

KEITHCOT FARM CHILDREN'S CENTRE

**For Early Childhood Development
and Parenting**

POLICY MANUAL

EDUCATION AND CARE SERVICES NATIONAL REGULATIONS 2021

168 Education and care service must have policies and procedures

(1) The approved provider of an education and care service must ensure that the service has in place policies and procedures in relation to the matters set out in sub-regulation (2).

Penalty: \$1000.

Note—

These may include policies and procedures prepared by the approved provider in accordance with an education law of the participating jurisdiction.

(2) Policies and procedures are required in relation to the following—

(a) Health and safety, including matters relating to—

(i) Nutrition, food and beverages, dietary requirements; and

(ii) Sun protection; and

(iii) Water safety, including safety during any water-based activities; and

(iv) The administration of first aid; and

(v) Sleep and rest for children;

(b) Incident, injury, trauma and illness procedures complying with regulation 85;

(c) Dealing with infectious diseases, including procedures complying with regulation 88;

(d) Dealing with medical conditions in children, including the matters set out in regulation 90;

(e) Emergency and evacuation, including the matters set out in regulation 97;

(f) Delivery of children to, and collection of children from, education and care service premises, including procedures complying with regulation 99;

(g) Excursions, including procedures complying with regulations 100 to 102;

(ga) if the service transports or arranges transportation of children other than as part of excursions, transportation including procedures complying with Division 7 of Part 4.2 of Chapter 4;

(h) Providing a child safe environment;

(i) Staffing, including—

(i) A code of conduct for staff members; and

(ii) Determining the responsible person present at the service; and

(iii) The participation of volunteers and students on practicum placements;

(j) Interactions with children, including the matters set out in regulations 155 and 156;

(k) Enrolment and orientation;

(l) Governance and management of the service, including confidentiality of records;

(m) The acceptance and refusal of authorisations;

(n) Payment of fees and provision of a statement of fees charged by the education and care service;

(o) Dealing with complaints.

Note—

A compliance direction may be issued for failure to comply with sub-regulation (1).

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PHILOSOPHY STATEMENT NQS 7.1.1 Version 17

Keithcot Farm Children's Centre provides accessible, flexible quality care and education for children from birth to school entry in a play-based program that is underpinned by current national and international early childhood development research. We offer a range of programs in partnership with Allied Health and Community Development to build parenting capacity and wellbeing of families. We reflect on the programs we offer and this is documented in our Preschool Quality Improvement Plan as we work towards continuous improvement. We acknowledge and value the cultural background and diversity of children, families and staff for their optimal wellbeing and engagement. We support the United Nations Convention on the Rights of the Child.

Children

Under the National Law and Regulations, we structure our educational program on The Early Years Learning Framework (EYLF), its Vision, Principles, Practices and Outcomes. The EYLF is child centred, focussed on play, open ended, challenging and inclusive and acknowledges children's prior experiences. We offer a secure and happy atmosphere which will complement the home environment while nurturing children's disposition to learning. Children are integrated with siblings and others for the majority of the session. They are intentionally divided into smaller groups for developmentally appropriate experiences for a short period of time. Children take responsibility for the sustainability of their environment by feeding and caring for our chickens.

Families

We value partnerships with families and see the parent as the child's primary educator. Families are provided with information about their child's learning experiences, involvement, development and progress and are also encouraged to contribute to the program by communicating their goals for their child. We support families with information that will build their capacity in relation to their parenting.

Staff

Our professional staff team have a range of tertiary or post graduate early childhood qualifications, training and experience in leadership, teaching, children's services and community development. Allied Health services – including a Speech Pathologist, an Occupational Therapist and Midwives also work together with families and the community to provide a range of services. We believe in an ongoing commitment to supporting each staff member's professional development and a strong focus on continuous improvement in care and learning for young children and their families. Sustainable practices are embedded in service operations and consistently promoted in the everyday program.

Management

We offer all families the opportunity to be involved in governance and the review of policies and processes that represent the whole of the Centre through Preschool and Childcare Governing Councils elected annually by the Children's Centre families.

Communities

We are committed to promoting community awareness of children's rights and services through effective partnerships and networking with government and non-government organisations, parenting and community groups. These collaborative partnerships assist us in developing integrated and sustainable services to support and provide the best opportunities for every family and child. We develop positive relationships with neighbouring schools to enable seamless, effective transitions and continuity of curriculum across the prior to school and schooling sector.

We believe that a statement of the Centre's philosophy will change as new insights are gained and practice is evaluated.

CREATED: March 2008

REVIEWED: November 2008, November 2009, November 2010, November 2011, November 2012, February 2013, November 2013, November 2014, September 2015, November 2016, November 2017, November 2018, October 2019, December 2020, September 2021, December 2021

TO BE REVIEWED: December 2022

SOURCED: South Australian Curriculum Standards Accountability Framework
Virtual Village South Australian Early Years Report (2005)
Dr Fraser Mustard – Investing in the Early Years
Ferre Laevers – Wellbeing and Involvement (2003)
Belonging, Being and Becoming – The Early Years Learning Framework for Australia 2009
National Quality Framework (2011)
United Nations Convention on the Rights of the Child

Quality Area 1 - Educational Program and Practice

Quality Area 5 - Relationships with Children

- **Supervision Policy**
- **Interactions with Children**
 - **Inclusive Practices**
 - **Curriculum Planning**
- **Transitions for Children**
- **Children and Multi-media**
 - **Water Safety**
 - **Excursions**
 - **Environment**

SUPERVISION POLICY Regulation 122, 123, 126. Version 1.6

Supervision is an integral part of the whole care and education experience. At its most basic level, supervision helps to protect children from hazards or harm that may arise in their daily experiences in play, interactions with others, and daily routines.

Educators have a duty of care to ensure children are supervised at all times, maintaining a safe and secure environment adhering to National Regulations. Supervision, together with thoughtful design and arrangement of children’s environments, assists in the prevention and severity of injury to children.

Educators will actively supervise children, identifying risks and take all necessary steps to prevent or minimise injury. Effective supervision of children also provides Educators with the opportunity to support and build on children’s play experiences.

Management will ensure

- That the premises and facilities are designed and maintained to facilitate supervision of children at all times while maintaining the rights and dignity of all children.
- Regulatory Authorities are notified of any serious incident at the time that the person becomes aware of the incident or within 24 hours of the incident.
- Minimum Educator qualification requirements are recognised and adhered to according to legislative requirements.
- The Centre maintains the required Educator-to-child ratio working directly with children at all times, based on the ages and number of children being educated and cared for at the Centre.

AGE GROUP	EDUCATOR TO CHILD RATIO
For children from Birth to 24 months of age	1:4
For children aged 24 months and less than 36 months of age	1:5
For children aged 36 months of age to eligible year of preschool	1:10
For children in eligible year of Preschool	1:11

Management and / or Nominated Supervisor will:

- Ensure that all Educators are aware of all children and their environment.
- Ensure Educators avoid activities or actions that will distract them from supervision, such as speaking to other Educators for long periods of time, taking personal phone calls, checking mobile phones or administrative/ non contact tasks.
- Ensure Educators are aware if they need to move away from the children, another Educator is to replace them.
- Instruct Educators to position themselves to watch the maximum area possible.
- Ensure Educators **move around the environment** to ensure the best view of the area and to avoid standing with their back to the children or talking with other Educators.
- Develop and maintain rosters that ensure continuity of care and adequate supervision at all times when children are being cared for and educated in the Centre and on excursions.
- Ensure that a Risk Assessment is completed prior to all excursions beyond the Centre. The risk assessment will consider and identify the number of adults required to ensure continuous adequate supervision throughout the excursion.
- Ensure that parents are notified if their child is unwell and needs to go home or is involved in a serious incident/situation at the Centre. Details of the incident are to be recorded on the Incident, Injury, Trauma and Illness Record. An Educator will follow up with the parent within 24 hours of the incident in regards to the child’s health status.
- Ensure that if the incident, situation or event presents imminent or severe risk to the health, safety, and/or wellbeing of the child or if an ambulance was called in response (not as a precaution) the regulatory authority is notified within 24 hours.

Educators will:

- Have a sound understanding of their duty of care and responsibilities in ensuring children are within a safe environment.
- Implement correct supervision strategies and **not perform other duties while responsible for the supervision of children.**
- Support less experienced Educators by redirecting them as needed, to effectively supervise children's play. Relievers who are unfamiliar with our Centre, including labour hire staff should be instructed to 'shadow' a permanent Educator or be directed to work in the Star room. Labour hire staff should be re-directed to complete 'lower level' tasks eg dishwashing or laundry, rather than be outside.
- Inform new and relief Educators about supervision arrangements, outlining their supervision responsibilities and re-direct them as needed.
- Arrange the education and care environment to maximise the ability of Educators to supervise all areas accessible to children. Emphasis will be on gates, the fence line and doors during arrival and departure times.
- Ensure that careful thought and planning goes in to the set up of the learning environment to ensure adequate supervision of children.
- Communicate with each other about their location within the environment.
- Maintain correct ratios adhering to the National Education Regulations throughout the education and care environment.
- Do ongoing risk assessments about who / where the support of an Educator is most needed.
- Ensure that all children are in sight or hearing of Educators at all times.
- Ensure that every child is supervised whilst eating.
- Supervise children during rest time in accordance with the Safe Sleeping and Resting Policy.
- Ensure that hazardous equipment and chemicals are inaccessible to children.
- Scan the environment while interacting with individuals or small groups.
- Continuously scan the play spaces to observe all the children in the vicinity.
- Listen closely to children whilst supervising areas that may not be in a direct line of sight.
- Supervise children when washing their hands and at water play experiences.

Consideration will be given to the design and arrangement of children's environments to support active supervision by:

- Using supervision skills to recognise areas of risk therefore reducing the potential for injury or incident to children and adults.
- Guiding Educators to make decisions about when children's play needs to be interrupted and redirected.
- Providing consistent supervision strategies when the Centre requires relief Educators.
- Providing direct, constant and proximal monitoring to children undertaking activities that involve some risk and recognising when the ratio of Educators to children may need to be increased.

CREATED: August 2020

REVIEWED: September 2020, January 2021, April 2021, July 2021, September 2021, January 2022, April 2022

TO BE REVIEWED: June 2022

SOURCE: Australian Children's Education & Care Quality Authority (2014)
Early Childhood Australia Code of Ethics (2016)
Guide to the Education and Care Services National Law and the Education and Care Service National Regulations (2017)
Guide to the National Quality Standard (2017)
Revised National Quality Standard (2018)

INTERACTIONS WITH CHILDREN Regulation 168 (2) (j) Regulation 155, Regulation 156 Version 1.16

At Keithcot Farm Children's Centre, we acknowledge that families are the child's first Educators and research confirms the powerful combined effect of home / prior to school settings and school has on every child's learning and life trajectory. We aim to establish and maintain positive partnerships with all families. The practices and principles of EYLF are implemented into everyday interactions with children and families. Relationships are the foundation for the construction of identity – 'who I am,' 'how do I belong' and 'what is my influence' (National Quality Standard Professional Learning Program Newsletter No. 50, 2013).

We believe that everyone has the right to feel safe and that children should respect themselves, each other and the environment. It is important for children to develop a positive self-efficacy, and that the beliefs children have about themselves will not only affect what they do, but how they relate to others. The Educator's role is to promote a positive self - concept in each child and to share information about each child's learning and development with parents and families. All aspects of the program are critically evaluated to ensure appropriateness for all individuals.

We accept that children feel angry, frustrated and upset at times, and need to express these feelings appropriately. Educators and parents need to share responsibility, maintain consistency at all times and create a safe, secure environment for children based on the understanding of the needs of individual children, while modelling appropriate behaviours.

Behaviour guidance should be used in situations where the child's behaviour may cause:

- Physical and/or emotional harm to themselves, another child/ren or another adult.
- Property damage
- Intrusion in another person's learning environment, physical space or rights.

Policy

- At Keithcot Farm Children's Centre, the procedures are determined by the developmental age of the child.
- Behaviour guidance is carried out in a positive way and children are not physically or emotionally punished.

Site leaders will:

- Provide access for all Educators to current information and research regarding behaviour guidance, either through written information or attending specific training sessions and workshops.

Educators and Allied Health staff will:

- Model positive behaviour including expressing feelings and emotions through language and communication and provide secure attachments through consistent, warm and nurturing relationships.
- **Verbally reinforce positive behaviour in children at every opportunity by commenting on the behaviour e.g. "I like the way you are mixing the colours on your paper", or "Great listening", rather than "Good boy / girl."**
- Define the limits of acceptable behaviour and ask children to participate in defining the limits.
- Encourage children to make decisions for themselves and be offered choices to assist their decisions.
- Explain consequences of certain situations so that children will be able to make decisions and be responsible for their own actions.
- Educators may need to **change the tone of their voice if necessary, rather than shout**, lower their voice and speak slowly and firmly while explaining to the child the correct way of behaving, e.g. **"Remember to walk inside.** Outside is for running."
- If a child has been hurt as a result of another child's challenging behaviour, they will be reassured and comforted.
- Instead of "time out," "time in" will be used for challenging behaviours. The Educator will remove an aggressive child and remain with them. The Educator may say "I can see that you are feeling angry, but hitting hurts. If you feel like hitting, we could go outside and hit the punching bag." The Educator will encourage the child to participate in another learning experience.
- Maintain consistency in guiding children's behaviour. Other Educators, in the first instance, should support the decision made; however discussion and clarification can be sought, away from the presence of the children and after the event.
- Educators need to constantly initiate a risk assessment of the environment – who is needing an Educator's support and involvement? Who is managing the environment independently? Which children can be invited to join the play rather than 1:1 supervision.
- Guide volunteers and Tertiary students in their interactions with children.

- Educators will communicate and liaise with families regarding their child’s interactions with others at the Centre to ensure continuity of care for the child as much as possible. Educators or Allied Health staff may provide resources such as books, web-sites, verbal information and support and when possible, parent sessions to assist them with any concerns on how to develop positive interactions at home which may include a list of agencies and support services.

