act 2012
- Failure to Disclose 2014
- Failure to Protect 2015

- The Charter of Human Rights and Responsibilities Act 2006 (Vic)
- Working with Children Act 2005 (Vic)
- Child Wellbeing and Safety Act 2005 (Vic)
- Family Law Act 1975 (Cth)
- State of Victoria (Department of Education and Training). (2017). *Early childhood guidance: Identifying signs of child abuse*. Retrieved from www.education.vic.gov.au
- Community and Disability Services Ministers' Conference (2005). *Creating safe environments for children: Organisations, employees and volunteers: National framework*.
- Community and Disability Services Ministers' Conference (2005). Schedule: Guidelines for building the capacity of child-safe organisations. *Creating safe environments for children: Organisations, employees and volunteers: National framework*.
- The Commission for Children and Young People Act 1998
- Early Years Learning Framework
- National Quality Standard.
- <https://aifs.gov.au/cfca/publications/mandatory-reporting-child-abuse-and-neglect>
- ACT Government
<http://www.legislation.act.gov.au/a/2008-19/default.asp>
- National Comparison of Child Protection Systems
<https://aifs.gov.au/cfca/publications/national-comparison-child-protection-systems>
- Reporting abuse and neglect
<https://aifs.gov.au/cfca/publications/reporting-abuse-and-neglect>
- Mandatory Reporting
- <https://aifs.gov.au/publications/families-policy-and-law/14-mandatory-reporting-laws>
- Revised National Quality Standard
- http://www.dhs.vic.gov.au/data/assets/pdf_file/0003/582591/flowchart-mandatory-reporting-27-5-10.pdf
- **[Creating child safe organisations page](#)** of the Department of Health and Human Services' Service Providers website: < <http://providers.dhhs.vic.gov.au/creating-child-safe-organisations>>
- **[Child safe standards page](#)** of the Department of Health and Human Services' Service Providers website: < <http://providers.dhhs.vic.gov.au/child-safe-standards>>.
- **[An Overview to the Victorian child safe standards](#)**, has information to help organisations understand the requirements of each of the child safe standards, including examples of measures organisations can put in place, a self-audit tool and a glossary of key terms: < <http://providers.dhhs.vic.gov.au/child-safe-standards>>

Review

Date Reviewed	Modifications	Next Policy Review Date
January 2018	New policy draft	August 2018
January 2018	Included references and sources to the Child Safe Standards. VIC	August 2018

Children’s Health and Safety Policy

It is our commitment to provide a safe environment for children so that they can explore, discover and learn and for Educators so that they can nurture and educate children in a safe and pleasant environment.

National Quality Standards (NQS)

Quality Area 2: Children’s Health and Safety	
2.1	Each child’s health is promoted.
2.1.3	Healthy eating and physical activity are promoted and appropriate for each child.
2.2	Each child is protected
2.2.1	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard

Education and Care Services National Regulations	
82	Tobacco, drug and alcohol free environment
156	Relationships in groups
103	Premises, furniture and equipment to be safe, clean and in good repair
104	Fencing
105	Furniture, materials and equipment
106	Laundry and hygiene facilities
107	Space requirements—indoor space
108	Space requirements—outdoor space
109	Toilet and hygiene facilities
110	Ventilation and natural light
111	Administrative space
112	Nappy change facilities
113	Outdoor space—natural environment
114	Outdoor space—shade
115	Premises designed to facilitate supervision
116	Assessments of family day care residences and approved family day care venues
117	Glass
73	Educational programs
74	Documenting of child assessments or evaluations for delivery of educational program
75	Information about the educational program to be kept available
76	Information about educational program to be given to parents
80	Weekly menu
86	Notification to parents of incident, injury, trauma and illness
99	Children leaving the education and care service premises
102	Authorisation for excursions
111	Administrative space
158	Children’s attendance records to be kept by approved provider
168	Education and care service must have policies and procedures
171	Policies and procedures to be kept available

PURPOSE

We aim to protect the health, safety and welfare of the children attending the service.

SCOPE

This policy applies to children, families, staff, management and visitors of the service.

IMPLEMENTATION

We are dedicated to ensuring that each child's health and safety needs are met through the implementation of operative hygiene practices to control the spread of infectious diseases, the prevention and management of injuries and illness and providing a safe and secure physical environment for children. In any occurrences where children show any signs of illness or injury, educators will refer to the Incident, Injury, Trauma and Illness Policy.

The importance of children's nutritional and physical health needs will be promoted by educating children about a healthy lifestyle which will be reinforced through the everyday routine and experiences.

Information on health, hygiene, safe food and dental care principles and practices will be displayed at the Service to provide families with more information.

We believe in quality education and care in an environment that provides for their protection through adequate supervision, safe experiences and environments, and emergency vigilance. Educators at the service are dedicated to understanding their legal and ethical responsibility to protect the children enrolled at the service.

Arrangements for Laundering of Soiled Items

Soiled clothing will be returned to a child's home for laundering. Educators will remove soiled content and placed into a plastic bag. Items will be stored securely in a sealed container and not placed in the child's bag.

Choosing Appropriate Resources and Equipment

1. The service will maintain an up to date register of equipment at the service.
2. The Approved Provider will be ultimately responsible for any purchases of equipment.
3. Educators will document any equipment which needs maintenance on a prioritised basis on the maintenance register.
4. Resources and equipment will be chosen to reflect the cultural diversity of the Service's community and the cultural diversity of contemporary Australia
5. The Service will actively pursue the contribution of families regarding toys and equipment at the service.
6. All new equipment will be checked against Australian Safety Standards.
7. Children will be carefully introduced to new toys & pieces of equipment and taught how to use and care for them appropriately.
8. Equipment that should only be used under supervision will be stored in a safe place out of children's reach.
9. The use of pools and toys or equipment which involves the use of water will be used under the direct supervision of educators. All equipment will be emptied of water when not in use, and stored in such a manner that it cannot collect water.
10. Equipment will be checked regularly by the educators to ensure it is in a clean and safe condition which will be recorded on the appropriate indoor and outdoor safety checklist.
11. The Approved Provider will advise the educator and parents about the purchase of new equipment and ensure a risk assessment has been conducted

The children's learning environment

- The service will keep a record of any changes that is made to the physical environment of the service, such as rearranging of rooms etc to show continuous improvement.
- The service will document the links between the arrangements and choice of resources and equipment and the children's learning in the program.

On-going Maintenance

- The service will reflect on the environment and establish a plan certifying that the environment continuously collaborates with our philosophy of providing a safe and secure environment, stimulating and engaging for all who interact with it.
- The Approved Provider/Nominated Supervisor will also ensure that the service and its grounds comply with Local Government and regulations in regards to fire ventilation, natural and artificial lighting and safety glass.
- Should the service undertake major renovations, management plans will be put in place to ensure that the safety of educators, children, families and others at the service is not compromised.

The Children's Groupings

- Our service groups the children throughout the day in rooms according to their age and/or developmental stage. Within each room children are able to explore and experience their own temperaments in both the indoor and outdoor environment. For example, each room allows for a quiet play space, such as our book corner and a loud/physical play space such as the block area.
- In order for children to interact with the children and educators from other rooms in the service, in the morning we have family grouping, where all children attending the service are together.

Safety Checks

A daily inspection of the premises will be undertaken before children begin to arrive. This inspection will include the:

1. Service Perimeters
2. Fences/Fence Line
3. Gates
4. Paths
5. Buildings
6. All rooms accessible by children
7. Fixed equipment
8. Sand Pit

This must be done in order to identify any dangerous objects in the grounds ranging from sharps to poisonous or dangerous plants and animals.

In the event of a sharp object being found (for example a syringe) educators will wear gloves and use tongs to pick up the object and place it in the 'sharp object box'. This box will be disposed of as per the recommendations of our local council.

Similarly, trees in the grounds must be checked regularly for overhanging, dead or dangerous looking branches as well as check for any infestations or nests.

Non-fixed play equipment in the service grounds it can be no more than one metre high and must be supervised at all times by an educator.

The service will have regular pest inspections carried out by an accredited pest control company.

Documentation of these inspections will be kept and any findings from the pest control check will be carried out in line with the recommendation of the pest control company.

The Indoor and Outdoor Daily Safety Checklists will be used as the procedure to conduct these safety checks. A record of these will be kept by the service. Any required maintenance will immediately be reported by the Approved Provider/Nominated Supervisor who will make the appropriate arrangements to have repairs carried out.

The following can be used as a guideline to produce Checklists for the service's individual needs.

Checklist: Outdoor

1. **Building maintenance** – regularly maintain and check for hazards, check building is in a safe, clean and hygienic condition. Records of any damages and subsequent repairs are kept.
2. **Doors** – have finger jam protectors.
3. **Dust mites, pet allergens** – regular dusting and vacuuming.
4. **Fences** off securely and effectively all sides of outdoor play areas from roads, water hazards, and driveways. Maintain fences have correct height. Install childproof self-locking devices on gates.
5. **Garbage** – safe and prompt disposal. Use lidded secure bins that prevent child access and maintain in a clean and safe condition. Encourage recycling.
6. **Garden** and renovation debris removed. Regularly trim branches and bushes.
7. **Garages and sheds** - keep locked.
8. **Heating, cooling, ventilation, lighting** – comfortable, safe, maintained, guarded and are kept out of reach of children.
9. **Hygienic**, regularly cleaned and maintained conditions protect against vermin, bacteria, mildew, lead, asbestos and other dust allergens.
10. **Non-slip** floors, stairs, steps, grounds and nonporous indoor floors for easy cleaning.
11. **Renovation** dangers e.g. lead, asbestos, holes and excavations – reduce risks.
12. **Pesticide** residue - dangerous chemicals should not be used to remove vermin.
13. **Safety glass** is installed according to the Australian Standards on all glass doors and windows accessible to children, and safety decals on both sliding doors and plate glass doors at child and adult eye level.
14. **Security** - minimising unauthorised access with appropriate fencing and locks.
15. **Spills** – clean away as they occur.
16. **Under Service access** (including buildings on stilts and footings) – lock or block access.
17. **Window fly screens** securely fitted, maintained and permanent.
18. **Hazards and driveways**. Maintain fences, have correct height, install childproof self- locking devices on gates.
19. **Bikes and wheeled toys** – it is recommended that correctly fitted helmets be worn every time children use 'bikes' and wheeled toys. For detailed checklists and assistance in developing written policies to guide maintenance, programming, supervision and use of 'bikes' and wheeled toys in children's services, contact the Early Childhood Road Safety Education Program on (02) 9850 9882.
20. **Centre car park** – ensure family members are aware of pedestrian safety rules such as holding their child's hand and alighting children from the safety door. Encourage families to always supervise their children in the car park to prevent accidents and injuries, which could occur as a result of reversing vehicles.
21. **Finger entrapment** – all holes or openings in playground equipment must be between 8-25 mm.
22. **First aid kit is approved**, maintained, and accessible throughout outdoor play.
23. **Hazardous Plants** – identify and remove or make inaccessible to children.
24. **Machinery, tools and equipment** – ensure all engine operated or other hazardous equipment, tools or machinery are stored securely and are inaccessible to children.

25. **Pet and animal droppings** cleared or inaccessible to children in outdoor areas, exclude dogs from children's play areas, finger proof pet enclosures, supervise pet interactions with children.
26. **Pool safety, fencing and gate compliance**, paddling pools emptied immediately after use, turn upside down, disinfected if soiled.
27. **Safe play rules and adequate safe play areas** - talk with children about how to play safely. Maintain safe layouts for outdoor play areas to avoid collisions between children.
28. Sandpits - cover when not in use, regularly clean, rake, and remove sand soiled by faeces or blood. Hose sandpits at end of day after removing contaminated sand and material.
29. **Soft fall** - appropriate ground cover under outdoor climbing and play equipment, meets standards.
30. **Sun protection** clothing, hats, and sunscreen, for unshaded areas - minimise play at peak sun exposure times. Install a sunshade over sandpits and play areas.
31. **Ensure children are visible and supervised at all times.** High-risk areas and climbing and other outdoor play equipment. Make hazardous equipment, machinery, chemicals, and any other materials inaccessible to children.
32. **Water hazards** - cover and make inaccessible to children, e.g. ponds, dams, spas, creeks, nappy buckets.
33. Water troughs are to be used under adult supervision only and will not be used without a stand, keeping it off the ground. Children are to remain standing on the ground whilst using the water trough
34. **Play equipment** that is higher than 50cm has soft fall installed underneath at least 25cm in depth under and 1.9m from the perimeter of the equipment. Place outdoor play equipment away from paths and solid garden edging.
35. **Surfacing** used underneath and around equipment complies with Australian and New Zealand Standards AS/NZS 4422, 1996, and is maintained regularly; materials may need to be raked, redistributed and checked weekly for spiders, sharp objects or animal litter.

Checklist: Indoors

1. **Access for children and adults with disability** - ensure safe access into, within and out of the Service, security, toilet and washing facilities, and check for hazards for wheelchairs and people with impaired sight, hearing or mobility.
2. **Barriers** - age appropriate, child proof, self-locking barriers to balconies, stairways, kitchen, bathroom, laundry, garage, other levels in the Service, front and back garden.
3. **Children at risk** – maintain extra security and supervision for children at special risk.
4. **Choking hazards** e.g. small toy parts, beads, nuts, blind and curtain cords, plastic bags, sandwich bags and balloons.
5. **Decorations and children's artwork** – do not place near ceiling fans, air conditioners or heaters. Avoid use of tacks, pins, and staples.
6. **Emergency evacuation** – develop an evacuation plan and emergency contact numbers display, inform families, and practice evacuation procedures.
7. **Fire** – fire blanket, extinguisher, fire exits, smoke detectors, electrical safety switch.
8. **First aid kit** with approved contents is maintained and accessible. Ensure First Aid certificates are current for relevant educators.
9. **Furniture and nursery equipment** - stable, maintained and meets safety standards.
10. **Guard and make inaccessible to Children:** heaters, coolers, fireplaces, stoves, microwaves, power points, and office equipment. Ensure heaters are away from children's cots.
11. **Hazardous indoor and outdoor plants** identify, remove or make inaccessible to children.

12. **Heaters** – ensure that children cannot come in contact with hot surfaces. It is preferable to use heating where combustion products are ducted outside. If gas heating is used ensure there is adequate ventilation while the heater is operating.
13. **Hot water** - ensure the hot water supply is regulated so as to keep it below the temperature at which a child can be scalded (the current KidSafe recommendation is below 43.5°C).
14. **Machinery, tools and equipment** – ensure all engine operated or other hazardous equipment, tool or machinery are stored securely and are inaccessible to children.
15. **Noise** – reduce excessive exposure.
16. **Non-slip, non-porous** floors, stairs.
17. **Pets and animals** – inform families of pets being kept on premises and plans to obtain new pets. Ensure pets are vaccinated, wormed, don't have fleas, clean, and healthy. Keep pet accessories such as pet food, litter boxes, pet toys away from children. Exclude dogs from children's play areas. Keep children-pet interactions minimal and supervise interaction times.
18. **Record details** and notify parents of any child accident.
19. **Safe play rules and adequate play spaces:** discourage running indoors and safe furniture layout to avoid collisions.
20. **Safety glass used and installed** according to Australian Standards, and Australian Building Codes on all glass doors and windows accessible to children, **safety decals** on sliding doors and plate glass doors at child and adult eye level.
21. **Security** – ensure all entry doors are locked at all times and place bells on doors.
22. **Smoke free environment** in all areas.
23. **Educators personal items** – ensure educator's personal items such as bags, sharp instruments, toiletries and medicines are kept secure and are inaccessible to children.
24. **Stairways**, ramps, corridors, hallway, external balcony must be enclosed to prevent a child falling.
25. **Store in locked cabinet** any unsafe items, e.g. chemicals, medicines, razors, knives and electrical equipment.
26. **Supervision and visibility of children** – ensure children are visible and supervised at all times. High risk areas are children in high chairs, playpens and play areas, on change tables, and in nappy change and toilet areas. Have at least two educators on premises at all times with vision of each other and the children, have two educators present or in view when changing nappies or washing children.
27. **Toys** – meet safety standards, age appropriate, maintained, and non-toxic.

Cleaning of Buildings, Premises, Furniture and Equipment

General Cleaning

1. The service will use structured **cleaning schedules** to ensure that all cleaning is carried out regularly and thoroughly.
2. Educators will clean the service at the end of each day and throughout the day as needed.
3. Accidents and spills will be cleaned up as quickly as possible to ensure that the service always maintains a high level of cleanliness and hygiene.
4. When purchasing, storing and/or using any dangerous chemicals, substances, medicines or equipment, our service will:
5. Adhere at all times to manufacturer's advice and instructions when using products to clean furniture and equipment at the service.
6. Store all dangerous chemicals, substances and medicines in their original containers provided by the manufacturer. All labels and/or use by dates should be kept intact at all times.
7. Any substance found to be stored in a different container than originally provided, or with destroyed labels and/or unknown use by dates where appropriate will not be used under any circumstances.

8. Containers should be disposed of correctly following local council guidelines, and not reused under any circumstances.
9. All dangerous chemicals, substances and equipment must be stored in a locked place or facility which is labelled, secure and inaccessible to children. These materials may include, but are not limited to, all cleaning materials, detergents, poisonous or dangerous substances, dangerous tools and equipment including those with sharp and razor edges and toiletries.
10. Educators should follow the instructions of manufacturers, particularly of any product which may need to be stored in a refrigerated environment pursuant to the aforementioned directives.
11. Any substances that need to be refrigerated must be stored in a labelled, child resistant container, preferably in a separate compartment or in a part of the refrigerator inaccessible to children.
12. All hazardous chemicals must be supplied with a Safety Data Sheet (SDS) formerly called a Material Data Safety Sheet. Our service will adhere to the manufacturer's instructions for use, storage, and first aid instructions recorded on the SDS.
13. The Service will keep a **register of all hazardous chemicals**, substances and equipment used at the Service. Information recorded should include where they are stored, their use, any risks, and first aid instructions and the current SDS. The register will be readily accessible.
14. Appropriate personal protective clothing should be worn in accordance to the manufacturer's instructions when using and disposing of hazardous substances or equipment.
15. Seek medical advice immediately if poisoning or potentially hazardous ingestion, inhaled, skin or eye exposure has occurred, or call the Poisons Information Line on 13 11 26, or call an Ambulance on 000.
16. In the case of any child or educator becoming injured by a chemical, substance or equipment, the service will initiate our emergency, medical and first aid procedures, notify the appropriate authority that administers workplace health and safety immediately and any other person or authority as required by regulations or guidelines.
17. In any major emergency involving a hazardous chemical or equipment, a hazardous gas or a fire or explosion hazard, call the emergency services, dial 000 and notify the appropriate authority that administers workplace health and safety and any other person or authority as required by regulations or guidelines.
18. The **Poison Safety Checklist** will be used in order to ensure we are consistently meeting requirements.

Hand washing

In order to assist in preventing the transmission of germs is effective handwashing. Adults and children should wash their hands:

1. When hands are visibly dirty
2. When coming inside from being outside
3. On arrival
4. Before you eat
5. Before you prepare food items
6. After touching raw meats like chicken or beef
7. After contact with any body fluids like blood, urine or vomit
8. After changing infant or adult nappies
9. After touching animals or pets-
10. After blowing your nose or sneezing
11. After meals
12. After going to the toilet

Minimising Potentially Dangerous Substances

Our service also implements the concept of minimising the use of potentially dangerous substances. Ordinary detergents will be used to help remove dirt from surfaces. Colour-coded sponges (e.g., pink for the kitchen, yellow for the bathroom) will be used in order to not cross-contaminate areas. Different rubber gloves will also be used in each room then hung out to dry and air. Before returning to the children educators will wash and dry hands.