CREATED: November 2007

REVIEWED: November 2007, November 2008, June 2009, June 2010, June 2011, April 2012, April 2013, April 2014, April 2015, April 2015, April 2016, April 2017, April 2018, April 2019, January 2020, January 2021, January 2022

TO BE REVIEWED: January 2023

SOURCED: DECS Behaviour Management Guidelines: Supporting and Managing Children’s Behaviour (2004)
South Australian Curriculum Standards Accountability Framework (2001)
We Can Make a Difference – Learning and Developing in Child Care
Putting Children First – Issue 25 – March 2008
Code of Ethics – Early Childhood Australia
Belonging, Being & Becoming – The Early Years Learning Framework for Australia (2009)
Respect, Reflect, Relate (2008)
Site Behaviour Code Example – John Francis Clark Memorial Kindergarten
National Quality Standard Professional Learning Program, Newsletter No. 50 – Perspectives on Quality
Learning positive behaviour through educator-child relationships (Early Childhood Australia 2013)

INCLUSIVE PRACTICES Version 1.16

The Children's Centre philosophy and program accepts and supports all children. Inclusiveness values the interests and experiences of individuals and enables them to be included in all activities. Inclusiveness relates to all individuals regardless of their social, cultural or linguistic background, ability, gender, sexual orientation, socio-economic circumstances and location. Each child is respected as an individual and Educators will consult with families regarding the education and development of their child/ren. All children are valued and are acknowledged as people of worth. Every child will have opportunities to engage in experiences that promote non-sexism and anti-bias philosophies. We aim to develop each child's critical thinking about bias and to identify unfair and untrue stereotypes. Educators will make children aware that unkind comments (such as teasing, and name calling) are hurtful. Educators will encourage families and the wider community to contribute their knowledge, cultural customs, religious beliefs, language and skills to the program and this information will be shared amongst Educators and children. In consultation with the Keithcot Farm Primary School, the Community Development Coordinator and local Indigenous families, we will develop a Reconciliation Action Plan.

To be inclusive means that:

- ✓ Each and every child has access to high quality education and care services.
- ✓ Each and every child is included and supported to participate.
- ✓ Each and every child's strengths and interests are acknowledged and supported.
- ✓ Collaboration and building partnerships with families and communities underpins Educator's work.
- ✓ The focus is on the whole environment and not just an individual child.
- ✓ Diversity is acknowledged and is viewed as a resource for learning and growth.
- ✓ All Educators identify inclusion barriers and learn about ways to overcome them. (Gowrie SA 2016)
- ✓ The Leadership team comprising of the Director, Family Practitioner and Governing Council Chairperson may review unique requests for flexible attendance arrangements on an individual basis taking in to account the impact on the Centre and length of time required.

We get to know each child and their family by:

- communicating and listening
- supporting families who have English as a second language
- demonstrating respect and modelling empathy
- responding to their needs and supporting their child's development
- developing specific programs for children with identified special rights
- encouraging families to contribute aspects of their own culture to our program
- celebrating a range of cultural experiences
- respecting a child's / families religious beliefs
- planning, displaying and using a range of posters, materials and other resources relating to celebrations and specific cultural events and diverse family structures
- supporting families whose children have medical conditions or special rights

CREATED: November 2007

REVIEWED: November 2008, June 2009, June 2010, June 2011, April 2012, April 2013, April 2014
April 2015, April 2016, April 2017, April 2018, April 2019, January 2020, January 2021,
January 2022

TO BE REVIEWED: January 2023

SOURCED: Children's Services (Child Care) Regulations 1998
Dept. Family and Community Services and Indigenous Affairs: Child Care Services
Handbook
Multicultural SA - www.multicultural.sa.gov.au
Languages and Multicultural Resource Children's Centre - www.lmrc.sa.edu.au National
Quality Standard Professional Learning Program Newsletter No. 42 – Understanding
Cultural Competence (2012)
Code of Ethics – Early Childhood Australia
Inclusion SA, 2005
National Quality Standard Professional Learning Program, Newsletter No.50 -
Perspectives on Quality' (2013)

CURRICULUM PLANNING Version 1.16

The Early Years Learning Framework (EYLF) is our approved learning framework. Our Philosophy statement (which is reviewed annually) guides our pedagogy. EYLF affirms that our curriculum encompasses all the interactions, experiences, routines and events (planned and spontaneous) that are designed to foster learning and development in our integrated birth to school entry setting. The program is play based and underpinned by current national and international Early Childhood research supporting an emphasis on communication and language, cognitive, social and emotional development. Children are integrated for the majority of the day, but are formally divided into smaller groups for more developmentally appropriate intentional teaching experiences for short periods of time. We believe in an emergent curriculum, in accordance with the Early Years Learning Framework (EYLF) and its practices and principles, the DECD Literacy and Numeracy Indicators and the DfE 2019 Guidelines for Literacy and Numeracy. The EYLF is child centred, focussed on play, inclusive, open ended, challenging and inquiry based. It acknowledges children's prior experiences within a secure and happy atmosphere which will complement the home environment and nurture children's dispositions to learning. The program forms a foundation for ensuring that children in our Birth to school entry integrated setting experience quality teaching and learning. All learning experiences are offered to enhance the individual child's growth and development, including their self-esteem, resilience, persistence, independence and empathy.

The Children's Centre promotes a balance between an educational curriculum and care program through a team of Educators, Allied Health and Community Development professionals. Noticeboards, photos and children's artwork display the curriculum, spontaneous experiences, and related EYLF information, every day. An Individual Learning Plan (ILP) is developed for each child in conjunction with the child's parents and is based on information provided by families through Enrolment forms, Parent Questionnaire and informal discussions. Goals are established on the ILP and they are evaluated on a regular basis.

Families receive information in their child's portfolio which consists of Learning Stories, photos, noticing's, small and large group experiences and creative work. Learning Stories mostly include a narrative, an analysis of the learning based on the EYLF and may include references to RRR, Literacy and Numeracy Indicators, Literacy and Numeracy Guidebooks, Executive Function and some future goals. Educators meet to plan and evaluate the curriculum and have regular Program Review and Professional Learning meetings. The EYLF Learning Outcomes describe the dimensions of learning and development and are used as evidence to track children's progress over time. Parents are encouraged to speak to their child's Primary Educator for information about their child and their progress. If this is not convenient, parents can be phoned or emailed. Parents of children in the Preschool program are also able to use the SeeSaw App. Parent interviews are offered at mutually convenient times so that parents can meet with their child's Primary Educator.

Children's Observations

- Educators will observe and collect developmental records on all children. This information will be confidential.

Children's Portfolio's

- Portfolios are available to children and families at all times. Families are encouraged to contribute to their child's portfolio and to take them home at any time. The child's portfolio is theirs to keep when they leave the Centre.

CREATED: November 2007

REVIEWED: November 2008, June 2009, June 2010, June 2011, April 2012, April 2013, April 2014
April 2015, April 2016, April 2017, April 2018, April 2019, January 2020, January 2021,
January 2022

TO BE REVIEWED: January 2023

SOURCED: South Australian Curriculum Standards Accountability Framework (2001)
Children's Services (Child Care) Regulations 1998
We Can Make a Difference – Learning and Developing in Child Care (2005)
"You Can Do It!" (Social-Emotional Learning Curriculum) 2004
Early Years Learning Framework - 2009
National Quality Standard - Professional Learning Program No. 39 Observing Children
(2012)
Respect, Reflect, Relate DECS - 2008
Implementation Guidelines for Indicators of Preschool Numeracy and Literacy in
government preschools - DECD 2015
Literacy and Numeracy Guidebooks – Department for Education

TRANSITIONS FOR CHILDREN Version 1.16

The Children's Centre recognises the importance of smooth transitions for each child and their family, starting with the change from a child's home to Community programs, Long Day Care or when Pre-School begins. We acknowledge that transitions can be challenging for the whole family, and so we view transitions not as single events, but as pathways for later successful outcomes. We believe these experiences should be approached as a partnership between families and Educators. Families must visit the Children's Centre for orientation sessions prior to commencement into the Long Day Care program.

Parents who have children that are new to the Centre and are due to begin the Pre-School program are invited to attend a Parent Information evening at the Centre. An Information pack with details about the Centre, including our website will be given to each family. At the beginning of the Pre-School year, there is a strong emphasis on developing relationships and establishing routines for children new to the Centre.

Educators will support a child's transition into a new environment and/or changes of routines in a variety of ways. These will include introducing the new child and their family to other Educators and children and at this time, we encourage families to share information, relating to their child/ren and any changes to their daily routine. Educators will support families by including particular events and/or changes to routines in the Children's Centre curriculum.

When there are changes about to happen in our program, Educators are encouraged to give a 'warning' period by verbally acknowledging that a change in the routine is going to happen soon. By giving children preparation time and announcing what change will be occurring and in what time frame, we are giving reasonable notice, e.g. "Soon it will be time to wash hands and get ready for lunch". We also use a visual timetable to assist children and this ensures that transitions generate little disruption for each child.

While it is recognised that transitions for children into new environments and changes to their daily routines may be exciting for some, for others it can be stressful and upsetting. We promote an integrated program for children of all ages to minimise changes to children's routines and support opportunities for children and Educators to form secure, stable and meaningful relationships.

Transition to school will be planned collaboratively and reflected upon by Children's Centre Educators and school staff as we build strong relationships to ensure continuity of curriculum and a pedagogy that underpins a smooth transition to school. An Information session is offered for parents of children who are about to go to school with a focus on alleviating anxiety for the family. Children are familiar with the Keithcot Farm Primary school setting as they visit the playground, library, school assembly and walk through the yard amongst school children and its buildings. Personnel from other feeder schools are encouraged to visit and share information with our Educators.

CREATED: **November 2007**

REVIEWED: **November 2008, June 2009, June 2010, June 2011, April 2012, April 2013, April 2014
April 2015, April 2016, April 2017, April 2018, April 2019, January 2020, January 2021,
January 2022**

TO BE REVIEWED: **January 2023**

SOURCED: **South Australian Curriculum Standards Accountability Framework (2001)
We Can Make a Difference – Learning and Developing in Child Care (2005)
Dr Fraser Mustard – Investing in the Early Years (2007)
Ferre Laevers – Wellbeing and Involvement Framework (2003)
Early Years Learning Framework 2009
Transitions to School – 2011
Strengths Based Approach – A guide to writing
Transition Learning and Development Statements. Melbourne 2012
DECD Enrolment Policy 2014**

CHILDREN AND MULTI-MEDIA Version 1.16

Selected developmentally and age appropriate multi-media programs and other activities may be used on the Smartboard or Interactive LCD board that support the curriculum. With the assistance of Educators, children will have access to the Internet as a research tool and to facilitate inquiry based learning. Educators will interact with children to prompt conversations, support their understanding and strengthen their skills and knowledge during these experiences.

CREATED: November 2007

REVIEWED: November 2008, June 2009, June 2010, June 2011, April 2012, April 2013, April 2014
April 2015, April 2016, April 2017, April 2018, April 2019, January 2020, January 2021,
January 2022

TO BE REVIEWED: January 2023

SOURCED: Young Media Australia www.youngmedia.org.au
Get Up and Grow

WATER SAFETY Regulation 168 (2) (a) Version 1.15

Children need opportunities to develop their understanding of the natural environment. Experiences with water encourage active exploration and discovery of the environment and of water conservation. Educating children about the use of water and safety when playing in, with or near water is of great importance.

All water activities will be supervised appropriately, including the Digging Patch when water is used, the Aqua lab, the water troughs and water in the sandpit. In between use, a child safe cover will be placed on the water trough and at the end of the day all water will be emptied from containers and covers removed. The Aqua lab or other water containers will be emptied when unsupervised.

CREATED: November 2007

REVIEWED: November 2008, June 2009, June 2010, June 2011, April 2012, April 2013, April 2014, April 2015, April 2016, April 2017, April 2018, April 2019, January 2020, January 2021

TO BE REVIEWED: January 2022

SOURCED: SA Department of Health - www.health.sa.gov.au
DECS Licensing and Standards
Royal Life Saving Protection Australia – Fact Sheets

EXCURSIONS Regulation 168 (2) (g) Version 1.16

An excursion may be planned to achieve specific EYLF outcomes e.g. Children broaden their understanding of the world in which they live and explore relationships with other living and non - living things; Children seek out and make new discoveries, manage change and learn from experiences that require them to become involved in the broader community and environment beyond the early childhood setting; Children resource their own learning through connecting with people, places, technologies and natural and processed materials. Some planned excursions and outings will be suitable for particular age ranges of children and Educators will keep this in mind when selecting children to participate.

Risk assessments will be conducted for all excursions. Parents of Preschool children will provide approval each day via the Sign In sheets to visit Keithcot Farm Primary School. Parents will be informed of all other planned excursions beyond the neighbouring school for their child / ren. Detailed written consent forms will be issued to parents / guardians, who will need to sign and return a consent form to the Centre before their child can participate in an excursion.

The Director and Educators are responsible for the planning and implementation of all excursions. A risk assessment will be done prior to the excursion and decisions made in regard to a balance between safety and managed risk. Although the National Regulations do not specify a higher Educator to child ratio for excursions, children must be adequately supervised at all times. A thorough risk assessment should determine whether the minimum ratios are sufficient to provide adequate supervision while attending an excursion. Educators are responsible for all activities occurring on an excursion or outing.

Other adults involved in the excursion or outing will be considered as volunteers and can be counted in the adult: child ratios and will be responsible to Educators and under their direction while participating.

Excursions in the curriculum should be considered for inclusion in the educational program only after it has been considered that:

- Children's learning is linked to the curriculum
- Necessary safety requirements are in place (including appropriate and well maintained equipment)
- The degree of inherent risk is manageable and has been established through a risk assessment
- Supervisors / instructors are suitably qualified at the venue
- The Educator/volunteer to child ratio reflects safe practice
- Parents are fully informed in regard to safety issues involved in a particular experience when seeking their consent
- Safety protocols determined by any official bodies be observed
- Equity issues have been satisfied - e.g. consideration of children who may not be able to participate for financial, cultural or religious reasons
- Children with identified special rights can participate in the experience
- When going on any excursion, children will wear high visibility vests

Educators will:

- Implement risk management procedures before excursions are undertaken
- Inform all other adults on the excursion of their role and responsibilities while participating in a Children's Centre excursion. They will encourage the children to listen to adults for instructions, procedures and direction
- Carry a First Aid bag, Asthma kit, individual child's medication and a mobile phone with them
- Organise the group so that when walking as one large group, an Educator leads and another follows at the end The rest of the group will form in the middle to ensure safety of all
- Nominate an Educator to be responsible for carrying a list of the total number of persons attending, their full name and emergency contacts
- Use common sense in regard to unsuitable weather conditions. Weather that is too hot or too wet may determine the need to cancel or postpone a planned excursion
- Leave a contingency plan and list of children and Educators names of those who are participating on any excursion or outing with the Director or a staff member remaining at the Children's Centre, which will include details such as the destination, estimated times of departure and return
- After any excursion, Educators will be involved in a brief review of the excursion to note any changes that may need to be made and further improvements that may be required for future experiences

CREATED: November 2007

REVIEWED: November 2008, June 2009, June 2010, June 2011, June 2012, April 2013, April 2014,

April 2015, April 2016, April 2017, April 2018, April 2019, January 2020, January 2021, January 2022

TO BE REVIEWED: January 2023

**SOURCED: Children’s Services (Child Care) Regulations 1998: Regulation 29
South Australian Curriculum Standards Accountability Framework (2001)
DECS Camps and Excursion policy 2007
We Can Make a Difference – Learning and Developing in Child Care (2005)
DECS Licensing and Standards
Early Years Learning Framework 2009
National Quality Standard – Professional Learning Program Newsletter No.47
Community Engagement (2012)
Education and Early Childhood Services Registrations and Standards Board of SA**

ENVIRONMENT POLICY Version 1.10

Keithcot Farm Children's Centre is committed to becoming energy efficient, reducing carbon emissions and reducing our financial expenses in regard to waste management. As a staff team, we will actively seek out alternatives to materials used throughout the Centre and incorporate any that may be more sustainable than those currently used. All staff will ensure sustainable practices are embedded in service operations. This will result in a reduction in the overall waste on a daily basis due to appropriate recycling techniques by staff, children and the contract cleaners. Children will learn about sustainable practices through the curriculum and the importance of learning how to protect the environment e.g. when we have chickens, food waste is given to them and their eggs are used by our Cook for meals here.