Disinfectants

Disinfectants are usually unnecessary as very few germs can survive exposure to fresh air and natural light. In an outbreak situation, public health units may specify the use of a particular disinfectant. In this situation, for the disinfectant to work effectively, there still needs to be thorough cleaning using a detergent beforehand.

Essentially, there is no ideal disinfectant. Disinfectants cannot kill germs if the surface is not clean. It is more important to ensure: Surfaces have been cleaned with detergent and warm water than to use a disinfectant.

To kill germs, any disinfectant needs:

1. A clean surface to be able to get to the germ.
2. To be able to act against those particular germs.
3. To be of the right concentrate.
4. Enough time to kill the germs, this is at least 10 minutes.

Detergents

Proper cleaning with detergent and warm water, followed by rinsing then drying and airing time kills most germs from surfaces as they are unable to multiply in a clean environment. Cleaning equipment should be stored and taken care of so it can dry between uses and not multiply germs itself.

Nappy change area

Nappy change areas need to be cleaned after each use with disinfectant. Refer to Nappy Changing Policy

Clothing

- Educators clothing should be washed daily.
- Educators should also have a change of clothes available in case of accidents.
- Dress-up and play clothes should be washed once a week.

Toy Cleaning

Educators are required to clean the children's equipment and toys on a regular basis in order to minimise cross contamination and the spread of illnesses. Educators will wash a toy immediately if it has been sneezed on, mouthed, and soiled or if it has been discarded after play by a child who has been unwell.

The service will have washable toys for the younger children.

Refer to the following toy cleaning schedule for toys on display in the children's rooms. Educators will be required to keep a toy cleaning register documenting when toys and equipment has been cleaned.

Recommended cleaning materials:

1. Most toys can be washed with normal dishwashing liquid, rinsing with clean water.
2. Get into corners with a toothbrush and allow to air dry (if possible in the natural sunlight)
3. Leaving items such as LEGO and construction blocks to drain on a clean tea-towel overnight is idyllic.

Wooden Toys:

1. Should be wiped over with a damp cloth – please do not immerse in water as this can destroy the equipment

Play Dough

Service will reduce the risk of the spread of disease when playing with play dough by:

1. Encouraging hand washing before and after using play dough
2. Storing the play dough in a sealed container in the refrigerator between uses
3. Making a new batch of play dough each week, and
4. If there is an outbreak of vomiting and/or diarrhoea, discarding the playdough at the end of each day during the outbreak.

Rattles and Baby Toys:

1. Must not be immersed in water as it can get inside, rendering the toy useless.
2. Wipe thoroughly with hot water or a cloth with diluted vinegar.

Ride-on Vehicles and Outdoor Toys:

- Must be cleaned.
- Please take care not leave them exposed to the elements as this reduces their lifespan.

Puzzles and Games:

- Wooden puzzles as per 'Wooden Toys' above.
- Cardboard should be wiped over with a slightly damp cloth.

Sun Protection

Our service will work in collaboration with the unsmart Program to ensure children's health and safety is maintained at all times whilst at the service.

1. Outdoor Activities

The service will use a combination of sun protection measures whenever **UV Index levels reach 3 and above**. This will include:

1. From October to March sun protection is required at all times. Extra sun protection is needed between 11am and 3pm and during this period outdoor activities should be minimised. Minimising outdoor activities includes reducing both the number of times (frequency) and the length of time (duration) children are outside.
2. From April to September (excluding June and July) outdoor activity can take place at any time. However, from 10am – 2pm sun protection is required.
3. In June and July when the UV index is mostly below 3, sun protection is not required. Extra care is needed for services in the far west and north of NSW and for all children who have very fair skin.
4. All sun protection measures (including recommended outdoor times, shade, hat, clothing and sunscreen) will be considered when planning excursions and incursions.

2. Shade

The service will provide and maintain adequate shade for outdoor play. Shade options can include a combination of portable, natural and built shade. Regular shade assessments should be conducted to monitor existing shade structures and assist in planning for additional shade.

3. Hats

Educators and children are required to wear sun safe hats that protect their face, neck and ears. A sun safe hat is:

1. Legionnaire hat.
2. Bucket hat with a deep crown and brim size of at least 5cm (adults 6cm).
3. Broad brimmed hat with a brim size of at least 6cm (adults 7.5cm).

Please note: Baseball caps or visors do not provide enough sun protection and therefore are not recommended. Children without a sun safe hat will be asked to play in an area protected from the sun (e.g. under shade, veranda or indoors) or can be provided with a spare hat.

4. Clothing

When outdoors, educators and children will wear sun safe clothing that covers as much of the skin (especially the shoulders, back and stomach) as possible. This includes wearing:

1. Loose fitting shirts and dresses with sleeves and collars or covered neckline.
2. Longer style skirts, shorts and trousers.
3. Children who are not wearing sun safe clothing can be provided with spare clothing.

Please note: Midriff, crop or singlet tops do not provide enough sun protection and therefore are not recommended.

5. Sunscreen

All educators and children will apply SPF30+ broad-spectrum water-resistant sunscreen 20 minutes before going outdoors and reapply every 2 hours. Sunscreen is stored in a cool, dry place and the use-by-date monitored.

6. Babies

Babies under 12 months will not be exposed to direct sunlight and are to remain in dense shade when outside.

They will wear sun safe hats and clothing and small amounts of SPF30+ broad-spectrum water-resistant sunscreen may be applied to their exposed skin.

7. Role Modelling

Educators will act as role models and demonstrate sun safe behaviour by:

1. Wearing a sun safe hat (see Hats).
2. Wearing sun safe clothing (see Clothing).
3. Applying SPF30+ broad-spectrum water-resistant sunscreen 20 minutes before going outdoors.
4. Using and promoting shade.
5. Wearing sunglasses that meet the Australian Standard1067 (optional).

Families and visitors are encouraged to role model positive sun safe behaviour.

8. Education and Information

Sun protection will be incorporated regularly into learning programs. Sun protection information will be promoted to educators, families and visitors. Further information, support and free resources are available from the Cancer Council website www.cancercouncil.com.au/sunsmart or call the SunSmart Information Line. (see separate Sunsmart Policy)

9. Policy Availability

The sun protection policy, updates and requirements (including hat, clothing and sunscreen) will be made available to educators and staff, families and visitors.

10. Review

Our service will monitor and review the effectiveness of our sun protection policy regularly, at least once every 12 months.

Delivery and Collection of Children

The following procedure must be adhered to at all times to ensure the safety of the children.

- 1. Arrival:**
2. All children must be signed in by their parent or person who delivers the child to our service. If the parent or other person forgets to sign the child in they will be signed in by the nominated supervisor or an educator.
3. An educator is to check the sign in sheet ensuring families have signed their child in. If families have not signed the child in, educator is to comply with Regulation 158.
4. An educator will greet and receive each child to ensure the child is cared for at all times.
5. A locker or shelf space will be made available to children and their families. A sign is posted above the lockers nominating a locker for each child.

Departure:

1. All children must be signed out by their parent or person who collects the child from our service. If the parent or other person forgets to sign the child out they will be signed out by the nominated supervisor or an educator.
2. Children can only be collected by a parent, an authorised nominee named on their enrolment record, or a person authorised by a parent or authorised nominee to collect the child. Children may leave the premises if a parent or authorised nominee provides written authorisation for the child to leave the premises.
3. Children will not be released into the care of a person not authorised to collect the child e.g. court orders concerning custody and access. If an unauthorised person is not willing to leave the premises without the child the educator will call the police.
4. Nominated Supervisors will ensure that the authorised nominee pick-up list for each child is kept up to date.
5. No child will be released into the care of anyone not known to educators. Parents must give prior notice where:
 - a. the person collecting the child is someone other than those mentioned on the enrolment form (eg in an emergency) or
 - b. There is a variation in the persons picking up the child, including where the child is collected by an authorised nominee who is unknown to educators.
6. If educators do not know the person by appearance, the person must be able to produce some photo identification. If educators cannot verify the person's identity they may be unable to release the child into that person's care.
7. If the person collecting the child appears to be intoxicated, or under the influence of drugs, and educators feel that the person is unfit to take responsibility for the child, educators will:
 - a. discuss their concerns with the person, if possible without the child being present
 - b. Suggest they contact another parent or authorised nominee to collect the child.
 - c. Educators will inform the police of the circumstances, the person's name and vehicle registration number if the person insists on taking the child. Educators cannot prevent an incapacitated parent from collecting a child, but must consider their obligations under the relevant child protection laws.
8. At the end of each day educators will check all beds and the premises including outdoors and indoors to ensure that no child remains on the premises after the service closes.
9. Children may leave the premises in the event of an emergency, including medical emergencies.
10. Details of absences during the day will be recorded.

To ensure we can meet Work Health and Safety requirements and ensure the safety of our children, individuals visiting our service must sign in when they arrive at the service, and sign out when they leave.

Water Safety

1. Regulations state that services in New South Wales are not permitted to have pools unless they existed on the premises before 6 November 1996. However, to stop accidents and illnesses relating to swimming pools, wading pools, water troughs and other water situations our service will:
2. Remove any items or objects that could be used to climb into the fenced area of a pool, trough, or water storage unit e.g. chairs, bins, bikes, any overhanging trees.
3. Make sure no child swims in any water without:
4. Written permission from family member to learn water safety and swimming.
5. Appropriate educators/child ratios in place
6. Having sufficient numbers of educators present who have first aid or recognised water safety and rescue procedures.
7. At all times children near water are closely supervised. A child will never be left unattended near any water.
8. Ensure that all water containers are made inaccessible to children and also make sure children's play areas are safely fenced off from water hazards such as rivers, dams, creeks, lakes, irrigation channels, wells etc.
9. Immediately empty all wading pools/water troughs etc. after every use, storage should prevent the collection of water e.g. upright/inverted, also check grounds after rain or watering and empty water that has collected in holes or containers.
10. Ensure wading/water trough are hygienically cleaned, disinfected and chlorinated appropriately:
11. On a daily basis remove leaves and debris, hose away surface dirt and scrub inside with disinfectant.
12. Wash away disinfectant before filling trough.

Kitchens

1. Children must not gain access to any harmful substance, equipment or amenity
2. The kitchen has a door to prevent unsupervised entry by children into the kitchen.
3. The preparation of bottles for children under the age of 2 years is both safe and hygienic at all times and separate from nappy change area.

Electrical equipment testing

Services must ensure that electrical equipment is tested by a qualified person on a regular basis which is recorded with a tag attached to the equipment tested. This must be kept until the equipment is next tested or disposed of and must specify:

1. The name of the tester
2. The date and outcome of the testing
3. The date on which the next testing must be carried out.

Maintenance of Fire Equipment

All fire equipment at our service will be maintained as per the legal standards. Our equipment will be checked as required as per the timeframes below. External agencies will be employed to conduct the maintenance of the fire equipment if no currently employed staff or educators are qualified to complete the maintenance checks.

Back Care and Manual Handling

1. Manual handling is any activity requiring the use of strength used by the person to lift, lower, push, pull, carry or otherwise move, hold or restrain any person or object.
2. Manual handling injuries may be caused by the activities listed above. Injuries can include back strains, similar strains and sprains in parts of the body such as the neck, arm, shoulder and knee.
3. Manual handling injuries also include overuse injuries or, as a result of falling during manual handling, bruising or laceration.

Commendations:

1. Due to the physical demands of child care, it is sensible to do warm-up exercises for three to five minutes before starting work. Predominantly through the winter period as muscles and tendons are more likely to be damaged when cold. Simple exercises to warm and stretch all the major muscle groups will help prevent injury.
2. To help prevent injuries, there are legal requirements for manual handling in the workplace.

The employer, in consultation with staff/educators will:

1. Provide you annually with training in Manual Handling and Back Care.
2. Display in the staff room written information regarding manual handling and any updates as required.
3. Make sure that equipment and containers are designed and maintained to be, as far as workable, safe and without risk to health and safety when manually handled.
4. Make sure that the work practices involving manual handling and the work environment are designed to be, as far as workable, consistent with safe manual handling activities.
5. Identify, assess and control all risks associated with manual handling in each workplace.
6. Clearly mark any equipment which requires more than one person to lift or move it.

Ideologies of Preventing Manual Handling Injuries

1. Eliminate or reduce the amount of manual handling.
2. Reduce the amount of bending, forward reaching, and twisting, in all tasks.
3. Reduce worker fatigue.
4. Keep all equipment in good working order.
5. Keep the workplace environment safe.

To help prevent manual handling injuries:

1. Kneel down rather than bend down.
2. Sit down with the children rather than bend over
3. Sit in an appropriate sized chair or on the floor.
4. Carry children only when necessary.

5. The correct way to carry a child is with one arm under the child's buttocks and the other arm supporting the child's back. At the same time, hold the child facing you, as close to your body as possible.
6. *Adults should try to avoid carrying a child on their hip because this can strain the back.*
7. When lifting awkward loads, be careful to lift with a balanced and comfortable posture.
8. Minimise the need to reach above shoulder level.
9. If necessary use a step ladder.
10. Avoid extended reaching forward,
11. For example, leaning into low equipment boxes.
12. Share the load if the equipment is heavy, long or awkward.
13. To lift a child out of a cot, it is vital to put the side down of the cot first, lean against the cot and raise the child as close as possible to your body. Do not stretch over and lift.
14. When sliding, pulling or pushing equipment that is not easy to move, e.g. trestles or gym mats, ask for help and organise a team lift.
15. Where possible, rearrange surroundings to meet the needs of both children and adults.
16. Remember these needs when buying furniture and equipment or upgrading facilities.
17. Use equipment and furniture that can be moved around as safely and easily as possible.
18. To complete lengthy writing tasks, e.g. program planning, sit at an appropriate adult sized chair at an adult sized table.
19. Larger children to climb up steps/ladder provided to change table.

Avoid Twisting when Lifting

Many injuries result from twisting while lifting. To avoid this:

1. Move equipment when children are not around.
2. Rearrange storage so that it is easier and safer to replace and remove items.
3. Lift only within the limits of your strength.
4. Use beds and equipment that are easy to move.
5. Make sure you can see where you are going when carrying equipment or children.
6. Be especially careful when lifting a child with special needs.

Avoid Accidents with Careful Housekeeping

Good housekeeping means fewer accidents. Check that:

1. The floors and other walking surfaces are uncluttered, even and non-slippery.
2. The workplace is tidy.
3. There is adequate space to perform each task.
4. Equipment is maintained regularly.
5. Lighting is adequate.

How to Lift Safely

1. Place your feet in a stride position.
2. Keep your breastbone as elevated as possible.
3. Bend your knees.
4. Brace your stomach muscles.
5. Hold the object close to your centre of gravity, i.e. around your navel.
6. Move your feet not your spine.
7. Prepare to move in a forward-facing direction
8. Ask for help when it is not possible to lift on your own.

How to Organise a Team Lift

1. Ask a colleague who is willing and able to help.
Ideally the colleague should be fairly well matched with you in size and strength.
2. Agree on a plan of action.
A coordinated movement during a lift is important.
3. Timing is important for co-ordination.
One person should act as a team leader and 'call' the lift.

How to Assess the Correct Storage and Shelving Height

Correct storage and shelving height is important to prevent slips, falls and strains:

1. The best height range for handling loads is around waist level.
2. The acceptable height for lifting is any point between the individual's knuckle and shoulder.
3. **Seldom-used objects** can be stored at the shoulder-to-raised arm height (use ladders to avoid stretching).
4. **Avoid storing objects** at a level between an individual's knuckles and the floor.
5. **Mechanical aids such as ladders and trolleys should be used where possible** to avoid lifting.

The WorkCover VIC administers the Work Health and Safety legislation, and has several codes of practice on specific work safety issues which are available online

Source

- Australian Children's Education & Care Quality Authority.
- Guide to the Education and Care Services National Law and the Education and Care Services National Regulations
- ECA Code of Ethics.
- Staying Health in Child Care 5th Edition
- Guide to the National Quality Standard.
- Australian Standards 1851-2005 "Maintenance of Fire Protection Systems and Equipment"
- Work Health and Safety Act 2011

Review

Policy Review Date
May 2018

Children's Belonging's Policy

This policy clarifies responsibilities for children's property when brought with them to our Service. We acknowledge that children will bring to the Service or carry with them certain personal belongings. This policy outlines the types of belongings that children may bring with them on a regular basis and the level of associated responsibility.

National Quality Standard (NQS)

Quality Area 2: Children's Health and Safety		
2.2	Safety	Each child is protected
2.2.1	Supervision	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.
2.2.2	Incident and emergency management	Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practiced and implemented.
Quality Area 5: Relationships with children		
5.1	Relationships between educators and children	Respectful and equitable relationships are maintained with each child
5.1.1	Positive educator to child interactions	Responsive and meaningful interactions build trusting relationships which engage and support each child to feel secure, confident and included.
5.1.2	Dignity and rights of the child	The dignity and rights of every child are maintained.

Related Policies

Enrolment Policy

Orientation of New Families Policy

Respect for children

PURPOSE

To ensure families and educators are aware of their responsibility regarding children's belonging including keeping them safe.

SCOPE

This policy applies to children, families, staff, management and visitors of the service.

IMPLEMENTATION

It can be distressing for children to misplace their toys from home and can cause conflict between children.

- Children often want to share or show other children or caregivers special things from home, but these treasures may be easily broken or lost. To save the upset and heartache, parents are requested to encourage children to leave their toys at home, unless they are essential to a child's emotional wellbeing and/or sense of belonging. We have numerous stimulating and challenging toys and resources for all children to play with and are in numerous quantities, catering to their interests.

- During exceptional program circumstances, the children may (on occasion) be able to bring with them personal belongings, this may include school holiday programs, news etc. News is a great way to encourage children to talk during group time about their special toy or personal belonging. This practice encourages children's social development, enables children to verbalise thoughts, fears and feelings, broaden the cultural and social backgrounds of all children involved in group time activities, assist in the development of language skills and provide an opportunity for development of special interests for the group.
- We will provide appropriate storage for lost property that will be available to children and families at all times.
- Any grievances or concerns related to lost damaged or stolen property of the children will be managed in accordance with the grievance and complaints procedure.
- Where children wish to bring in DVD/Blu-ray, music or electronic games, these should be discussed with management and be rated no higher than PG.
- We will take as much care as possible in ensuring that personal belongings are returned to the correct family.
- We will encourage children who bring special belongings into care to place them in a special "toys from home" box to reduce the prospect of them becoming lost or broken.
- We will enforce a non-violent toy policy in which we seek family assistance in preventing their children bringing in violent toys from home.
- Any such toys will be removed from the child immediately and placed in the reception area for parental collection at the end of the day.
- We discourage the wearing of dress up clothes to the Service. For example: those incorporating capes, guns, holsters, knives or swords. Such clothing encourages violent play and may present a danger to the child and others within our care environment
- The staff and educators will take as much care as possible in ensuring that clothing; toys, books and puzzles etc. are returned to their correct family. The labelling of all items can help us achieve this. However, we must make it clear that the Service is not responsible for damaged, lost or stolen items. If families choose to leave belongings in the Service during the day it is completely at the family's own risk
- We will actively encourage children to care for their belongings by:
 - Reminding children appropriately when belongings need to be placed in storage e.g. Lunch box into bag.
 - Providing suitable storage to keep belongings safe
 - Collaborate with families any item of personal belonging which is either special, expensive or at risk of being damaged to be kept in a secured and safe position
- We will inform the family through relevant newsletters and publications such as the family handbook of appropriate personal belongings required at the Service.