Implementation

Paper

We purchase photocopying and computer paper which is made from 100% post-consumer recycled waste paper. Staff are encouraged to use both sides of paper when printing, and to avoid printing if possible.

Recycling

Educators will introduce children to the concepts of recycling, re-using and reducing our overall waste by using games, books and the Smartboard. Recycling bins will be used throughout the Centre for paper, card and other recyclable items and families will be asked to donate materials for the collage and woodwork tables, rather than the Centre purchasing new materials for these experiences. Used printer and toner cartridges, exhausted writing implements and batteries are recycled at Officeworks and / or Bunnings.

Water Use

Where possible, Educators and children will use water saving taps to wash their hands. Other taps should not run while children soap their hands. Children will be encouraged to water the garden using water in jugs left over from snack times and emptying the water trough on the garden after play. Water in the sandpit will be monitored by Educators to ensure that it is not wasted.

Energy Use

Fluorescent lights throughout the Centre have been replaced with energy efficient lights that are 30% brighter and 30% cheaper to operate. Switches have been adjusted so that fewer lights need to be on at a time, and areas can be isolated for lighting as necessary. Natural light is used as much as possible.

We use an outside clothes line whenever possible to avoid using the clothes drier. Solar panels have been installed to reduce our total energy usage.

CREATED: September 2013
REVIEWED: April 2014, April 2015, April 2016, April 2017, April 2018, April 2019, January 2020, January 2021, January 2022
TO BE REVIEWED: January 2023
SOURCED: "Sustainable Directions" Small Green Steps program 2012
Jaki Bokashi booklet 2013
Reflex Copy Paper * Post-consumer recycled waste paper as defined under AS / NZS ISO 14021:2000 Environmental Labels and Declara

Quality Area 2 – Children’s Health and Safety

- **Providing a Child Safe Environment**
- **Food, Nutrition & Beverages, Dietary Requirements**
 - **Food Handling and Storage**
 - **Hygiene**
 - **Dental**
 - **Nappy Changing and Toileting**
- **Dealing with Medical Conditions and Dealing with Infectious Diseases**
- **Administration of First Aid**
- **Incident, Injury, Trauma and Illness**
 - **Safe Sleeping and Resting**
 - **Clothing**
- **Sun Protection / Hot Weather**
- **Drugs, Alcohol and Smoking**

PROVIDING A CHILD SAFE ENVIRONMENT Version 1.16

Keithcot Farm Children's Centre has a moral and legal responsibility to ensure the safety and wellbeing of all children accessing the service. We support the rights of the child and will act to ensure a child safe environment is maintained at all times. We also support the rights and wellbeing of Educators, Allied Health staff, Community Development Coordinator, families and volunteers and encourage their active participation in building and maintaining a secure environment for all participants and will provide training, resources, information and guidelines to support this.

Preschool teachers are trained to implement the 'Keeping Safe Child Protection Child Curriculum.

All Educators, Allied Health staff, Community Development Coordinator, Admin officers, volunteers, tradespeople and other professionals will be required to have a Department for Human Services Working With Children Check before working directly with / near children.

All Educators, Allied Health, Community Development Coordinator, Governing Council members and regular volunteers are required to complete the current Department for Education 'Responding to Risks of Abuse, Harm and Neglect' Early Childhood (RRHAN – EC) course.

It is a requirement by law for all staff to report any suspected cases of child abuse, including:

Concerns about a child or a young person that involve:

- *Physical abuse*
- *Neglect*
- *Emotional maltreatment*
- *Sexual abuse*
- *The witnessing of family violence*
- *'A child in care' (Department for Child Protection)*

Any Educator noticing suspicious marks or bruises on a child must notify the Child Abuse Report Line on **13 14 78** or register online www.reportchildabuse.families.sa.gov.au with the Department for Child Protection. Serious cases must be reported via the 13 1478 report line and **not** via the online reporting system. Educators or persons concerned for a child's safety are mandated to report their suspicions. The site leader should be informed of a notification and ensure all records are stored securely.

Confidentiality will be respected at all times. Throughout all phases of the child protection process, confidentiality will be maintained and the matter will ONLY be discussed with other professionals who are responsible for ensuring the safety of all children. The decision to report any suspected cases of child abuse or neglect will be seen as a fundamental professional responsibility of any person employed at the Children's Centre.

All interactions between Children's Centre employees and children will comply with the Code Of Ethics and any employee suspected of behaving inappropriately will be dealt with in accordance with relevant regulations and legislation.

Detailed information about reporting child abuse is available on the DCP website:

<https://www.childprotection.sa.gov.au/reporting-child-abuse>

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July 2016, July 2017, July 2018, July 2019, March 2020, April 2021, April 2022

TO BE REVIEWED: April 2023

SOURCED: Children's Protection 'Keeping them Safe' Amendment Bill 2005
Child Protection Act 1993
Keeping Safe – Child Protection Curriculum 2008
Families SA: Seven Steps to Establishing and Maintaining Child Safe Environments 2008
DECD 'Protective Practices for staff in their interactions with children
and young people. Revised September 2011
DECD 'Responding To Abuse and Neglect' course 2012
ECA Code of Ethics - 2009

my.families.sa.gov.au/IDMProv/landing.html
aifs.gov.au/cfca/publications/reporting-abuse-and-neglect
ECA Code of Ethics – 2016
Keeping Safe: Child Protection Curriculum 2014
Department for Child Protection 2018
Department for Human Services 2020

FOOD, NUTRITION & BEVERAGES, DIETARY REQUIREMENTS POLICY Version 1.17

Regulation 168 (2) (a) (i)

Goal: *To provide children with food and drink that is safe, varied, nutritious and culturally diverse.*

Good nutrition and good eating habits are of great importance to young children, it helps them to grow, develop and maintain healthy bodies. The food provided by the Children's Centre makes a significant contribution to children's overall intake of energy, vitamins and minerals. It is recommended that in each full day of care, each child is provided with at least 50% of their recommended daily intake for key nutrients and that these foods are based on the Department of Health and Ageing guidelines.

Food provided is developmentally appropriate for children and encourages independent eating. Filtered water is the main drink and available at all times. Cooled boiled water is provided for babies. Food is provided in a safe and hygienic manner at the Centre and takes in to account special dietary needs and cultural considerations. Educators and Cooks will participate in food safety and food handling training through the Bug Busters course or I'm Alert training and this will be updated every two years. The Children's Centre does not permit families to bring food to the Centre unless discussed with an Educator and / or the Cook.

Food is prepared with no added salt, limited sugar and the addition of fats is kept to a minimum.

Precautions to prevent and treat choking are taken. It is known by all Educators and implemented that children are to be seated whilst eating and Educators do not give food to children who are laughing or crying. Food linked with a high risk of choking is minimised by:

1. Cutting meat into small pieces and removing excess fat; grating, cooking or mashing all hard fruits and vegetables
2. Ensuring that we do **NOT** give foods that have small hard pieces like celery, apple or carrot unless grated, very finely sliced or cooked.
3. Ensuring that we do **NOT** give nuts, corn chips or whole grapes.

The Children's Centre will provide a main lunch time meal for the children who are in the Children's Centre long day care program and Between Session care program for Preschool children. Morning and afternoon snacks include a variety of fruit, vegetables, crackers and cheese, accompanied by water. Breakfast options are available before 7.45 am.

Breakfast with milk and / or water before	7.45 am
Morning snack with water	9.30 am
Lunch with bread, milk and water from	11.30 am
Preschool afternoon snack	2.00 pm
Long Day Care afternoon snack with water	2.00 pm
Raisin bread, fruit or other snack	4.30 pm

The main menu is planned by our Cook and is based on the Australian Dietary Guidelines. Each fortnight the menu will include four red meat dishes, (beef and lamb), three white meats (fish, pork and chicken), four serves of high fibre wholemeal bread and at least two vegetarian dishes. Each day will include two dairy serves and at least two serves of fruit, one serve of vegetables, one meat or alternative, two bread and cereal serves and not more than 1.5 serves of fats & oils.

MEALTIME AND EATING ENVIRONMENT

Goal: *To provide a safe, supportive and social environment in which children enjoy eating.*

Mealtimes and the eating environment play a large role in the nutrition outcomes of children. It helps children to learn and form good food habits which become eating habits for life and to learn family and community values and culturally inclusive perspectives. Programs to support parents of children who have 'fussy eating habits' will be made available on a needs basis.

Other considerations:

- Children will be supervised whilst eating at all times and remain seated.
- **To reduce potential choking hazards, children are not permitted to leave the Centre with food in their mouth or hands.**
- When possible, Educators will sit with children and eat the same food.
- Educators will promote a positive, relaxed, social eating environment with children.
- Educators promote positive discussion about the foods being served to children.

- Educators will provide positive encouragement and role modelling.
- Educators will discuss food from a variety of cultures and celebrate food events and practices from a variety of cultures.
- Educators will talk about health and nutrition.
- Educators will encourage self-help and where necessary, assist children at meal / snack times.
- Educators will provide food to children and the child will choose what they eat and how much.

FAMILIES AND NUTRITION

Goal: *To communicate effectively with parents and carers about their child's food and nutrition.*

- The menu works on a 4 week rotation and is reviewed every 3 months by the Cook.
- The menu is displayed near the kitchen and at the Preschool sign in desk to inform parents and carers about the food, drinks and snacks offered each day.
- Parents are informed about how much their child has eaten.
- Children's and families' opinions are considered when planning the menu.
- Families have access to menus and recipes.
- A positive relationship between families, children and the Children's Centre Cook is encouraged and new recipes are always welcome.

CURRICULUM

Goal: *To teach children about food and nutrition.*

- Nutrition activities are included within the planned curriculum and in spontaneous experiences.
- Food activities are sourced from a variety of cultures.
- Mealtimes are treated as a learning opportunity.
- Children are provided with practical food preparation experiences, eg growing and harvesting vegetables, buttering bread, chopping vegetables from time to time, or making other healthy snacks.
- Food safety and handling is discussed with children.
- Children are taught mealtime behaviour such as serving food, clearing their bowls, pouring drinks and table manners.
- The menu may be linked to programmed activities.
- Gardening activities and positive food related experiences including books, songs and stories will be included in the curriculum regularly.
- From time to time, dramatic play experiences will be offered that relate to positive food use.

OTHER DIETARY CONSIDERATIONS

Goal: *To meet the needs of children with dietary considerations for their health or for their cultural or religious beliefs.*

Special diets

Where a special diet for a **health or medical reason** is required, the Children's Centre will seek written evidence and guidelines from the child's health professionals. A 'Modified Diet Care Plan' should be filled in by a Health Professional and given to a staff member which includes a review date, with other relevant details and the child's photo and any emergency procedures required.

Where a child has special dietary needs for **cultural or religious** reasons, the Children's Centre seeks detailed information from families. A 'Modified Diet Care Plan' will need to be provided to the Centre and the cook no later than one week before the child's first day at the Centre. This will ensure that the correct food can be purchased and prepared for the child. The Children's Centre will provide an appropriate alternative where possible, or parents may be required to provide some food depending on the circumstances. The Children's Centre respects families' wishes for the religious and cultural aspects of eating, drinking and food handling.

NUT ALLERGIES

It is promoted by all medical and health authorities that children under the age of six months should not come into contact with nuts of any description. Many people suffer from allergic reactions to nuts that vary from mild, itchy rashes to severe, life threatening reactions. The nut product does not have to be digested to cause an extreme reaction; it may be that traces of nuts come into contact with the skin that can cause the need for emergency medical support and hospitalisation. For example, a child may touch the food product with his / her finger or they may touch someone or an object that has traces of nuts. It is for these reasons that the Children's Centre endeavours to be 'Allergy Aware'.

Peanut paste or other nut products will not be included on the menu. Other products that will not be served to children are breakfast cereals that contain nuts, muesli bars, and chocolate with nuts, biscuits with nut ingredients, dried fruit and nut mixtures, and satay meals with nut ingredients.

BREAST and BOTTLE FEEDING

Breast milk provides all the nutrition a baby needs for their first 6 months. Keithcot Farm Children’s Centre is committed to supporting mothers who breast feed. At all times during the child’s day at the Children’s Centre, Educators will make every effort to accommodate the mother and child’s needs. We can provide a comfortable and pleasant place for breast feeding in the Children’s Centre. Parents will need to communicate with Educators about how they will accommodate their child’s feeding pattern / routine. A back up plan should be discussed with Educators for situations where the mother is unable to provide breast milk for her child on site (e.g. the child will be encouraged to drink expressed milk or formula from a cup or bottle).

Recommended procedures for storing, thawing and warming of breast milk and infant formula

Expressed milk

Breast milk should be expressed into a clean sterile container or pouch. It should be named and refrigerated at 4°C or lower at the back of the fridge where it is coldest. Breast milk that will not be used within two days should be frozen.

Warming breast milk or formula

- Breast milk will NEVER be warmed in the microwave. This process destroys the immunological properties in the breast milk.
- A bottle warmer will be used at all times.
- Bottles should only be warmed in this way *for less than 10 minutes*.
- Before giving the child a bottle, the temperature will be checked by inverting the bottle and making sure the breast milk / formula is tepid when placed on the back of the hand or wrist.

Storing breast milk or infant formula

- Breast milk or formula will only be used on the day it is brought into the Children’s Centre
- Formula or breast milk should be icy cold when leaving home and be carried in an insulated pack to keep it cold.
- Infant bottles should be named, covered and stored immediately in the back of the fridge where it is coldest.
- Breast milk that has been thawed outside the fridge in warm water can be used immediately, or stored in the fridge for up to 4 hours.
- The contents of *partially used* bottles will be discarded after 1 hour. Reusing half empty bottles is risky once they have been heated and partly drunk.

All children with bottles will be supervised.

Recommended schedule for introducing solids

Menu development guide	
Age and Texture	Suitable Foods
Birth – 6 months	<ul style="list-style-type: none"> •Breast milk / infant formula provides all the nutrition a baby needs for the first 6 months of life.
<p><i>‘First tastes’</i> <i>6 months to 7 months</i> <i>(If needed earlier, can offer solids after 4 months, but NOT BEFORE 4 months).</i></p> <p>Smooth and pureed foods</p>	<ul style="list-style-type: none"> •Breast milk/infant formula •Introduction of first solids: <ol style="list-style-type: none"> 1.First introduce baby rice cereal (iron enriched) 2.Then fruits and vegetables 3.Then pureed, well-cooked meat, ‘Baby’ Yoghurts* and custard* 4.Cow’s milk* in small amounts in the preparation of foods
<p><i>‘Learning to chew and self-feeder’</i> <i>7-12 months</i></p>	<ul style="list-style-type: none"> •Breast milk/infant formula as the main drink •Fruits, vegetables and legumes •Well-cooked lean meat, poultry and *fish

Mashed or chopped food progressing to finger foods.	<ul style="list-style-type: none"> •Yoghurt* with soft lumps, custard*, cheeses* •Other cereals (e.g. wheat, oats), bread, pasta •Eggs* – (well cooked)
<i>'Children's Centre menu with some changes' 1-2 years</i>	Offer a wide variety of foods from the Children's Centre menu, some changes in texture or flavour may be needed. Breast milk and/or full cream cow's milk or water as a drink

* There is no evidence that delaying the introduction of highly allergenic solids (e.g. cow's milk, soy, wheat, egg and fish) reduces the risk of developing a food allergy. Introduce these foods in the child's diet at the normal time for introduction of solids as specified above (ASCIA Infant Feeding Advice 2018, available online:

www.allergy.org.au/images/pcc/ASCIA_Guidelines_infant_feeding_and_allergy_prevention.pdf

Although this advice also applies to infants with siblings who already have food allergies, families with a high risk of allergy should consult with their doctor if they have any concerns.

Information adapted from World Health Organization 2000, 'Feeding and nutrition of infants and young children' and the Child and Youth Health website, www.cyh.com.au

We acknowledge that families may have different approaches to introducing solids, (e.g. traditional vs. baby led weaning). We will work together with families to best understand and cater for children's developmental feeding needs.

FLUIDS FOR BABIES AND CHILDREN

Cow's milk is not recommended for babies less than 12 months old as it is a poor source of iron and predisposes infants to iron deficiency. Cow's milk also has high levels of protein, sodium, potassium and calcium, which have a high renal solute load.

Recommended fluids for babies (up to 12 months)

- Breast milk and infant formula
- Cooled boiled water
- Soy formula only under medical advice

Recommended fluids for 1 year olds

- Breast milk
- Cows' milk (full cream)
- Water
- Other vegetarian beverages (e.g. soy / rice milk) only under medical advice

Suitable fluids for 2-5 year olds

- Reduced fat milk (1.0-2.5% fat)
- Calcium fortified soy milk (full cream or reduced fat)
- Water
- Other vegetarian beverages (e.g. rice milk) only under medical advice

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SOURCED: Dietary Guidelines for Children and Adolescents in Australia (National Health and Medical Research Council, 2003)
Infant Feeding Guidelines for Health Workers (National Health and Medical Research Council, 2003)
Feeding and nutrition of Infants and Young Children World Health Organisation, 2000)
Child and Youth Health, South Australia www.cyh.com.au

Australian Breast Feeding Association Guidelines
Start Right Eat Right – Policy Guidelines/Planning nutritious meals and support materials
Dental Health Guidelines
Get Up And Grow - Healthy Eating & Physical Activity for Early Childhood – Australian Government Department of Health & Ageing, 2009
Right Bite Policy – Right Bite Easy Guide to – Healthy Food & Drink Supply for South Australian Schools & Preschools
Right Bite Manual – Healthy Food & Drink Supply Strategy for South Australian Schools & Preschools
Eat Well SA – Schools and Preschools: Healthy Eating Guidelines
National Health and Medical Research Council Eat for Health Guidelines 2015
ASCIA Infant Feeding Advice 2008
The Food Allergy and Anaphylaxis Network www.foodallergy.org
Nutrition Australia 2015
Department Of Health and Ageing guidelines
www.eatforhealth.gov.au
ASCIA Infant feeding Advice 2018
Infant feeding and allergy prevention 2016
www.allergy.org

FOOD HANDLING AND STORAGE Version 1.16

Keithcot Farm Children's Centre will ensure that all food handling, preparation and storage systems are hygienically maintained to reduce the risk of food poisoning / contamination. Food hygiene training will occur for all permanent staff who are involved in food handling (Bug Busters or I'm Alert program) and this will be updated every two years. Correct hand washing techniques will be displayed in the kitchen.

If a cook is infected with Diarrhoea and/or is vomiting with Gastroenteritis, they should not return to work until they have been symptom free for 48 hours.

All food handlers when working in the kitchen will ensure that they maintain strict hygiene standards by washing their hands with warm water and soap:

- Before and after handling raw foods.
- Between raw and cooked foods.
- After toileting.
- After wiping their nose.
- After touching body parts.
- After handling refuse.
- After handling soiled utensils.

All food handlers, when preparing food, will consider their health and hygiene by:

- Ensuring hair that is below shoulder length is tied back or in a hair net.
- Being free from illness.
- Have all cuts and sores covered with coloured bandaids.
- Have clean, well maintained fingernails.
- Wearing gloves when in direct contact with food.
- Wearing clean clothes and an apron.
- Do not wear long earrings and instead wear stud earrings only.

The kitchen or food preparation environment will be:

- Sanitised on arrival and departure.
- Free from pests and vermin.
- Stocked with clean utensils available for use.
- Equipped with a dishwasher that washes at 66°C to thoroughly clean / sanitise all utensils and equipment and rinses at 86°C, calibrated to +/- 1°C.
- Supplied with clean rubbish bins.
- Equipped with a regularly maintained fridge and freezer.
- Equipped with an appropriate thermometer to record accurate readings inside the fridge and freezer.
- Equipped with an appropriate thermometer for testing and recording appropriate food temperatures.

General hygiene procedures will be followed as listed:

- Food will remain covered after preparation and until serving commences.
- Cold food will be stored at a temperature between 0°C and 5°C.
- All frozen food will be stored in the freezer below minus 15°C.
- All hot cooked foods/meals will be heated to a temperature of 75°C and the temperature recorded as per Food Safety Plan.
- All meat will be thawed in the fridge or in the microwave or the oven immediately prior to use.
- Lunch is to be consumed on the premises or it will be discarded. If a child is asleep at lunch or snack time, their food will be safely stored along with their allergy / meal requirements placemat until they are ready to eat it.
- Utensils will not be shared between people.
- Raw and cooked foods will be kept separately.
- Equipment and utensils will be cleaned and sanitised between raw and cooked food preparation.
- Tongs, utensils or gloved hands are used to serve food and shoulder length hair is tied back.
- Separate colour coded cutting boards and clean knives for fruit and raw and cooked meats are used
- Bench tops are kept clean and free of mess.
- Kitchen floor should not become slippery or hazardous with water or food spillage.
- Appropriate reheating, cooking and cooling procedures are used as identified in the Food Safety Plan.

Food safety programs as listed below will be maintained by the 'Cook' (Support Worker Level 2). He/she will:

- Maintain accurate records of all deliveries of cold food, frozen food, meats etc.
- Identify and report (if necessary) all hazards immediately.
- Reduce any risks at the time of identifying them.
- Record a pest control maintenance program.
- Check stock and record returns.
- Maintain accurate records of cleaning programs.
- Follow-up / respond to any identified areas after receiving written documentation from health authorities.

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Infant Feeding Guidelines for Health Workers (National Health and Medical Research Council, 2003)
Feeding and Nutrition of Infants and Young Child World Health Organisation, 2000)
Child and Youth Health, South Australia: www.cyh.com.au
Australian Breast Feeding Association Guidelines
Start Right Eat Right
Australian Government Healthy Eating & Physical Activity Guidelines for Early Childhood (birth to five year olds)
Staying Healthy 5th Edition
DECD Hazard Alert HA41 - Food Safety 2017**

HYGIENE Version 1.17

The goal of Keithcot Farm Children's Centre's hygiene program is to maintain an environment that minimises illness and infection. Educators are responsible for and required to maintain strict hygiene procedures and to be positive role models for children. The Children's Centre employs a contract cleaner to ensure the cleanliness of the Children's Centre each day. The Department for Education provides a COVID clean on touch points for one hour during the middle of the day.

Educators, Allied Health and Community Development staff will maintain cleanliness of the children's resources, equipment and environment during the day by:

- Reserving a bucket specifically for mouthed toys to be put into for cleaning.
- Cleaning tables with warm soapy water immediately before and after eating or when curriculum activities are based around food.
- Encouraging children to put rubbish in the bins provided.
- Wearing gloves when changing a nappy and disposing of them immediately.
- Cleaning the nappy change mat with warm soapy water after each nappy change.
- Using a clean face cloth or baby wipe for cleaning a child's face and hands.
- Handling biting in accordance with first aid procedures and notify the parent of the child who has been bitten as well as the child who bit their peer.
- Raking sandpits, the swing area, the climbing area and the digging patch on a daily basis and ensuring that they are safe to use.
- Cleaning up chicken faeces in children's play spaces as soon as it is found, disposing of it appropriately and then washing and drying their hands.
- Providing hygienic wipes to parents accessing Community programs to clean resources used on the day.

To prevent the spread of illness, Educators will wash and dry their hands:

- After assisting a child at the toilet.
- After changing a child's nappy.
- After wiping a nose.
- After cleaning up blood / faeces / urine / vomit.
- After caring for sick children.
- Before preparing food.
- Before eating and drinking.
- Whenever necessary, at their discretion.
- After handling animals.
- Use antiseptic wipes to clean lap-tops in the Non-Contact room.

Children are supported to wash and dry their hands:

- After using the toilet.
- Before meal and snack times.
- After blowing their nose.
- Whenever necessary, at the staff's discretion.
- After a nappy change (or after using the toilet when wearing a pull-up) .
- After handling animals.
- After collecting eggs.

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SOURCED: Staying Healthy in Child Care 2013
DECD Hazard Alert HA41 -Food Safety

DENTAL POLICY Version 1.15

By providing a nutritious menu, the Children's Centre promotes high standards in dental care. The food we offer is recommended by the South Australian Dental Service and the Women's and Children's Hospital. We have **limited sugar** and no salt added to our meals and we support the healthy development of children's teeth by offering water and milk at lunch time. Cheese will also be offered at snacks and in some meals, which also assists in the development of healthy teeth. The Community Development Coordinator will liaise with the Mobile School Dental Clinic to provide a six monthly service on site for all children.

Educators will:

- Provide current information regarding healthy eating guidelines and foods that help prevent tooth decay.
- Ensure that children who are bottle fed do not go to sleep with a bottle.

Curriculum Links:

Care of the teeth and mouth should begin at home and support strategies are implemented in our program by having regular conversations about teeth, their function and how to care for them by singing relevant songs and providing books, puzzles and Lotto games as part of our curriculum.

Procedure relating to a dental emergency.

In the event of a Primary (Baby) tooth being knocked out:

- Do not replace the tooth back into the socket
- Seek dental advice as soon as possible – take any root fragments with you to the dental professional

If a permanent tooth is knocked out:

- Find the tooth.
- Handle the tooth by its crown, not by the root.
- If the root has debris on it, gently rinse tooth in milk or saline solution for a few seconds only and store safely with the child's own saliva.
- Don't attempt to vigorously clean the tooth.
- Don't let the tooth become dry.
- Replace the tooth in its socket immediately if the patient is conscious. Hold the tooth in place with foil and / or a handkerchief.
- Contact the dentist as soon as possible.

If you can't replace the tooth in its socket:

- Store it in milk or child's own saliva
- Seek medical / dental help immediately.

For families requiring multilingual resources: www.healthtranslations.vic.gov.au has fact sheets available.

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TO BE REVIEWED: April 2023

SOURCED: SA Dental Services www.sadental.sa.gov.au
Teeth Smart SA
Victorian Government Dept. Of Human Services, 2001
Women's and Children's Hospital
Women's and Children's Health Network
www.cyh.com

NAPPY CHANGING AND TOILETING Version 1.15

The policy and procedures for nappy changing will follow the recommended guidelines from the current edition of “Staying Healthy in Child Care”. Nappy changing and toileting hygiene procedures will be displayed in appropriate areas. Educators will use consistent hygiene routines to maintain a high standard of recommended health and hygiene procedures.

Educators will:

- Wear gloves for children’s toileting and nappy changes.
- Provide disposable nappies for use throughout the day.
- Place a sheet of paper towel underneath each child before nappy changing commences and discard after the child’s bottom is cleaned and their nappy is removed.
- Use nappy wipes or a wet cloth to clean the child’s bottom.
- Dispose of used nappies in a nappy collection bin.
- Clean the change mat with warm, soapy water after each nappy change.
- Ensure hand washing occurs after each nappy change or toileting experience.
- Not rinse soiled clothes and instead place them in a named plastic bag, then place the bag in a bin to be sent home with the child’s belongings each day.
- Ensure wet clothing is placed in a plastic bag and put in the child’s own bag.
- Support children when toileting and assist as necessary.
- Keep a record of the time of each nappy change and other relevant details each day.
- Keep records for children who require a Continence Care plan.
- Liaise with parents to ensure nappy and toileting needs are consistent between home and the Centre.
- Ensure that nappy changing and toileting routines reflect the individual needs of the child.
- Provide toilet training information for parents and work in partnership with Educators and Allied Health staff to ensure that toileting strategies are appropriate and relevant to the age of the child.
- Clean the children’s bathrooms throughout the day, as necessary.