Families will

- Be responsible for providing the child with appropriate belongings and property required for active participation in the Service. This property may include (but is not limited to):
 - Enclosed footwear
 - Weather appropriate clothing
 - Wide brim hat
 - Suitable School bag (backpack)
 - Appropriate food and lunch box
- Ensure all personal property and belongings are clearly named or labelled.

Comfort Toys

We recommend children bring a security blankets/items that soothes them. This may include dummy, bottle, soft toy, books or blanket etc.

Source

- Australian Children’s Education & Care Quality Authority.
- Guide to the Education and Care Services National Law and the Education and Care Services National Regulations
- ECA Code of Ethics.
- Guide to the National Quality Standard.
- Revised National Quality Standard

Review

Policy Reviewed	Modifications	Next Review Date
March 2017	Policy reviewed, no changes made.	March 2018
October 2017	Updated the references to comply with revised National Quality Standard	March 2018
March 2018	Minor grammatical change made	March 2019

Clothing Policy

Children need protective, comfortable and appropriate clothing and footwear to explore their environment. Clothing needs to protect children from injury and sun exposure while promoting self-help abilities. Appropriate footwear will fit a child's foot correctly and ensure comfort. Educators will also dress to prevent injury and sun exposure and will be encouraged to dress in a professional and respectful manner.

National Quality Standards (NQS)

Quality Area 2: Children's Health and Safety	
2.1	Each child's health is protected
2.1.1	Each child's wellbeing and comfort is provided for, including appropriate opportunities to meet each child's need for sleep, rest and relaxation..
2.1.2	Effective illness and injury management and hygiene practices are promoted and implemented.

Quality Area 5: Relationships with children	
5.1.2	The dignity and rights of every child are maintained

PURPOSE

It is the aim to ensure the safety and comfort of all children by providing appropriate clothing guidelines for children, parents and staff utilising and working at the service.

Children being clothed appropriately enables them to play without risk of sunburn and serious injury caused by inappropriate footwear or clothing. Children are more at ease, reassured, satisfied and less anxious when they are: dressed for warmth during winter or not over-dressed during summer, or wearing safe footwear when climbing outdoor play equipment or participating in sport

SCOPE

This policy applies to children, families, staff, management and visitors of the service.

IMPLEMENTATION

Effective clothing strategies, including sun protection clothing, are important factors in ensuring a child feels safe and secure at our Service.

Management/Nominated Supervisor will:

- Ensure that a Sun Safety Policy is developed and maintained.
- Ensure that educators are provided with personal protective equipment (e.g. gloves, goggles etc.) to facilitate cleaning and health protection measures
- Provide information for educators about suitable clothing and footwear expectations for the education and care work environment.
- Provide information for families about suitable clothing and footwear. This information will also be available at the Service using a variety of communication strategies including newsletters, brochures, websites and posters.
- Ensure educators are aware and abide by the Sun Safety Policy.

Educators will:

- Consult with families about the individual needs of children with respect to different values and beliefs associated with clothing and footwear.
- Monitor children's clothing and footwear to ensure compliance with the Sun Protection Policy and to support the safety, comfort and well being of every child.
- Consider clothing and footwear needs associated with excursions or planned learning experiences and communicate clearly with families about the need for extraordinary protective clothing requirements.
- Provide protective clothing, such as aprons, for messy play experiences. Children will be encouraged by educators to wear protective clothing during messy and water play.
- Encourage children to remove shoes and heavy/ excess layers of clothing during rest times and to reflect the room temperature, as recommended practice by SIDS and Kids.
- Encourage children to utilise their self-help skills as appropriate to put on and remove clothing and shoes to meet their needs. For younger children, educators will use observation and monitoring skills to ensure children's clothing and footwear is appropriate for the environment and weather conditions.

Families will

- Provide spare clothing in children's bags to allow for dirty or soiled clothing and changing weather conditions.
- Dress children appropriately, including footwear and appropriate hat
- Ensure their Child is clothed in an appropriate manner which will allow them to explore and play freely and not restrict them using equipment while at play
- Ensure clothing also allows easy access for toileting i.e. elasticised trousers, track pants – rather than buttons, zips, belts etc.
- Not dress their children in good/expensive clothing
- Ensure children are appropriately protected from the sun - please refer to Sun Safety Policy for further directives on hats and clothing.
- Ensure children's clothing accommodates for the weather conditions. I.e. be loose and cool in summer to prevent overheating and warm enough for cold weather – including outdoor play. At all times educators will monitor children to ensure they are appropriately dressed for all weather, play experiences, rest and sleep routines.
- Ensure children have appropriate footwear that enables them to play comfortably and not cause safety concerns. I.e. thongs, clogs or backless shoes have a trip factor and do not allow children to use equipment safely.
- Ensure clean and appropriate spare clothing is available in children's bag if required.
- Ensure all clothing and belongings must be clearly labelled with the child's name.

Source

- Australian Children's Education & Care Quality Authority. (2014).
- Guide to the Education and Care Services National Law and the Education and Care Services National Regulations 2015,
- Guide to the National Quality Standard.

- Community Child Care Co-Operative
- SIDS and KIDS – www.sidsandkids.org
- Cancer Council Australia – www.cancer.org.au
- Raising Children Network – <http://raisingchildren.net.au>
- Staying Healthy in Child Care 5th Edition

Review

Policy Review Date
May 2018

Code of Conduct Policy

We believe in forming an inclusive and welcoming environment and workplace by providing experiences that motivate and facilitate personal growth and development for staff and educators. The values that underpin our work ethic include equality, respect, integrity and responsibility.

National Quality Standard (NQS)

Quality Area 4: Staffing Arrangements		
4.1	Staffing arrangements	Staffing arrangements enhance children's learning and development
4.1.2	Continuity of staff	Every effort is made for children to experience continuity of educators at the service
4.2	Professionalism	Management, educators and staff are collaborative, respectful and ethical
4.2.1	Professional collaboration	Management, educators and staff work with mutual respect and collaboratively, and challenge and learn from each other, recognising each other's strengths and skills.
4.2.2	Professional Standards	Professional standards guide practice, interactions and relationships.

Quality Area 7: Governance and Leadership		
7.1.1	Service philosophy and purpose	A statement of philosophy guides all aspects of the service's operations. 7
7.1.3	Roles and responsibilities	Roles and responsibilities are clearly defined, and understood, and support effective decision making and operation of the service.

Education and Care Services National Regulations

Children (Education and Care Services) National Law	
168	Education and care services must have policies and procedures

Related Policies

Privacy and Security Policy
Interactions with Children, Family and Staff Policy
In-Service and Staff Development Policy
Grievance Policy (staff)
Child Protection Policy
Respect for Children Policy
Responsible Person Policy

PURPOSE

Our Service aims to establish a common understanding of work place standards expected of all employees of the Service. We aim to ensure positive working relationships are formed between all educators and management, promoting dignity and respect by avoiding behaviour which is or may be perceived as harassing, bullying or intimidating. Educators and management will always conduct themselves in an ethical manner and strive to make all interactions positive and compliant in accordance with the Service's philosophy.

SCOPE

This policy applies to staff, management and visitors.

IMPLEMENTATION

The Approved Provider, Nominated Supervisor, Educators and Staff, Volunteers and Students will adhere to the Early Childhood Australian Code of Ethics, National Regulations and Quality Standard and Service policies and procedures at all times, promoting positive interactions with the Service and the local community.

1. Respect for people and the Service

- Employees and Management are committed to the Service philosophy and values, inclusive of best practice in early childhood education and building positive partnership with children, families and staff.
- Effective, open and respectful reciprocal communication and feedback between employees, children, families and management is conveyed
- It is important to treat colleagues, children and families with respect. Bullying or insulting behaviour, including verbal and non-verbal aggression, abusive, threatening or derogatory language or intimidation towards other employees, children, visitors or families is unacceptable and will not be tolerated.
- Employees are committed to valuing and promoting the safety, health and wellbeing of employees, volunteers, children and families.
- Employees are committed to an Equal Opportunity workplace and culture which values the knowledge, experience and professionalism of all employees, team members and managers, and the diverse heritage of our families and children.

2. Expectations of Employees

- Employees will ensure their work is carried out proficiently, harmoniously and effectively. They will act in a professional and respectful manner at all times whilst at work, giving their full attention to their responsibilities and adhering to all Service policies, procedures, laws, regulations and National Quality Standard.
- Employees will act honestly and exercise attentiveness in all Service operations. They will carry out all lawful directions, retaining the right to question any direction which they consider to be unethical. If uncertain they can seek advice from the Nominated Supervisor, Approved Provider or the Ombudsman.
- Employees will have a solid understanding of the Service's policies and procedures, if uncertain about the content of any policy or procedure with which they must comply; employees should seek clarification from the Nominated Supervisor or Approved Provider.
- Management will inform employees about essential information and make documents readily accessible to them.
- Employees will be courteous and responsive when dealing with colleagues, students, visitors, children and families.
- Employees will work collaboratively with colleagues
- Employees will be mindful of their duty of care towards themselves and others
- Employees will be positive role models for children at all times
- Employees will respect the rights of all children
- Employees will respect the confidential nature of information gained about each child participating in the program.