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TO BE REVIEWED: April 2023

SOURCED: ‘Staying Healthy in Child Care’ 2013
Occupational, Health, Safety and Welfare Act 1986 and amendments

DEALING WITH MEDICAL CONDITIONS Regulation 168 (2) (d) Version 1.16

Keithcot Farm Children's Centre is responsible for maintaining a safe and hygienic environment for families, children and staff, including preventing the spread of infection. This responsibility extends to ensuring that children attending the Children's Centre are healthy and therefore able to engage in appropriate play based experiences. Children who are unwell can quickly become unsettled and unhappy. Educators are not qualified to care for sick children and are not responsible for administering medication unless under the authority of a Medication Plan filled out by a Health Practitioner. If symptoms occur while the child is at the Children's Centre they will be documented on the 'Incident, Injury, Trauma and Illness' form and then this form will be kept in the child's file.

Parents / carers are asked to keep their mobile phone on / accessible at all times to ensure that they are contactable, and in the event of an illness or emergency, parents / carers will ensure that they or their child's nominated carer is able to collect the child within one hour of contact. Educators will follow up with families later that day or within 24 hours to check on the health status of the child.

COVID – 19 RECOMMENDATIONS

In regards to COVID, exclusion, RAT or PCR testing, or any other considerations, SA Health and Department for Education guidelines will be followed.

COMMON COLDS

Children with a common cold can still attend the Children's Centre. There are circumstances where the child will be excluded and these are:

- If the child becomes feverish or seems unwell and is not coping with the program
- If the nasal secretion is discoloured (thick and greenish) for several days.

A medical clearance certificate will be requested, with information regarding whether the discharge is infectious and if the child is fit to attend the Children's Centre.

VOMITING AND DIARRHOEA

Children who are suffering from vomiting and / or diarrhoea should not attend the Children's Centre. Parents / guardians will be contacted and asked to collect their child within an hour from the Children's Centre if their child vomits and / or has diarrhoea. **The child will not be able to return to the Centre until all vomiting and / or diarrhoea has ceased for a period of at least 48 hours from the last episode, and the child is feeling well, as directed in 'Staying Healthy in Child Care' 5th Edition.**

EYE / EAR DISCHARGE

Parents / guardians will be contacted if their child has a discharge from their eyes or ears and must collect their child within one hour as directed in 'Staying Healthy In Child Care' 5th Edition. A medical clearance certificate will be requested, with information regarding whether the discharge is infectious and if the child is fit to attend the Children's Centre.

CHILDREN WITH HIGH TEMPERATURE READINGS

If an Educator believes that a child's skin feels warm and / or clammy, or the child seems unwell, they will use a thermometer to gain an accurate reading of the child's temperature. The child's temperature will be taken by an electronic thermometer which is placed gently in the child's ear or an electronic forehead thermometer. An 'Incident, Injury, Trauma and Illness record' will be completed to record details for a child with a high temperature, and the parent/carer will be asked to sign it when collecting their child.

Educators have been trained in First Aid and will perform only what they are trained to do. Educators will use a tepid flannel to help reduce a high temperature, may undress the child to their underclothes, and offer water, but will not use a cold compress or bathe an infant due to the risk of febrile convulsions. Educators are not qualified to diagnose symptoms when a child shows signs of sickness, and therefore, they will not administer any non-prescribed medication e.g. paracetamol to reduce high temperatures. Referral to a Doctor will be recommended.

If a child has a temperature of 38°C or above, the parents or emergency contact person/s, will be phoned and the Educator will inform the parent or emergency contact person that they must make arrangements for the child to be collected within one hour. If the child's temperature increases and s/he does not respond to the undressing to

underclothes and the parent / guardian / emergency contacts have not arrived in an appropriate timeframe or they cannot be contacted at all, then the Educator will phone the SA Ambulance Service for advice and / or transportation to the nearest hospital if required. Educators will make their decision regarding appropriate action to be taken, based on 'duty of care' and the best interest of the child's well-being, health and safety. If an Educator is advised by the SA Ambulance Service to transport the child to hospital, the Centre will arrange this and costs will be incurred by the family.

MEDICATION

NO MEDICATION OF ANY TYPE WILL BE ADMINISTERED TO CHILDREN UNLESS AUTHORISED BY A DOCTOR AND ACCOMPANIED BY A WRITTEN MEDICATION PLAN. MEDICATION MUST NOT BE LEFT IN A CHILD'S BAG.

PRESCRIBED MEDICATION

A written Medication Plan must be authorised by a Doctor and written on their surgery letterhead. A bottle / tube may be labelled by a Pharmacist, with the child's name, the dosage amount and the exact time to administer. Medication must be handed directly to an Educator and collected from an Educator.

Emergency contact numbers will be displayed at all telephones e.g. Ambulance, Poisons Information Unit, Women's and Children's Hospital.

ONGOING CONDITIONS

Where medication is required for the treatment of long term conditions or complaints, such as Asthma, Epilepsy or Diabetes, the Children's Centre will require a Medication Plan from the child's medical practitioner or medical specialist detailing the medical condition of the child, the name and correct dosage of medication required and how the condition is to be managed. This should be reviewed annually.

If a child's medication needs are irregular, the parent or carer is required to communicate directly with an Educator on arrival regarding their child's needs to ensure a consistent management approach. The Educator will record this information against the child's Medication Plan and ensure that other relevant Educators are aware of the child's needs for that particular day.

In the case of children with chronic conditions that may be life threatening, alternative fast-acting oral medications, such as Ventolin for Asthma or an Epi-Pen for Anaphylaxis must be supplied by parents with the Medication Plan and then kept in a named bag in the First Aid cupboard.

The Enrolment form / Medical forms completed by parents / guardians should disclose immediate measures to be taken in a life-threatening situation and Educators will be informed of this at staff meetings or as appropriate.

Children with ongoing health issues will have their photo, name and relevant information displayed in the First Aid cupboard, the Storage room in the Rainbow room and in the Star Room to maintain confidentiality.

Children who are Anaphylactic, will also have their photo and Action plan displayed in the Staff room.

NON-PRESCRIPTION MEDICATION

Non-prescription medications e.g. paracetamol, teething gel, anti-histamine, etc. will only be administered by Educators when supported by a written Medication plan authorised by a Doctor and written on their surgery letterhead or a Pharmacist label specific to the child. Nappy cream and sunscreen will be applied when it has a Pharmacist's label on it.

Educators will not:

- Administer medication from a container that has another person's name on it.
- Administer medication that is past the "use by" date.
- Administer injections (except for an Epi-Pen).
- Perform any task deemed a medical procedure.

Educators will administer medication:

- If the child's medical practitioner has completed a Medication Plan.
- If the medication is prescribed by a doctor and has the original label detailing the child's name, required dosage, storage requirements and current date.
- When it has been given directly to an Educator and stored in the First Aid cabinet or the fridge.

- After the Educator has verified the correct dosage with another Educator. After giving the medication, the Educator will complete the necessary details on the Administration of Medication Record and have another Educator co-sign it.

Parents will:

- Sign and complete the Medication forms as requested by an Educator.
- Not leave medication in a child's bag.
- Notify Educators if children are taking any medication that may have possible side effects.
- Keep the Centre informed of any health and medical issues relating to their child.
- Ensure that they or their nominated carers are contactable at all times.

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REVIEWED: November 2008, July 2009, July 2010, July 2011, July 2012, July 2013, July 2014, July 2015, July 2016, May 2017, July 2017, July 2018, July 2019, March 2020, April 2021, April 2022

TO BE REVIEWED: April 2023

SOURCED: Adelaide Women's & Children's Hospital
Staying Healthy in Child Care 2013
"You've Got What?" Prevention and control of notifiable and other
Infectious diseases in children and adults. 3rd Edition 2005
Children's Services (Child Care) Regulations 1998
CHESS Website: www.chess.sa.edu.au
Anaphylaxis Australia Website
SA Health Exclusion from childcare, preschool, school and work January 2021

DEALING WITH INFECTIOUS DISEASES Regulation 168 (2) (c) Version 1.17

Keithcot Farm Children's Centre strongly promotes childhood and adult immunisation. The South Australian Public Health Act 2011 (the Act) states children will not be able to enrol in or attend early childhood services unless all immunisation requirements are met. Parents must supply the Centre with an Immunisation History Statement from the Australian Immunisation Register no earlier than one month prior to enrolment. Updates to immunisations need to be provided at the following times:

- After the child turns 7 months but before the child turns 9 months
 - After the child turns 13 months but before the child turns 15 months
 - After the child turns 19 months but before the child turns 21 months
 - After the child turns 4 years 2 months but before the child turns 4 years 8 months
- Failure to do so will mean the child will be **EXCLUDED** from attending our Centre.

Approved NO JAB, NO PLAY exemptions:

- The child has a medical contraindication to a vaccine, such as anaphylaxis
- The child has a natural immunity to a particular disease
- The child is part of an approved vaccine study
- The child is vaccinated overseas
- The Secretary of the Commonwealth Government's Department of Social Services has determined that the child meets the immunisation requirements.
- In special circumstances, the South Australian Chief Public Health Officer may grant an exemption.
- The Commonwealth Government's Legislation, *A New Tax System (Family Assistance) Act 1999* referred to as *No Jab, No Play*
- The South Australian *Public Health Act 2011* referred to as *No Jab, No Play*

Immunisation protects the person who has been immunised, children who are too young to be vaccinated, and other people who have been vaccinated but did not respond to the vaccine. The most accessible locations for vaccination are the family doctor, Tea Tree Gully Council at 571 Montague Road, Modbury (Phone 8397 7444) or the GP Plus Super Clinic Modbury (Phone 7425 8700).

Keithcot Farm Children's Centre is committed to providing and maintaining a safe and healthy environment for families, children and staff and aims to prevent the spread of infection. Infections can be spread when a child or adult is diagnosed with an infectious disease, before and / or after they show symptoms of an infectious disease. Any symptoms of infectious diseases that show in an adult or child within the Children's Centre will be handled in accordance with the guidelines in the Department of Health and Community Services "Staying Healthy in Child Care" publication. **If symptoms occur while the child is at the Centre and indicate that the child may be contagious or if a fever occurs, parents/guardians will be contacted and asked to collect their child within an hour.**

Management will:

- Require families to provide evidence of their child's immunisation status.
- Inform parents that if their child has not been immunised, depending on advice from the public health unit, their child may be **excluded** during outbreaks of some infectious diseases (such as measles and whooping cough) even if the child is well.
- Advise parents upon enrolment and at least three times a year of exclusion processes.
- Inform staff at induction of the risk of working with children, infection control and infectious diseases.
- Encourage staff to have immunisations eg Influenza, COVID -19 by following the Department for Education guidelines on COVID vaccination requirements for staff, contractors and visitors.
- Keep a record of all staff members known immunisation status.
- Advise staff upon an outbreak of an infectious disease within the Children's Centre.
- As part of their duty of care, inform staff upon induction about the specific risk of cytomegalovirus. (CMV) and to ensure a safe work environment for all is provided by adhering to good hygiene practices.
- Regularly review Children's Centre policies in regards to health and wellbeing.

Educators will:

- Contact the child's parent / guardian if the child is showing symptoms of an infectious disease.
- Monitor the child's well - being including temperature.
- Advise the parent / guardian of the exclusion guidelines as advised in 'Staying Healthy in Child Care'.
- Advise all families of an infectious disease outbreak within the Children's Centre by placing notices on the Sign In desks.
- Advise parents / guardians of an outbreak of an infectious disease in person if their child has an immunity impairment.
- Advise management if they have contracted an infectious disease and not attend work for the recommended exclusion period and provide a medical certificate upon return to work if requested.
- Keep management up to date with current and subsequent immunisation information.
- Notify the Department of SA Health Communicable Diseases regarding any notifiable disease as outlined on the Report of Notifiable Diseases or Related Death.

Parents will:

- Provide documentation of their child's immunisation status via the Australian Childhood Immunisation Register on www.medicareaustralia.gov.au at enrolment and as requested.
- Inform the staff about when their child has recently been immunised.
- Inform the staff if their child has been diagnosed with an infectious disease.
- Exclude their child from attending the Children's Centre for the advised exclusion period.
- Provide a medical clearance certificate before their child returns to the Children's Centre if requested.
- Maintain their child's immunisation schedule if they wish to claim Child Care Subsidy.

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SOURCED: Adelaide Women's & Children's Hospital
Staying Healthy in Child Care 2013
"You've Got What?" 4th Edition 2009, Govt. of SA
Children's Services Child Care Centre Regulations 1998
Public and Environmental Health Act 1987
Wash Wipe Cover – SA Infection Control Service
Australian Government National Health & Medical Research Council
DECD Immunisation Policy 2017
edi.sa.edu.au/preventingillness

ADMINISTRATION OF FIRST AID Regulations 89 & 168 (2) (a) Version 1.16

At Keithcot Farm Children's Centre, we are committed to providing and maintaining a safe and healthy environment for staff, children, families, volunteers and visitors.

With regard to the provision of first aid, the Children's Centre will:

- Provide and maintain appropriate first aid equipment applicable to the worksite as detailed in the list of First Aid kit contents in the Approved Code of Practice - Occupational First Aid in the Workplace, CHESS and Staying Healthy in Child Care each term.
- The Director will ensure that adequate funds are allocated to ensure that First Aid supplies are maintained.
- Provide access to approved First Aid training courses for key staff members.
- Ensure that qualified first aid staff are available to assist injured or ill persons at the Centre and at any other Children's Centre initiated program and that at least one person trained in First Aid is at the Centre at all times.
- Ensure all accidents that occur at the worksite are recorded.
- Maintain a record of staff who have current First Aid qualifications. This record is to be kept with staff files.
- A De-Fibrillator is available in the foyer. Staff are trained in CPR and are able to use if required.

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SOURCED: Staying Healthy In Child Care (Current edition)
Occupational First Aid in the Workplace
CHESS - Child Health Education Support Services
Occupational Health, Safety and Welfare Act 1986 and amendments
DECS Licensing and Standards
First Aid in the Workplace Code of Conduct, Safe Work Australia 2016

INCIDENT, INJURY, TRAUMA AND ILLNESS Regulation 168 (2) (b) Version 1.15

Keithcot Farm Children's Centre is committed to providing and maintaining a safe and healthy environment for children, families, staff, volunteers and visitors. This is achieved through an effective preventative approach and includes the reporting of any incident, injury, trauma or illness that occurs which is either caused, or has the potential to cause, personal injury or damage to property.