3. Expectations of Coordinators, Leaders and Management

In addition to the above responsibilities, Coordinators, Leaders and management are expected to:

- Promote a collaborative and interconnected workplace by developing a positive working environment where all employees can contribute to the ongoing continuous improvement of the room and Service.
- Promote leadership by working with employees to improve professional development and growth
- Provide ongoing support and feedback to employees
- Model professional behaviour at all times whilst at the Service
- Implement supportive and effective communication systems, consulting employees in appropriate decision making.
- Take appropriate action if a breach of the code of conduct occurs
- Share skills and knowledge with employees
- Give encouragement and constructive feedback to employees, reflecting the value of different professional approaches

4. Reporting a breach in the code of conduct

- All employees are required by law to undergo a Working with Children Check, which is verified by the employer
- If employees become aware of a serious crime committed by another person, they are required to report it to management
- All employees must report possible risk of harm to children or young persons to management.
- Employees will report any concerns they may have about inappropriate actions of any other employee that involves children or young people to management

5. Managing Conflict in the workplace

- Management will remain objective and impartial when managing conflict in the workplace
- Management have a responsibility to address a possible breach of the code of conduct by any employee as soon as you become aware of the breach.
- Allegations will be investigated and can result in remedial action, or disciplinary action ranging from a caution to dismissal.
- Management will consider all relevant facts and make decisions or take actions fairly, ethically, consistently and with appropriate transparency. If they are uncertain about the appropriateness of a decision or action they will consider:
 - whether the decision or conduct is lawful
 - whether the decision or conduct is consistent with our policies and objectives
 - whether there will be an actual, potential or perceived conflict of interest involving obligations that could influence the business relationship or conflict with business duties

6. Adhering to Service confidentiality

- Unless authorised to do so by legislation, employees must not disclose or use any confidential information without appropriate approval
- All employees are to ensure confidential information must be not accesses by unauthorised people
- Employees will adhere to the Service's 'Privacy and Confidentiality Policy'.

7. Baby- Sitting

- We do not provide babysitting services outside normal operating hours

- Should employees undertake private babysitting arrangements with families, our Service takes no responsibility for any private arrangements between staff members and family. However, we do expect staff to inform the Service if they are babysitting or caring for a child that attends the Service.
- We require employees and families to sign a copy of the Code of Conduct, which will we keep on file for the child and staff member
- We have rigorous recruitment and suitability processes in place to ensure that we employ competent and professional members of staff and maintain our duty to safeguard children whilst on our premises and in the care of our staff. We have no such control over the conduct of staff outside of their position of employment. Parents should make their own checks as to the suitability of a member of staff for babysitting.
- We will not take responsibility for any health and safety issues, conduct, grievances or any other claims arising out of the staff member's private arrangements outside of the Service hours. The member of staff will not be covered by the Service's insurance whilst babysitting as a private arrangement.
- Out-of-hours work arrangements must not interfere with the staff member's employment at the Service.
- All staff are bound by contract of the Service's Privacy and Confidentiality Policy, where they are unable to discuss any issues regarding the Service, other staff members, parents or other children.

8. Record Keeping

- Employees and Management will maintain full, accurate and honest records as required by national regulations
- Managers have a responsibility to ensure that employees comply with their record keeping obligation outlined in the Records Keeping Policy.

9. Duty of Care

- Management and employees have a responsibility to take reasonable care for the health and safety of themselves and others at the workplace to enable compliance with the work health and safety legislation.
- Duty of Care relates to both physical and psychological wellbeing of individuals
- Management and employees have a duty of care to take reasonable care for the safety and welfare of children and young people in care. Thus taking all reasonable action to protect children and young people from risk of harm that can be reasonably predicated.

10. Social Media

- The Service offers to its current families and staff members a Facebook page as a communication tool. The administrator of the account is the Service's Nominated Supervisor.
- Only current families and staff may have access to the page as the page is locked as 'Privacy type: Closed: Limited public content. Members can see all content.'
- The description is: Description: This Facebook group is for staff and families of children attending 'name & location of Service'. The intention is that this group will allow you to: Keep in touch with what's happening at the Service. Connect with other parents and share your thoughts about programs, policies and procedures.

- The Administrator controls the content on the page and ensures that the postings are relevant and respectful of the Service, the children, the staff, families and greater community.
- Staff members that have a personal Facebook account are not permitted to post any negative comments relating to the Service, children, colleagues or families. If they choose to 'like' the Service's page they have a responsibility to ensure that their profile picture is always an appropriate representation of an early childhood Educator. If it is not, we request that they do not 'like' the page.
- Staff members are to use their own personal discretion when adding a family of the Service as a 'friend' on Facebook. The Service **does not recommend** staff to add families of the Service as they will be seen still as a representative of the Service and held to the Service's Code of Conduct on all posts on their private 'wall' if families have access.
- Families are asked in our Social Media policy to respect that staff may have a personal policy on adding families due to their professional philosophy and that the Service does not recommend staff to have families as friends on their private account.
- Staff members are not permitted to request the 'friendship' of families from the Service.

11. Use of alcohol, drugs and tobacco

- Smoking is NOT permitted in or on surrounding areas of the Service. It is expected that the odour of cigarette smoke will not be detected on an employee's clothing. If an employee is found smoking on the premises, that employee may be terminated. Our Service supports the [Smoke Free Environment Act 2000](#). The company and its employees will follow all conditions outlined in this act.
- Our Service is bound by the Education and Care National Regulations. As such, alcohol, drugs or other substance abuse by employees can have serious adverse effects on their own health and the safety of others. As such, all employees must not:
 - Consume alcohol nor be under the influence of alcohol while working
 - Use or possess illegal drugs at any workplace; nor
 - Drive a vehicle, having consumed alcohol or suffering from the effects of illegal substances
 - Bring alcohol or any illegal drugs on the premises
- If a co-worker suspects another to be affected by drugs or alcohol, they must inform the Nominated Supervisor immediately. No employee will be allowed to work under the influence of drugs or alcohol.
- Employees undergoing prescribed medical treatment with a controlled substance that may affect the safe performance of their duties are required to report this to the Nominated Supervisor.
- All issues pertaining to these matters shall be kept strictly confidential. A breach of this policy may initiate appropriate action including the cancellation of employment

12. Dress Code

- All employees must adhere to our dress code supplied during induction including the display of their name badge whilst on shift. Enclosed shoes must be worn at all times, no high heels or wedges. Clothes must be suitable for movement, active play and messy play. No offensive logos or political statements are to be worn.

13. Personal Hygiene

All employees are to adhere to the following standards:

- Shoes are enclosed with flat soles for safety
- Jewellery – one (1) earring per ear (small studs).
- Long hair is to be clean and neatly tied back. Ensure hair does not hang in your eyes
- Makeup is to be light and natural
- Fingernails are to be clean and well groomed
- Nail polish cannot be bright or chipped
- Good oral hygiene and grooming is essential

14. Personal Phone Calls/Mobile Phones

- Employees are not authorised to use the Service's phones for personal reasons unless in the case of an emergency.
- No personal mobile phones are to be used or carried during working hours. No personal mail or deliveries should be directed to the Service
- Educators and staff are not to contact families or children of the Service for personal reasons

15. Service Email

- Email is to be used only for company usage, not for private communications.
- Passwords and access privileges are treated as strictly confidential to the Educator issued with that access or persons delegated to know and use that access in the normal course of operation. It is the responsibility of the authorised user to take fair and reasonable steps to ensure the passwords and other forms of access are held safe.

Dismissal

All staff members are made fully aware that the following breaches of the Code of Conduct and role responsibilities may lead to termination of employment:

- Reporting to work under the influence of alcohol or drugs
- Refusal to complete required additional training
- Possessing or selling drugs at the Service
- Immoral, immature or indecent conduct while at the Service
- Inappropriate use of company equipment
- Refusing to work as directed
- Possessing a dangerous weapon while at the Service
- Bringing disrepute to the Service
- Bringing disrepute to the relationship between a family and the Service
- Disclosure of confidential information
- Falsifying documentation
- Associating with families
- Taking, abusing or destroying company property
- Interfering with work schedules, falsification of reports, documents or wages information
- Failure to report for work
- Walking off the job
- Failure to follow policies and procedures
- Vulgarity, disrespectful conduct to families, management or colleagues
- Making or publishing false, vicious or malicious statements about any client, employee, supervisor, the company or its services

- Failure to hand in lost property is regarded as stealing and dismissal will follow. Lost property is to be handed to the Nominated Supervisor.

Disciplinary Action

All staff members are made fully aware that continued abuse of the following might result in disciplinary action. These include, but are not limited to the following:

- Unauthorised absence
- Having personal visitors whilst on shift
- Continued personal phone calls
- Unauthorised solicitation or distribution of money or materials
- Poor work standard
- Carelessness
- Low level of enthusiasm
- Lack of personal cleanliness
- Failure to report health, fire or safety hazards
- Repeated tardiness

Code of Conduct Agreement

I have read and understood the Services Code of Conduct, and agree to abide by the provisions set out in the Code of Conduct at all times. Failure to do so may lead to disciplinary action or dismissal.

Name:

Signature:

Position:

Date:

Jurisdiction specifications for each state

Victoria (VIC)

For working with check information, refer to website:
<http://www.workingwithchildren.vic.gov.au/home/>

Source

- Australian Children's Education & Care Quality Authority.
- Child Safe Standards (VRQA)
- An Overview of the child safe standards (DHHS Vic)
- Guide to the Education and Care Services National Law and the Education and Care Services National Regulations
- ECA Code of Ethics.
- Guide to the National Quality Standard.
- Anti-Discrimination Act
- Fair Work Act
- Industrial Relations Act
- Work Health and Safety Act
- Ombudsman Act

- Privacy and Personal Information Protection Act
- Revised National Quality Standard 2018

Review

Policy Reviewed	Modifications	Next Review Date
January 2017	Minor changes made	January 2018
October 2017	Updated the references to comply with the revised National Quality Standard	January 2018
January 2018	<ul style="list-style-type: none">- Minor changes made to support operational delivery- Related policy section added	January 2019

Infectious Disease Policy

Our service will minimise children’s exposure to infectious diseases by adhering to all recommended guidelines from relevant authorities regarding the prevention of infectious diseases, promoting practices that reduce the transmission of infection, ensuring the exclusion of sick children and educators, supporting child immunisation and implement effective hygiene practices.