Procedure for Minor Child Accident

- Comfort child and administer appropriate first aid
- Educator in attendance to record the following details on an Incident, Injury, Trauma and Illness Form, including Permanent:
 - Child's name and date of birth
 - Date of incident
 - Time injury occurred
 - Details of how injury occurred
 - Location of injury on the child
 - Action taken
 - Staff member's name
 - Other Educators present
- When the child is collected, the parent / carer will be asked to sign the Incident, Injury, Trauma and Illness Form and then it will be filed in the child's confidential folder.

Any head, or more serious injury will be treated with appropriate first aid and an Educator will inform a parent / guardian by phone as soon as possible.

Procedure for Serious Accident / Trauma:

- Comfort child and administer appropriate first aid.
- Contact Emergency Services. Ambulance officer and staff member will determine a course of action. Ambulance should enter via driveway H.
- Contact a parent / guardian or emergency contact person and inform them of the course of action.
- If the child is then transported to hospital via Ambulance, an Educator will go with the child, and will take the child's enrolment form, **ensuring that a copy of the child's details are kept at the Centre.**
- Relief staff will be arranged if needed.
- If the child is admitted to hospital, then the Educator will stay with the child until a parent or emergency contact person arrives.
- The Educator at the hospital will keep the Children's Centre informed of the situation until the parent or emergency contact arrives.
- An Educator will complete the Incident, Injury, Trauma and Illness Form and details regarding medical attention as required, taking care to accurately record all relevant information.
- Director or Nominated Supervisor to complete IRMS – Incident Response Management System via Edu Portal and contact the Regulatory Authority regarding a Serious Incident within 24 hours of the incident.
If there is an incident during school holidays, a Critical Incident form will be completed and forwarded to the Felixstow Department for Education office, Lead Education Team (LET).
- Guild Insurance will be notified of the incident.

Procedure for management of an unwell child:

- Comfort the child, loosen or remove tight clothing, support the child to rest and take their temperature if necessary. Contact the parents and document relevant information on the Incident, Illness, Trauma and Illness form.
- If the child is required to go home, a follow up phone call will be made to the parent later that day to check on the child's health status or a phone contact will be made on the next working day.

Procedure for Staff Injury / Accident:

- Administer appropriate first aid.
- Ring for ambulance if required – Enter Car Park via driveway H.
- Accompany staff member to hospital if required.

- Ring emergency contact person as detailed on staff personal details form.
- Arrange relief staff if needed.
- Ensure that accurate written records are kept.
- Director or Nominated Supervisor complete IRMS - Incident Response Management System via the Edu portal and contact the Regulatory Authority regarding a Serious Incident and Guild Insurance (for LDC).

Injured Staff are required to:

- Complete and forward appropriate medical forms to the Director
- Complete Notice of Work Related Injury section of Worker Report Form if not claiming compensation
- Complete Worker Report Form if compensation is being claimed.
- For DfE staff, complete an application for Leave of Absence, if injury prevents them from attending work.

Volunteers / Visitors are required to:

- Complete an Incident, Injury, Trauma and Illness form and forward to Director.
- Complete an Exempt Employer Report form if claiming due to injury.

Procedure in the Event of a Death at the Children’s Centre

In the event of a child or adult death occurring on the premises, the Director or Nominated Supervisor of the Children’s Centre will ensure that the following procedures are carried out:

- Telephone 000 and ask for Police and an ambulance immediately and give the Centre name and address and full details of the incident. Entry via driveway H.
- When the Police arrive, the Director or Nominated supervisor will provide details of the parent /guardian /next of kin.
- Notify the Children’s Centre Director, if not in attendance.
- **The Director or Nominated Supervisor will accompany the police to inform the parent / guardian / next of kin and offer counselling or any other support services available to the family.**
- Notify the Education Director, Anne Lamont on 0401 123 375.
- Delegate a staff member to supervise and support the staff in order that the Children’s Centre may continue to function satisfactorily or make a decision to close the Centre and to notify all parents / carers immediately.
- Notify the Chairperson of the Governing Council.
- Ensure that accurate written records of the event and all procedures taken are made.
- Notify the Regulatory Authority regarding a serious incident and complete an IRMS report.
- DfE staff needing counselling: through DfE Employee Assistance Programs (Corporate Health, Access, Human Psychology & Benestar).
- For LDC staff needing counselling, the staff member should contact their GP for a Mental Health Care plan.

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SOURCED: DECS Health and Safety Services
www.decs.sa.gov.au/ohs/pages/injurymanagement
 Children’s Services (Child Care) Regulations 1998
 SMART: Strategies for Managing Abuse Related Trauma Safe
 Safe Work Australia
 Royal Children’s Hospital Melbourne Head Injury Fact Sheet 2021

SAFE SLEEPING AND RESTING Version 1.15

Keithcot Farm Children's Centre implements the recommendations from the Department for Education 'Safe sleeping for infants and young children' policy. Relevant information is available to all families in the Children's Centre and more details can be found on the website - www.rednose.com.au (formerly SIDS). Educators acknowledge the importance of children having the opportunity to sleep and rest through the day and the impact of lack of sleep and rest has on children's health, well-being, learning and development. Therefore every opportunity will be made to ensure that sleep and rest times are pleasant. Information about safe sleeping and good sleep practices will be available to share with parents and carers.

Using a pram for a child under the age of two years to sleep is not encouraged. Should a child fall asleep in a pram, every attempt will be made to transfer the child to a cot. Otherwise, the child will remain in view of a staff member and will be restrained within the pram to ensure their safety. All sleeping children are checked by Educators at regular intervals to ensure that their head remains free of bedding and that they are safe. If a family request a sleep practice that varies from the recommended practices due to medically indicated reasons, the Department for Education Health Support planning policies are to be followed. A Health Care Plan authorised by a medical practitioner that clearly outlines the safest sleep practices to be implemented for the child is required.

In all other situations where a parent requests a practice that differs from the Department for Education procedure, Educators will discuss safe sleeping practices with the family and the requirement to comply with this procedure, acknowledging the family's values, beliefs and concerns (including the challenges associated with introducing a new sleep routine).

Management will:

- Inform Educators of safe sleeping practices.
- Provide Educators with access to a rednose (SIDS) training package.
- Inform Educators of changes in practice.
- Make available information for parents in regards to safe sleeping practices for children.
- Provide cots and mattresses that meet the required Australian Standards and that mattresses are firm, clean, well fitted and flat (not elevated or tilted).

Educators will:

- Consult with families regarding their child's sleeping routine and support them with information about safe sleep practices, the importance of a smoke free environment, the values of breastfeeding as a protective factor against SIDS and about infants sleeping in the same room as parents, but not the same sleeping surface (eg bed, sofa, chair, couch or mattress).
- Ensure that children who are under 12 months of age are placed on their back to sleep with their head and face uncovered and with their feet positioned at the bottom of the cot. Once an infant is over 6 months of age **and** is competently rolling, they must still be placed in the cot on their back, but can be allowed to find their own position of comfort.
- Encourage parents to supply a named baby sleeping bag that is the correct size for their child.
- Ensure that amber teething necklaces and bracelets, other necklaces / chains, hair clips and hair ties etc. are removed before sleep.
- Ensure that children are not put to bed with bibs or hooded tops on.
- Ensure that all spare bedding is removed from the cot / bed during sleep time.
- Place cots and beds where children cannot reach hanging cords, electrical appliances or hanging mobiles.
- Ensure that cots and beds are named and all bedding is washed every week.
- Ensure an appropriate climate is maintained throughout the building (approx. 21 °C).
- Check that sleeping areas are not too dark, check sleeping children at regular intervals and record this information.
- Provide relaxation activities as part of the curriculum.
- Offer an older child access to a couch for a rest if needed.
- Regularly check cots and beds for damage.

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SOURCED:

National SIDS Council of Australia www.rednose.com.au

Children's Services Child Care Regulations SA 1998

Dr. Sarah Blunden, Sleep Psychologist

'Meditation, mindfulness and mentoring' - Early Horizons Volume 5 Issue 2, 2016

DECD Safe Sleeping for infants and young children 2017

CLOTHING Version 1.16

Keithcot Farm Children’s Centre strongly encourages and promotes that staff and children wear appropriate clothing for the following reasons: sun protection, temperature, engagement in a play based curriculum and safety. The Children’s Centre recognises and values the importance of cultural diversity and will support individual families clothing preferences for their children based on their cultural and religious beliefs.

The clothes and shoes a child wears have a direct impact on the quality of their learning experiences. Children need to be able to freely move, run, climb and experience the play environment and have the opportunity to develop self - help skills through learning to dress and manage toileting tasks independently. Any child with inappropriate clothing, including footwear, will be unable to participate in all activities and will be redirected to an activity that is more suitable for their attire. Cords, drawstrings and toggles in hats and children’s clothing may become entrapped in small gaps found in play equipment causing strangulation, severe injury, lacerations to the throat and damage to the vocal chords and should not be worn.

Parents / guardians should consider the following:

- **To name all their child’s clothing and footwear.**
- **That footwear is safe and comfortable and is suitable for active play including climbing and running. Thongs and Crocs are unsuitable at the Children’s Centre.**
- **Ensure children who are toilet training wear clothes that are easy to manage, thereby enabling them to be more successful and independent.**
- **Providing a full set of named spare clothing.**
- **Ensure that their child wears a legionnaire style hat, or if wearing a broad brimmed hat, that it has no drawstring, thereby eliminating the risk of choking.**
- A lost property stand is provided for unclaimed clothing and the contents will be cleared at the end of each school term.
- That children may engage in water or messy play and dressing children in play clothes is advisable.
- That they should provide a warm jacket, raincoat, a beanie or other warm hat and boots for the winter months so that children can participate in outdoor play.

Staff need to take into account the Sun Protection policy and Health, Safety and Welfare policy in relation to themselves and dress appropriately. Staff are also positive role models for children and families and therefore need to take this into consideration.

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SOURCED: SIDS AND KIDS
SA Cancer Council
Keithcot Farm Children’s Centre Sun Protection Policy
Children’s Clothing in Child Care – NCAC 2005
Raising Children Network 2008
DECD Hazard Alert HA39 Cords, Drawstrings and Toggle Entrapment 2017

SUN PROTECTION / HOT WEATHER POLICY Regulation 168 (2) (a) (ii) Version 1.18

Australia has the highest incidence of skin cancer in the world, with 2 out of every 3 people developing some form of skin cancer in their lifetime. Skin damage, including skin cancer, is the result of cumulative exposure to the sun, and much of this damage occurs during childhood and adolescence. Research suggests that severe sunburn is a contributor to skin cancer and other forms of skin damage such as wrinkles, sunspots, blemishes and premature ageing. Most skin damage and skin cancer is, therefore, preventable. The purpose of this policy is to ensure that all children and staff at Keithcot Farm Children's Centre are protected from skin damage caused by the harmful rays of the sun, while still acknowledging the benefits of sunlight and Vitamin D for healthy development and growth.

Goal

To promote among children, staff and parents:

- Positive attitudes towards skin protection.
- Lifestyle practices that can help reduce the incidence of skin cancer and the number of related deaths, personal responsibility for and decision making about skin protection.

The following strategies will be strongly encouraged:

- The use of clothing that protects the skin, including the shoulders.
- Children and staff when outside will wear a broad brimmed or legionnaire style hat without cords or toggles during free / active play. Children who do not have a hat, will be required to play inside. Adults and children will continue to wear a hat beyond April 30th, however this could be a beanie for warmth and not necessarily a broad brimmed hat. A 'hoodie' does not constitute a hat.
- Use the shade of trees, pergolas, shade sails whenever possible outdoors.
- In hot weather Educators will use their discretion about the time spent outside. During hot weather, adults will test the rubber play surface during the day to ascertain its safety as a safe play surface. If an adult cannot comfortably hold their hand on a rubber play surface for a slow count of five, it is not a safe surface for children to play on and children will not use the rubber play surface.

Expectations:

- Educators will check and record the UV rating for the day to establish whether sunscreen is required. **A rating of 3 or more** indicates the need to apply sunscreen approximately every 2 hours as per Cancer Council guidelines and Educators will help children to apply it.
- Parents who do not wish for the Children's Centre to apply sunscreen every two hours will need to inform the Centre in writing.
- Educators will not apply sunscreen to those children who are under the age of 6 months unless requested by parents. Children under the age of 6 months will be kept in a shaded area and encouraged to wear a hat.
- Adequate time must be allowed for correct application of sunscreen on children before they go outdoors (this is approximately 20 minutes.)
- Parents will supply their own sunscreen if their child cannot wear the sunscreen provided by the Centre and have a Pharmacist print a label with their child's name and other details as necessary on it.
- As we have effective cooling systems which are regularly maintained, the Centre will remain open for normal operating hours in hot weather. In the event of a power failure, families may choose to collect their child/ren early, or if this is not possible, water play and other suitable activities will be provided.

CREATED: November 2007

REVIEWED: October 2008, July 2008, July 2009, July 2010, July 2011, July 2012, July 2013
February 2014, July 2014, July 2015, July 2016, July 2017, July 2018, July 2019
March 2020, April 2021, April 2022

TO BE REVIEWED: April 2023

SOURCED: Cancer Council of South Australia - www.cancersa.org.au
sunsmart@cancersa.org.au
Healthy SA - www.healthysa.sa.gov.au
DECD - OHS&W: HR – UV Radiation/Sun Protection Procedure

DECD - OHS&W: HR – Heat Stress Procedure
DECD - Hazard Alert No.17, December 2012
DECD - Hazard Alert HA39 - Cords, Drawstrings and Toggle Entrapment 2017
Cancer Council SA Early Childhood Policy Guidelines 2019

DRUGS, ALCOHOL AND SMOKING Version 1.15

Keithcot Farm Children's Centre maintains a drug, alcohol and smoke free environment when children are present. Medical evidence indicates that exposure to cigarette smoke endangers health and children who are exposed to cigarette smoke have a higher risk of developing asthma, respiratory diseases and lung disorders. Children with existing conditions are at risk of having these illnesses aggravated by exposure to cigarette smoke. Ingestion of cigarettes or cigarette butts is dangerous to young children and can cause death. Information regarding drugs, alcohol and smoking will be given to families as available.

To maintain Educator: Child ratios and meet Licensing regulations, staff are not permitted to leave the premises on their 10 minute breaks.

Staff / Contractors /Students and Volunteers will:

- Not attend work under the influence of alcohol or illicit drugs
- Not consume alcohol or illicit drugs whilst rostered to work with / or in the presence of children
- Not smoke in / on the Children's Centre premises and grounds
- Be informed at induction of this policy

CREATED: November 2007

REVIEWED: November 2008, July 2009, July 2010, July 2011, July 2012, July 2013, July 2014, July 2015, July 2016, July 2017, July 2018, July 2019, March 2020
April 2021, April 2022

TO BE REVIEWED: April 2023

SOURCED: Cancer Council of SA www.cancersa.org.au
www.smokefreezone.org
Children's Services (Child Care) Regulations 1998:
- (Regulation 48)
- (Regulation 19)

Quality Area 3 – Physical Environment

Quality Area 4 – Staffing Arrangements

- **Workplace Health and Safety**
 - **Storage of Dangerous Products**
- **Hazard Management and Risk Assessment**
- **Emergency Evacuation and Shelter in Place**
- **Induction of Staff, Volunteers & Students**
 - **Psychological Health**
 - **Code of Conduct**
- **Employees Performance Review**
 - **Staff Leave**
 - **Car Park**
- **Staff who have Family Members Enrolled at the Children's Centre**

WORKPLACE HEALTH AND SAFETY Version 1.15

The staff team and Governing Council of the Children's Centre have a responsibility to provide and maintain, as far, as is practicable, a safe working environment and safe systems of work for its employees, children, families, volunteers and members of the wider community. WH&S information within the Centre is kept up to date and displayed in the staff room and discussed at Weekly Planning meetings, Governing Council meetings and at Professional Learning Days. The Centre has an elected WH&S representative who attends appropriate training and advises other staff members of relevant training / information.

The staff team and Governing Council also have a responsibility to ensure:

- That equipment and substances are in a safe condition and have a Safety Data Sheet if necessary
- That information, instruction, training and supervision is provided regarding safe operating procedures
- They adopt measures to minimise the risk of harmful effects of fire and explosion
- They provide appropriate personal protective equipment
- They keep information and records in relation to work related injuries suffered by employees
- That directions and recommendations from the Department of Health and the Department for Education are followed as necessary

RESPONSIBILITIES

STAFF:

All staff have a responsibility to ensure that nothing is done to make work health and safety provisions less effective. In order to do so, the following guidelines must be observed:

- Staff members must not, in any event, be present at work whilst under the influence of alcohol or any drug that leaves them in a state as to endanger their own safety at work or the safety of any others
- Staff members shall not attend the work place when it is considered by a Medical Practitioner that they have an infectious disease. Staff members must supply a Certificate of Sickness signed by a Medical Practitioner for the exclusion period
- Staff members shall observe all hygiene procedures in the work place and with regard to their own personal hygiene for the health and welfare of other staff
- Staff members must wear clothing and footwear that is safe in the work place
- Each staff member has the responsibility to inform the Director or Assistant Director of anything that they consider unsafe in the work place
- Staff shall observe the correct manner in which resources, equipment and children should be lifted or moved, as per Manual Handling principles
- Staff members shall only climb ladders to a height that ensures they do not risk harm to themselves or others
- Staff must ensure that all equipment and tools are kept in a safe and workable condition and that all resources are used in a safe manner. All resources, tools and other equipment are to be stored in a safe place
- All staff will observe all safety policies and work practices and bring to the attention of volunteers, students, etc. the Children's Centre policies and procedures when required
- Staff will remove or quarantine any hazard (when able) that is identified within the environment

The workplace in general:

- All cleaning and poisonous liquids will be kept out of reach of children
- As much as possible, Poisonous substances will not be stored in anything other than in their original container
- All electrical power points in a child's reach, when not in use, will have safety plugs inserted
- All floors must be maintained to ensure that the surface is as non-slip as possible
- Signs indicating a wet floor will be displayed to alert adults and children to wet floors
- All medication is to be stored away from children
- The use of sprays such as insect sprays and anti-bacterial sprays are not to be used unless areas are free from children
- Management will employ professional cleaners on a daily basis
- The glass gate to the storeroom is to be kept closed when not being used and children do not enter the storeroom unless with an adult
- The door to the Withdrawal room is not to be left open, except when in use
- Kitchen gate to Community space kitchen should be kept closed except when in use
- Kitchen gates to Rainbow Room kitchen should be kept closed except when in use

Outside Areas:

- All equipment must be in a safe condition to ensure that accidents are not caused through normal use
- Equipment must be placed with consideration to traffic ways and the pattern of children playing
- Quarterly outdoor inspections are completed by staff who have done Kidsafe Playground Maintenance and Inspection training
- Equipment will be stored in a safe manner, enabling access in and out of storage rooms and sheds
- Children are not permitted to enter the sheds
- Small shed door to be kept closed and locked when not in use
- Large shed door to be latched shut when not in use
- Foam pole protectors should be used on designated poles when the outside blinds are up
- Children are permitted to enter the Chicken coop when supervised by an adult. They are required to wear gum boots and are reminded to wash their hands after handling any animals.

CREATED: November 2008

REVIEWED: November 2009, November 2010, November 2011, September 2012, September 2013, September 2014, September 2015, September 2016 September 2017, September 2018, September 2019, July 2020, July 2021

TO BE REVIEWED: July 2022

SOURCED: Occupational Health, Safety & Welfare Act 1986 and amendments
Staying Healthy In Child Care (Current Edition)
Occupational First Aid in the Workplace
CHES - Child Health Education Support Service
CHES website - www.ches.sa.edu.au
DECS Licensing and Standards
Kidsafe SA

STORAGE OF DANGEROUS PRODUCTS Version 1.15

The Children's Centre will ensure that dangerous products remain in their original containers as much as possible. However, if a dangerous product is decanted into another container for the convenience of its application, the container will be clearly labelled with the name and details of the product. After use, any remainder will be disposed of in accordance with instructions specified on the Safety Data Sheet. An SDS for each product will be kept on the premises and stored in the SDS Folder. All dangerous products will be kept in areas that are inaccessible to children at all times and storage areas will be clearly labelled to indicate that there are dangerous products inside. 'UV Products' have installed Bug Zappers to kill flying insects, with sticky pads replaced approximately every 6 weeks, and UV globes changed annually.

Dangerous products will be stored in one or more of the following ways:

- Locked cleaners cupboard
- Locked cupboard in the Bathroom
- Curriculum preparation area –high cupboard out of reach of children
- Locked small sheds
- Locked kitchen cupboard
- Locked cupboard in Rainbow Room near children's lockers
- In a high cupboard in the Community space kitchen

To safely manage the use of dangerous products we:

- Do not expose children to the fumes or sprays of dangerous products.
- Follow the instructions on usage for any dangerous products.
- Do not permit smoking in our Centre.
- Do not consume hot drinks in areas accessible to children.
- Employ a professional cleaner who works on a daily basis.

CREATED: November 2008

REVIEWED: November 2009, November 2010, November 2011, September 2012, September 2013, September 2014, September 2015, September 2016 September 2017, September 2018, September 2019, July 2020, July 2021

TO BE REVIEWED: July 2022

SOURCED: Occupational, Health, Safety and Welfare Act 1986 and amendments
DECS Chem Watch 2008
Safety in Children's Services NCAC – QIAS Factsheet 2006
DECD Chem Watch 2012

HAZARD MANAGEMENT and RISK ASSESSMENT Version 1.15

Keithcot Farm Children's Centre is committed to providing and maintaining a safe and healthy environment for staff, children and families, volunteers and visitors. This will be achieved by comprehensive hazard management through the processes of identifying hazards, assessing risks associated with the identified hazards and implementing as far as is reasonably practicable, appropriate control measures.

Management of hazards will be achieved by a series of relevant actions or procedures undertaken at the Children's Centre and actively supported at all levels of the Department for Education. Individuals must report any hazard that comes to their attention.

Management and Staff will:

- Ensure that prior to children accessing the Children's Centre and when equipment is set up, record that it is safe, and report and quarantine any hazards.
- Ensure equipment is in good repair, is age appropriate and meets the relevant Australian Standards, e.g. Cot Standards
- Ensure that risk assessments are done as required
- Ensure quarterly formal hazard inspections of the worksite are conducted by the WH&S representative and / or Groundsperson who have undertaken Kidsafe Playground Inspection and Maintenance training
- Use appropriate checklists
- Conduct an inspection resulting from a specific incident/accident
- Conduct an inspection prior to use of any new facilities / structures
- Conduct an inspection arising from departmental directives, e.g. tagging of electrical appliances; "use by" dates on chemicals, safe use of hot glue guns
- Engage in ongoing consultation with employees
- Examine hazard/near miss reports
- Address incidental reports
- Obtain Safety Data Sheets (SDS)
- Ensure that relief and casual staff are aware of all the above requirements
- Investigate alternative options for substances that are non-hazardous
- When no alternatives are available, ensure that the Hazardous Substances register is filled out each time new hazardous substances are purchased and that substances are deleted from the register once they are no longer in use.

CREATED: November 2008

REVIEWED: November 2009, November 2010, November 2011, September 2012
September 2013, September 2014, September 2015, September 2016,
September 2017, September 2018, September 2019, July 2020, July 2021

TO BE REVIEWED: July 2022

SOURCED: Occupational Health, Safety and Welfare Act 1986 and amendments
DECS Chem Watch 2008
Kidsafe – Child Accident Prevention Foundation of Australia. March 2008
www.accc.gov.au
Kidsafe SA

EMERGENCY EVACUATION AND SHELTER IN PLACE Version 1.17

In all cases of emergency, the first responsibility of staff is the safety of children and adults at the Centre. All staff are informed of Emergency Evacuation and Shelter in Place procedures on Induction. All staff are responsible for ensuring that Emergency procedures are displayed at least at each Exit and to report to the WH&S rep if they are not available. Every three months, an Emergency Evacuation and an Emergency Shelter in Place will take place and all persons on site will participate in this procedure to ensure they know what their responsibilities are. Emergency Evacuations and Shelter in Place practices are documented and discussed at Professional Learning Days and Program Review meetings (Regulation 97). Evacuation and Shelter in Place processes are evaluated and changes made as needed.

Emergency Evacuation Procedure / Counter Disaster Plan

We aim to ensure the safe, orderly and efficient evacuation of the Children's Centre in the case of an emergency (e.g. fire, electrical, gas, flood, threat, disaster and death). We aim to ensure the safety of each child and adult on site is accounted for as quickly as possible. Depending on the location of the emergency, a decision will be made on whether to move to the Keithcot Farm Primary School quadrangle or KFPS carpark area. In the event of a catastrophic event where our two other options are not suitable, we will walk to the O'Leary Place park (approx. 200 metres).

In the event of an emergency evacuation, a **Megaphone** will be used with long, continuous blasts, repeated inside and outside.

STEP 1 Inside Staff members – Regardless of which designated area to go to, collect the sign in sheets for all children, Educators and visitors, Evacuation First Aid kit, evacuation backpack (including nappies and wipes, gloves, tissues and spare plastic bags) and children's medication. Children, staff and visitors move to the designated safe place. Children with additional needs may be moved by pram or a purpose built chair and all children who are under 2 will be moved in an Evacuation cot. If moving to the KFPS quadrangle area, Admin staff to collect hi-vis vests for staff and any medication in a locked cabinet.

STEP 2 Outside Staff members – If evacuating to the Northern Entrance, closest outside Educator to collect Evacuation Bin from the big shed and move to the Evacuation area, adjacent to the KFPS carpark setting up cones, mats etc. as necessary and distributing high visibility vests to staff.

STEP 3 Office Staff / Nominated Supervisor - Ring 000 and advise Emergency Services to enter via Gate H, collect mobile phone. Assist inside staff with all persons, check rooms for children and adults, closing doors as each room is cleared if it is safe to do so. Open the carpark gate and ensure that only Emergency Services enter the site and that no other members of the public access the site.

STEP 4 Staff will count children, staff and visitors and compare the number with the sign in sheets.

STEP 5 If the count is not correct, inform the Nominated Supervisor and roll call children and adults. The Nominated Supervisor will check with Emergency Services personnel if it is safe to check indoors for anyone missing.

- When the Emergency Services arrive, the Director / Nominated Supervisor will inform the officer in charge of the nature and location of the emergency, and of any missing children or adults.
- No-one should re-enter the building until advised it is safe to do so by the officer in charge of the Emergency Services.
- Fire Extinguishers are installed and maintained in accordance with Australian Standards and should only be used if safe to do so.

EMERGENCY SHELTER IN PLACE PROCEDURE / COUNTER DISASTER PLAN

In the event of a critical incident as advised by SAPOL / DfE, which may adversely affect the safety of children, staff, parents, volunteers and / or visitors, a **Megaphone** will be used, clearly stating **“EVERYBODY INSIDE NOW!”** to direct people **immediately** inside. Procedure as follows:

- STEP 1.** Staff will calmly support children, parents and visitors to enter the closest entry point.
- STEP 2.** Staff will check the outdoor area to ensure all children and adults have moved inside.
- STEP 3.** Staff will lock doors and windows, close blinds and bring in the Rainbow Room door key.
- STEP 4.** Staff will count children, staff and visitors and compare number with sign in sheets.
- STEP 5.** If the count is not correct, inform Nominated Supervisor and roll call children and adults. The Nominated Supervisor will check with Emergency Services if it is safe to check outdoors.
- STEP 6.** The Nominated Supervisor will maintain ongoing consultation with Emergency Service Personnel.
- STEP 7.** Staff to inform Keithcot Farm Primary School on 8289 1133 and Kings Baptist on 8289 0222.
- STEP 8.** Staff will inform the Educational Director, Anne Lamont 0401 123 375 and DfE Emergency Management Unit on 1800 000 279.
- STEP 9.** Staff will inform parents and carers of the situation.
- STEP 10.** Return to normal play based program when advised it is safe to do so by the officer in charge of Emergency Services.

CREATED: November 2006
REVIEWED: November 2007, November 2008, November 2009, October 2010, October 2011, September 2012, September 2013, September 2014, July 2015, September 2015, September 2016, September 2017, September 2018, September 2019, July 2020, July 2021
TO BE REVIEWED: July 2022

SOURCED: SAPOL
SA Emergency Services
Occupational Health, Safety and Welfare Act 1986 and amendments
DECD Emergency Management Plan 2015
DE Emergency Security & Management Unit

INDUCTION OF STAFF, STUDENTS & VOLUNTEERS Regulation 168 (2) (i) Version 1.15

Keithcot Farm Children's Centre acknowledges the importance of providing new staff and volunteers with an induction process that provides consistency in practice and care.