National Quality Standards (NQS)

Quality Area 2: Children’s Health and Safety	
2.1.1	Each child’s health needs are supported.
2.1.4	Steps are taken to control the spread of infectious diseases and to manage injuries and illness, in accordance with recognised guidelines.

Education and Care Services National Regulations

Children (Education and Care Services) National Law NSW	
77	Health, hygiene and safe food practices
85	Incident, injury, trauma and illness policies and procedures
86	Notification to parents of incident, injury, trauma and illness
87	Incident, injury, trauma and illness record
88	Infectious diseases
90	Medical conditions policy
162	Health information to be kept in enrolment record

PURPOSE

Our service has a duty of care to ensure that children families, educators and visitors of the service are provided with a high level of protection during the hours of the service’s operation. We aim to manage illnesses and prevent the spread of infectious diseases throughout the service. Immunisation is a simple, safe and effective way of protecting people against harmful diseases before they come into contact with them in the community. Immunisation not only protects individuals, but also others in the community, by reducing the spread of disease.

SCOPE

This policy applies to children, families, staff, management and visitors of the service.

IMPLEMENTATION

INFORMATION TO BE DISPLAYED AT THE SERVICE

Information	Website	Phone Number
The National Immunisation Program (NIP) Service	http://www.immunise.health.gov.au/internet/immunise/publishing.nsf/Content/national-immunisation-program-schedule	1800 671 811

New Immunisation Requirements from 1 January 2016

- Only parents of children (less than 20 years of age) who are fully immunised or are on a recognised catch-up schedule can receive the Child Care Benefit, the Child Care Rebate and the Family Tax Benefit Part A end of year supplement. The relevant vaccinations are those under the National Immunisation Program (NIP), which covers the vaccines usually administered before age five. These vaccinations must be recorded on the Australian Childhood Immunisation Register (ACIR).
- Children with medical contraindications or natural immunity for certain diseases will continue to be exempt from the requirements.
- Conscientious objection and vaccination objection on non-medical grounds will no longer be a valid exemption from immunisation requirements.
- Families eligible to receive family assistance payments and have children less than 20 years of age, who may not meet the new immunisation requirements, will be notified by Centrelink.
- To support these changes, the ACIR is being expanded. From 1 January 2016, you will be able to submit the details of vaccinations given to persons less than 20 years of age to the ACIR

Management will ensure:

- That all information regarding the prevention of infectious diseases is sourced from a recognised health authority;
- To implement the recommendations from Staying Healthy in Child Care – Preventing Infectious Diseases in Child Care to prevent the spread of infectious diseases at the Preschool;
- That children are protected from harm by ensuring relevant policies and procedures are followed regarding health and safety within the service
- To collect, maintain, and store appropriately the required enrolment documents and enrolment information of children in the service.

A Nominated Supervisor/ Certified Supervisor will ensure:

- A hygienic environment is maintained;
- Children are directed in their understanding of health and hygiene throughout the daily program and routine
- Educators and Staff are aware of relevant immunisation guidelines for children and themselves;
- Information is collected on enrolment and maintained regarding each child's immunisation status, and any medical conditions;
- To provide families with relevant sourced materials and information on infectious diseases, health and hygiene including:
 - the current Immunisation Schedule for children;
 - exclusion guidelines in the event of an infectious illness at the service for children that are not immunised or have not yet received all of their immunisations;
 - advice and information regarding any infectious diseases in general, and information regarding any specific infectious illnesses that are suspected/present in the service;
- To provide information to families about an infectious disease by displaying and emailing the Infectious Diseases Notification Form and details.
- That an Illness record form is completed no later than 24 hours of an illness occurring;

- All educators are mindful and preserve confidentiality of individual children's medical circumstances
- Children's enrolment records are updated with regards to immunisation as required, (i.e. as children reach age milestones for immunisation), or at least twice a year;
- Advise staff of the recommended immunisations for people working with children;
- To retain current records of staff immunisation status and ensure educators are familiar with procedures for exclusion of educators as well as children in the event of an infectious illness
- To provide opportunities for educators to source pertinent up to date information on the prevention of infectious diseases, and maintaining health and hygiene from trusted sources;
- To notify and implement the advice of the health department, or local health unit regarding Infectious Diseases as required;
- To provide opportunities for staff, children and families to have access to health professionals by organising visits/guest speakers to attend the service to confirm best practice.
- Children do not attend the Service if they are unwell. If a child has been sick they must be well for 24hrs before returning to the service. For example, if a child is absent due to illness or is sent home due to illness they will be unable to attend the next day as a minimum. A doctors certificate may be requested by the Director if in doubt that the child has returned to full health
- To complete the register of illness a way to document incidents of infectious diseases. Some diseases require your state authority to be notified.
- Cloths are colour coded so that a separate cloth is used for floors, bathroom, art and craft and meal surfaces.
- Toys and equipment that are absorbent and hard to clean will be aired in sunlight
- Washable toys and equipment will be washed in detergent, chlorine based bleach and hot water or the dishwasher and aired to dry. All toys and equipment that have been cleaned will be recorded on the toy cleaning register.
- A "Dummy Drawer is located on the sink cupboard and requires all families of children that use a dummy to place the dummy in the individually marked drawer in a container.
- All cleaning procedures will be recorded on the **Service's Cleaning Checklist**.
- Furnishings, fabric tablecloths and pillowcases are to be laundered at the end of each week and hung out to dry. This will be increased to every Monday, Wednesday and Friday during winter months or during an outbreak of illness in the Service. Infants room linen is to be washed daily.
- Floor surfaces are to be cleaned on a daily basis after each meal and at the end of each day
- Toilets/bathrooms are to be cleaned in the middle of the day, the end of the day and whenever needed throughout the day using disinfectant and paper towel.
- Disposable paper towel and disinfectant are used to clean bodily fluids off beds, floors, bathrooms, etc.
- Pregnant staff do not change nappies or assist in toileting or cleaning up toileting accidents to prevent unexpected cross contamination

Educators will ensure:

- That any child suspected of having an infectious illness is responded to and their health and emotional needs supported at all times.
- To implement appropriate health and safety procedures, when treating ill children.
- That families are aware of the need to gather their children as soon as practicable;
- Advise families that they will need to alert the service if their child is diagnosed with an Infectious Illness;
- To maintain their own immunisation status, and advise the Approved Provider/Nominated Supervisor of any updates to their immunisation status;
- To provide diverse opportunities for children to participate in hygiene practices, including routine opportunities, and intentional practice;
- To take into consideration the combination of children to decrease the risk of attaining an infectious illness when planning the routines/program of the day;
- To adhere to the services health and hygiene policy including:
 - hand washing
 - daily cleaning of the service;
 - wearing gloves (particularly when in direct contact with bodily fluids);
 - Appropriate handling and preparation of food.
- Maintain currency with respect to Health and Safety through on going professional development opportunities.
- Children will rest 'head to toe' to avoid cross infection while resting or asleep
- Children are not to share beds at the same time
- Paper Towel and disinfectant is used to clean the beds after each use
- Any toy that is mouthed by a child is to be placed immediately in the toys basket located on the top shelf in the nappy change area to be washed with warm soapy water at the end of the day. All washable toys out on display for the children are to be washed on a weekly basis in order to decrease the risk of cross contamination.
- All play dough is to be made fresh every week.
- If there is an outbreak of vomiting and/or diarrhoea, or any other contagious communicable disease play dough is to be discarded at the end of each day and a new batch made during this time.
- Children are to wash their hands before and after using the play dough
- Mops(RED) used for toilet accidents are to be soaked in disinfectant in a bucket in the laundry sink
- A weekly clean will be carried out on other surfaces that may transmit germs such as doorknobs, low shelving, etc. This will be increased if an outbreak has been recorded in the Service
- If a child has a toileting accident, the items will be placed in a plastic bag with the child's name on it. The plastic bag will be stored in a sealed container labelled 'soiled/wet clothing' for parents to take home. .

Families will:

- Advise the service of their child's immunisation status, by providing written documentation of for the service to copy and place in the child's file.
- Advise the Preschool when their child's immunisation/medical condition is updated and provide this information to the Preschool to ensure that enrolment records are up to date.
- Provide sufficient spare clothing, particularly if your child is toilet training

Source

- Australian Children’s Education & Care Quality Authority. (2014).
- Guide to the Education and Care Services National Law and the Education and Care Services National Regulations 2015,
- ECA Code of Ethics.
- Guide to the National Quality Standard.
- [http://www.immunise.health.gov.au/internet/immunise/publishing.nsf/Content/67D8681A67167949CA257E2E00EE07D/\\$File/No-Jab-No-Pay.pdf](http://www.immunise.health.gov.au/internet/immunise/publishing.nsf/Content/67D8681A67167949CA257E2E00EE07D/$File/No-Jab-No-Pay.pdf).
- Department of Human Resources: National Immunisation Program Schedule NHMRC.
- Staying Healthy Preventing infectious diseases in early childhood education and care services 5th edition
- Medicare Australia
- Public Health Act 2010 (as amended by Public Health Amendment (Vaccination of Children Attending Child Care Facilities) Act 2013)
- Public Health Regulation 2012

Review

Next Policy Review Date
May 2018

Cyber Safety Policy

Cyber safety is the safe and responsible use of information and communication technology. It is about keeping information safe and secure which protects the privacy of individuals, and being responsible with that information, being respectful of other people online, and using good 'netiquette' (internet etiquette). Understanding Cyber safety is more important when working with or caring for young children as they cannot make their own decisions about what gets published online.

National Quality Standard (NQS)

Quality Area 2: Children's Health and Safety		
2.1	Health	Each child's health and physical activity is supported and promoted
2.1.1	Wellbeing and comfort	Each child's wellbeing and comfort is provided for, including appropriate opportunities to meet each child's needs for sleep, rest and relaxation
2.1.2	Health practices and procedures	Effective illness and injury management and hygiene practices are promoted and implemented.
2.1.3	Healthy Lifestyles	Healthy eating and physical activity are promoted and appropriate for each child
2.2	Safety	Each child is protected
2.2.1	Supervision	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard
2.2.2	Incident and emergency management	Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practiced and implemented.
2.2.3	Child Protection	Management, educators and staff are aware of their roles and responsibilities to identify and respond to every child at risk of abuse or neglect.

Education and Care Services National Regulations

Children (Education and Care Services) National Law NSW	
168	Education and care services must have policies and procedures
181	Confidentiality of records kept by approved provider
195	Application of Commonwealth Privacy Act 1988
196	Modifications relating to National Education and Care Services Privacy Commissioner and Staff

Related Policies

Technology Usage
Programming Policy
Photography Policy
Family Communication Policy
Privacy and Confidentiality Policy
Record Keeping and Retention Policy

PURPOSE

To create and maintain a cyber safe culture which works in accordance with our Service philosophy, privacy and legislative requirements to ensure the cyber safety of enrolled children, educators and families.

SCOPE

This policy applies to children, families, staff, management and visitors of the Service.

Terminology	
ICT	Information and Communication Technologies
Cyber safety	Safe and Responsible use of the internet and equipment/device, including mobile phones.
Netiquette	The correct or acceptable way of using the internet

IMPLEMENTATION

Cyber Safety encompasses technologies such as the Internet, and electronic communication devices, **software programs** including mobile phones and other wireless technology. With increasing sophisticated and affordable communication technologies, there is a candid need for children and young people to be methodically informed of both the benefits and risks of using these new technologies and provides safeguards and awareness for users to enable them to control their online experiences and the appropriate use of all technologies.

Our Service has demanding cyber safety practices and education programs in place, which are inclusive of appropriate use agreements for Educators and Families. Our educational software program provides families with up to date information about their child's development in way of daily reports, observations, photos, portfolios and email communications.

The cyber safety agreement includes information about the software program, the **Services'** obligations and responsibilities and the nature of possible consequences associated with cyber safety. privacy and bullying breaches. Once the agreement is signed, families and educators will have access to the educational software program.

EDUCATIONAL SOFTWARE PROGRAM

Our Service uses **Childcarers** which is a password protected private program for children, educators and families to share observations, photos, videos, daily reports and portfolios. Families are able to view their child/children's learning and development and contribute general comments relating to their child or comment on an observation or daily report.

Directors are alerted via email and on their dashboard when a family member has added a comment. Likewise, families are alerted via email when a post has been posted about their child.

Access to a child's information & development is only granted **by** their primary guardians. No personal information is shared with any third party.

Confidentiality and privacy:

- The principles of confidentiality and privacy extend to accessing or inadvertently viewing and **disclosing** information about personnel, or children and their families, which is stored on the Service's network or any device
- Privacy laws are such that educators or other employees should seek advice from Service management regarding matters such as the collection and/or display/publication of images (such as personal images of children or adults), as well as text (such as children's personal writing)
- Ministry of Education guidelines should be followed regarding issues of privacy, safety and copyright associated with the online publication of children's personal details or work.
- All material submitted for publication on the Service Internet/Intranet site should be appropriate to the Service's learning environment
- Material can be posted only by those given the authority to do so by the Service management
- The Service management should be consulted regarding links to appropriate websites being placed on the Service's Internet/Intranet (or browser homepages) to provide quick access **to sites**

Management will ensure:

- The **Service** works with ICT (Information and Communication Technology) security specialist to ensure the latest security systems are in place to ensure best practice. These can block access to unsuitable web sites, newsgroups and chat rooms. However, none of these tools is foolproof - they cannot be a substitute for active parental involvement in a child's use of the internet

A Nominated Supervisor/ Responsible Person /Educators will:

- Ensure to use netiquette by adhering to Service policies and procedures for staying safe online. Even if you are confident about Cyber safety it would be a good idea to check if all those invited to your account have the required knowledge.
- Keep passwords confidential and not share it with anyone.
- Never request a family member's password or personal details via email
- Report anyone who is acting suspiciously, or requesting information, which they feel uncomfortable about.

Families:

- When sharing anything using technologies such as computers, mobile devices, email and the internet it is important you and everyone else invited to your account understands about netiquette and staying safe online, ensuring privacy is adhered too. Even if you were confident about Cyber safety it would be a good idea to check if all those invited to your account have the required knowledge.
- When it comes to your own children, it is your choice what you share outside of **the Service**. Remember though that young children cannot make their own decisions about what gets published online so you have a responsibility to make sure whatever is shared is in your children's best interests.
- Sometimes other children in the Service may feature in the same photos, videos and observations as your children. In these cases, never duplicate or upload them to the internet/social networking sites or share them with anyone other than family members without those children's parents' permission.

Source

- Australian Children's Education & Care Quality Authority.
- Guide to the Education and Care Services National Law and the Education and Care Services National Regulations
- ECA Code of Ethics
- <https://esafety.gov.au>
- Guide to the National Quality Standard.
- Revised National Quality Standard
- Privacy Laws
<https://www.oaic.gov.au/privacy-law/>

Review

Policy Reviewed	Modifications	Next Review Date
March 2017	Reviewed policy, no changes made.	March 2018
November 2017	Updated Policy to comply with the revised National Quality Standard	March 2018
March 2018	Updated to comply with changes to the Australian Privacy Act	March 2019

Dental Health Policy

Conversations and information exchange on dental health should be encouraged to promote good dental hygiene practices and lifelong learning for children and their families. Dental health will be included as part of everyday practice at our education and care service.

National Quality Standards (NQS)

Quality Area 2: Children's Health and Safety	
2.1.	Each child's health is promoted.
2.1.3	Healthy eating and physical activity are embedded in the program for children.
2.2.3	Each child is protected

PURPOSE

To promote children's health by creating an environment that supports healthy behaviour including good dental hygiene practices. Our service will encourage dental health by providing nutritional foods for children, avoiding food and drinks that have a sweet and sugary content and ensuring water is available at all times.

Good oral health is vital to general wellbeing and early childhood dental hygiene is a key factor in the development of healthy adult teeth. Encouraging and establishing sound oral health practices early in a child's life will assist in maintaining good oral health and preventing oral disease and other related diseases over a lifetime.

SCOPE

This policy applies to children, families, staff, management and visitors of the service.

IMPLEMENTATION

We believe it's important for all children to have a high level of dental hygiene. We follow the guidelines of the Australian Dental Association and the State Government Health Departments when caring for children's teeth.

We integrate educative information and guidelines on good dental health practices into the daily routine, including swish and swallow after meal times, providing information about tooth brushing, tooth friendly snacks and drinks and going to the dentist.

To prevent cavities forming, or other adverse dental outcomes, we encourage children to eat nutritious foods and to avoid sticky and sugary foods. All food served prepared at our Service complies with these guidelines. Children will be encouraged to drink water to quench their thirst and remain hydrated throughout the day.

Management/Nominated Supervisor/ Certified Supervisor will:

- Ensure that the daily menu contains a nutritional balance of foods;
- Minimise the provision of sugary foods;
- Ensure access to safe drinking water at all times.

Educators will:

- Include dental health practices in the program;

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- Support children to access dental health resources for research, exploration and identification. These resources will be available through books, posters and visual aids;
- Talk with children about dental health during the day, encouraging swish and swallow after meal time and having children partake in drinking water throughout the day;
- Pay particular attention to meal and snack times to ensure healthy food is being eaten
- Give children bottles before they go to bed. Tooth decay can be reduced by allowing the child to finish the bottle before going to bed and not letting milk settle on teeth;
- Arrange annual visits by dental health professionals as part of the program. Families and children will be encouraged to attend these visits where correct brushing techniques and dental care will be discussed;
- Provide dental care information to families through newsletters, posters, professional visits, web links and brochures.

Source

- Australian Children’s Education & Care Quality Authority. (2014).
- Guide to the National Quality Standard.
- Raising Children Network – www.raisingchildren.net.au
- Health Insite - www.healthinsite.gov.au
- Extract from Putting Children First, the Newsletter of the National Childcare Accreditation Council (NCAC) Issue 18 June 2006 (Page10-12)

Review

Policy Review Date
March 2019

Dental Health Procedure

Early Childhood Staff have an important role to play in promoting and implementing good oral health practices. Policies are vital to promote good dental hygiene behaviour in children, to reduce the incidence of dental caries and to facilitate the prevention and management of dental trauma in children.

This will be done by:

1. Displaying Dental hygiene posters at regular intervals at the service
2. Providing families with Dental health brochures and information
3. Discussing Dental health with children and with parents via newsletters and meetings
4. Actively seeking, maintaining and providing families with current oral health and nutrition resources from recognised authorities.
5. Providing and maintain a healthy food policy that is consistent with advice from recognised authorities.
6. Providing direct access to and encourage the drinking of fresh water frequently throughout the day and after meal times.
7. Modelling and actively discuss sound oral health practices.
8. Incorporating information on oral health and nutrition into children's learning program.
9. Encouraging and supporting families in seeking dental care where appropriate.
10. Reporting to families any sign of tooth caries, any accident, injury or suspected injury to teeth and gums, gum swelling, infection of the mouth, or problems, pain or discomfort the child has with chewing, eating or swallowing.
11. Developing policies and strategies in consultation with public health dental therapists, parents and staff.
12. Providing appropriate dental and oral health education and health promotion programs (including oral health literature for children, families and staff in home languages).
13. Avoiding the use of: nursing bottles containing sweetened milk, fruit juices, cordials or soft drinks, using food as behavioural rewards, and pacifiers dipped in sweet substances (e.g. honey, jam).
14. Offering water to drink in preference to carbonated drinks, flavoured milk and fruit juices.
15. Limiting the number of times snacks are offered each day. Meal planning incorporates low sugar intake and high calcium intake to support dental health.
16. For children who are old enough encourage them to rinse their mouth through a swish and swallow technique with water after each meal.
17. Organising the local Dentist to come visit the service annually.