Management will:

- Provide each staff member, student or volunteer with an induction process which is relevant to their role at the Children's Centre which will include access to the Children's Centre handbook, policies, Centre philosophy, job and person specification, Code of Conduct, Code of Ethics, Workplace, Health and Safety information, National Quality Standards information etc. and where relevant, a contract.
- Discuss with staff upon induction any relevant additional needs, relevant cultural beliefs or other health considerations, such as medication, immunisation status, allergies etc.
- Develop a process of transition, for example, allowing for meeting times with management to discuss and clarify processes and procedures and / or appointing a mentor.
- Encourage staff to participate in all aspects of the Children's Centre, for example, Professional Learning Days, professional development and at Governing Council meetings.
- Introduce new staff / volunteers to existing staff.
- Communicate with students / volunteers on practicum placements about the Centre expectations in regard to confidentiality of records.
- Provide volunteers with access to the DE Volunteer Policy, if required.

Staff / Volunteers will:

- Engage in the induction process
- Inform management of any medical, additional or cultural needs
- Complete the appropriate personal information forms
- Communicate with management regarding the induction process and their understanding of the requirements of their role
- Provide a copy of a current Working With Children Check once their Department for Communities and Social Inclusion Child Related Employment Screening has expired
- Provide a copy of their certificate of Responding To Risks of Harm, Abuse and Neglect (RRHAN – EC) Training
- Provide a copy of their relevant qualifications or their DE Authority to Teach / Work

CREATED: November 2008

REVIEWED: November 2009, November 2010, November 2011,
September 2012, September 2013, September 2014, September 2015
September 2016, September 2017, September 2018, September 2019,
July 2020, July 2021

TO BE REVIEWED: July 2022

SOURCED: South Australian Curriculum Standards & Accountability Framework
Occupational Health, Safety and Welfare Act 1986 and amendments
National Quality Agenda
Volunteers Working in Educational Sites and Settings – DECD May 2012
Department for Human Services

PSYCHOLOGICAL HEALTH VERSION 1.16

Keithcot Farm Children's Centre is committed to promoting and maintaining the psychological health and well-being of every member of the staff team. We promote a holistic approach to health and recognise that the interaction of both physical and psychological well-being is required to achieve good health. While individuals are responsible for their own psychological health, the whole site can actively promote the psychological health of each individual.

Roles

The Director:

- Will ensure that staff are aware of policies and procedures which may be relevant to their psychological health and well-being through the induction process.
- Inform staff of any changes to policies at staff meetings and Professional Learning Days.
- Will use personnel management practices which are supportive of psychologically healthy sites and ensure that psychological health issues are managed.
- Notify WH & S representative of site incidents which affect employee psychological health.

Staff:

- Act in a manner which protects their own and others' psychological health.
- Are conversant with the policies and practices which impact on their own psychological health and well-being and the psychological health of other employees.
- Promptly and responsibly report to the Director any concerns about the psychological health of the site.
- Contribute to the psychological health of the site as effective members of the team.

At Keithcot Farm Children's Centre:

Staff share responsibility for the psychological well-being of all staff members and the continuous improvement of a healthy organisation through:

- Effective leadership
- Sound people management skills - induction of new staff or when new work practices are introduced; effective communication, consultation and decision making processes
- Strategic directions are clearly articulated
- Roles and responsibilities are clearly defined
- Performance management structures and processes are in place
- Grievance procedures are explicit
- Staff skills and abilities are acknowledged and valued
- Accountability and reporting processes are in place
- Staff are encouraged to be innovative
- Continuous improvement is implemented and valued
- Support is in place for staff experiencing difficult times and to prevent difficult situations from deteriorating

The Children's Centre believes that all staff:

- Are able to recognise early signs of discomfort and take action to restore a sense of well-being and balance
- Are able to develop strong nurturing relationships
- Are emotionally independent and do not have the right to control the thoughts, behaviour or people around them
- Are able to seek support from others
- Can learn adaptive mechanisms for coping with distress, anxiety, conflict and anger in themselves and others

Staff will actively participate in the Children's Centre consultation strategies to ensure continuous improvement of psychological health – individually and as a team through:

- Induction
- National Quality Standard processes
- Professional Learning Days
- Grievance Procedures
- Performance Management Processes/Training and Development

Staff have knowledge of safety nets in place to enhance and support their psychological health as follows:

- DE Employee Assistance Programs as contracted by DE
- Staff Counselling (both work and non-work related issues)
- Managers Assist (support for managers in relation to individual, team and staff well-being)
- Beyond Blue website
- DE Social Worker
- Australian Education Union
- United Workers Union
- Public Services Association
- Australian Services Union
- DE Child Wellbeing Practitioner

CREATED: September 2007

REVIEWED: September 2007, September 2008, November 2009, October 2010, October 2011, September 2012, September 2013, September 2014, September 2015, September 2016, September 2017, September 2018, September 2019, July 2020, July 2021

TO BE REVIEWED: July 2022

SOURCED: DECS Occupational Health, Safety and Welfare Guidelines
DECS Performance Management Guidelines
Disability Discrimination Act 1992 (Commonwealth)
Sex Discrimination Act 1984 (Commonwealth)
Racial Discrimination Act 1975 (Commonwealth)
Mental Health First Aid training (CCCSA)

CODE OF CONDUCT Regulation 168 (2) (i) Version 1.10

Preamble

Keithcot Farm Children's Centre provides an open, welcoming and safe environment. We believe that all parents, volunteers and partner organisations play a valuable role in the effective operation of the Children's Centre and enrich the children's program. We acknowledge that without parent support, participation and contribution, Keithcot Farm Children's Centre could not operate effectively.

This Code of Conduct details the type of practice we require all adults working at our centre to follow. It will assist in ensuring the safety and well-being of children, families and staff and is a broad outline of behavioural principles, expectations and ideals.

The Governing Council and partner organisations have a legal responsibility to provide a safe environment for all children and staff.

Scope

This Code of Conduct applies to all adults, including parents, volunteers, extended family, visitors and other persons while involved in any activities related to the Children's Centre.

Implementation

All staff involved with the Children's Centre will be required to read the Code of Conduct policy at induction to formally acknowledge that they understand what acceptable behaviour from adults within this environment is, and therefore agree to comply with the requirements. Clear expectations will be made for each individual staff member in relation to the job and person requirements of their role.

Practices to follow

In relation to children

- Respect the rights of the child and treat all children with dignity
- Act in the best interests of all children
- Be a positive role model at all times
- Maintain a safe environment for children
- Contribute to an environment that is free from discrimination, bias, bullying and harassment
- Acknowledge children as competent learners and build active communities of engagement and inquiry
- Be respectful of the cultural values, age, physical and intellectual development and abilities of each child in the Centre
- Guide each child positively and encourage positive behaviour

In relation to families

- Support from a strengths based approach
- Be respectful, courteous to all families at all times
- Respect the cultural context of each child and their family
- Work in partnerships and engage in shared decision making where appropriate
- Assist each family to develop a sense of belonging and inclusion
- Respect the uniqueness of each family, strive to learn about their culture, structure, lifestyle, customs, language, beliefs and kinship systems
- Respond to concerns expressed by families in a timely and appropriate manner
- Maintain confidentiality and respect the right of the family to privacy

In relation to colleagues

- Encourage colleagues to adopt and act in accordance with this Code
- Develop relationships based on mutual respect, equity and fairness
- Value the input of peers
- Be willing to share in the expertise, knowledge and diversity that colleagues bring to their work
- Give encouraging, constructive feedback and respect the value of different professional approaches

In relation to my employer

- Undertake duties in a competent, timely and responsible manner
- Support workplace policies, standards and practices that are fair, non-discriminatory and are in the best interest of children and families
- Raise any complaints or grievances in accordance to the complaints and grievance policy
- Promote and support ongoing professional development within my work team
- Upon resignation from the Children’s Centre, ensure that if I have access to ATO, PRODA, MYOB, CommBiz or other sensitive information, I will take steps to remove these privileges, therefore, not compromising the security of confidential information in relation to the Children’s Centre.
- Return and sign out door keys if they have been provided.

CREATED: September 2013
REVIEWED: September 2014, September 2015, September 2016, March 2017, September 2017
September 2018, September 2019, July 2020, July 2021
TO BE REVIEWED: July 2022

SOURCED: Civic Kindergarten, Middle Park Victoria
Early Childhood Australia Code of Ethics 2008

Staff Code of Conduct Acknowledgement

I hereby acknowledge that on/...../20..... I received a copy of the Code of Conduct Policy for Keithcot Farm Children’s Centre.
I have read this policy, and I understand the contents.
I agree to abide by the principles, practices and consequences set out within this policy.
I understand that a signed copy of this acknowledgement will be kept in my staff record.

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Name of Director or Assistant Director	Signature	Date
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EMPLOYEES PERFORMANCE REVIEW Version 1.15

Keithcot Farm Children’s Centre leaders implement performance conversations for all staff and value this system of personnel management. Staff will be supported by appropriate induction, supervision and appraisal processes and the provision of relevant training and development opportunities. Each staff member will have a Performance Development Plan using the Department for Education template which will include opportunities to develop specific professional skills and experiences in relation to their present role and responsibilities and this plan will be reviewed twice a year.

CREATED: November 2007

REVIEWED: November 2008, November 2009, October 2010, October 2011, September 2012, September 2013, September 2014, September 2015, September 2016, September 2017, September 2018, September 2019, July 2020, July 2021

TO BE REVIEWED: July 2022

SOURCED: DECS Employee Grievance Procedures (2007)
Children’s Services Act 1985
“Building and Supporting Teamwork” (Dec 2006) NCAC publication
Department for Education Performance Development template 2018

STAFF LEAVE Version 1.16

Staff employed by Keithcot Farm Children's Centre Childcare Inc., are required to arrange in consultation with the Director or Assistant Director, their Annual Leave entitlement per calendar year. No staff will be allowed to 'bank' annual leave without first applying to the Director / Assistant Director. All leave from the Children's Centre must be pre-arranged and approved.

A 'Leave Application Form' must be completed and handed to the Director or Assistant Director at least one week ((preferably two weeks) in advance of the intended day/s off. Once the leave has been approved, Educators are requested to write their name in the Centre diary on the day / date of the intended day/s off and the person relieving for them. No two Educators on the same early / late roster will be permitted to take the same day/s leave.

Rostered Days Off (RDO's) and Time Off In Lieu (TOIL), need to be negotiated with the Assistant Director as early as possible before taken.

ANY LEAVE OF ABSENCE REQUESTS WILL ONLY BE APPROVED ACCORDING TO THE AVAILABILITY OF APPROPRIATE CASUAL RELIEF STAFF.

In line with Professional / Ethical behaviour, the Governing Council endorsed in February 2018 that Keithcot Farm Children's Centre staff (or their partner / family member) are expected to ring and speak directly to either the Director or Assistant Director to inform the need for "unplanned / unexpected leave." A text message or an email is unacceptable, as this may be missed and the time to organise essential replacement staff will be lost.

It is also a requirement that the staff member on "Unplanned Leave" rings and speaks to the Director / Assistant Director **before 3 pm** on the business day prior to returning to normal duties.

PRE-APPROVED LEAVE WITHOUT PAY

LDC Staff are entitled to leave without pay (LWOP) when all other entitlements have been exhausted. The LWOP days will not affect their normal accrual of days for Long Service Leave. Individual cases will be approved at the Director's discretion. Days taken as LWOP will be recorded on each payslip.

PRE-APPROVED SPECIAL PAID LEAVE (SPL)

Staff employed by the Governing Council may be awarded a maximum of fifteen special paid leave days to be taken during the Children's Centre closure period around the Christmas and New Year's public holidays each year. These days of special paid leave will be an acknowledgement and recognition for their work performance during the financial year. The staff will receive this as an incentive and it will replace any other bonus payments that may have been previously awarded.

These special paid leave days will not change the normal accrual of days for Long Service Leave, Annual and Sick Leave. The guidelines are as follows:-

- SPL must be taken as a block during the Children's Centre closure period
- SPL is not part of any employees' employment conditions or terms of employment
- SPL days do not incur leave loading
- These days can be added to annual leave e.g. 4 weeks with leave loading and a maximum of 15 days SPL
- SPL days cannot be used in place of sick leave
- SPL days are not accruable
- SPL is not paid on Public Holidays

Long Service Leave

Staff are encouraged to take their Long Service Leave as it accrues to promote positive job satisfaction by relieving stress that can build up from working in one organization for a long, uninterrupted period. Guidelines are as follows:

- After the first ten years of service, the 13 weeks accrued leave is encouraged to be taken within the two years following
- Staff must give at least 6 weeks' notice to the Director before the requested commencement date
- Long Service Leave will not be granted until after the staff member's 10 years of service has been completed

- Staff members will be encouraged to take the Long Service Leave in the form of an absence from the Children’s Centre and not to be paid out in wages. However, the Children’s Centre will abide by the legal requirements of the Long Service Leave Act on request of the staff member
- For every week accrued after the 10 years of service has completed, this can be taken as accrued e.g. 1.3 weeks every year or as requested by staff members
- The Children’s Centre will comply with the requirements of the Long Service Leave Act at all times

DEPARTMENT FOR EDUCATION AND DEPARTMENT FOR HUMAN SERVICES STAFF LEAVE:

Educators employed by the DfE or DHS may be entitled to Sick Leave, School Holidays, Long Service Leave, Special Leave, Skills and Experience Retention Leave depending on their status, awards and conditions – and are set by the SA Government.

CREATED: November 2007

REVIEWED: November 2008, September 2009, October 2010, October 2011, September 2012
 September 2013, September 2014, September 2015, September 2016, September 2017,
 February 2018, September 2018, September 2019, July 2020, July 2021

TO BE REVIEWED: July 2022

SOURCED: Long Service Act 1997
 Child Care (SA) Award 2006
 Children’s Services Act 1985

CAR PARK Version 1.16

- Keithcot Farm Children's Centre promotes road and personal safety for all children, families, staff and the community. The Children's Centre has a car park that is specifically for the use of staff of the Children's Centre and others, as required. At times, the Director of the Children's Centre may offer a parking pass for particular families in instances of special need. If a family feels that they need to access the car park they should approach the Director to obtain a pass.

Signs clearly indicate:

- That the car park is for Keithcot Farm Children's Centre only
- A 10kph speed limit applies
- The direction of entry traffic from the access road and the exit onto Keithcot Farm Drive
- Disabled Parking
- H – Identification of driveway for Emergency Services

Parents / Guardians may use the car park before 8.15 am and after 3.30 pm or during these times if they have a KFCC Car park permit.

At all other times a gate will close the carpark to parents / guardians and they are advised to park along nearby roads. On arrival and departure, it is the responsibility and expectation of every Keithcot Farm Children's Centre employee to ensure that the gate is either opened or closed to the community during these clearly designated times.

Directly in front of the Children's Centre there is a Parking Bay. This is a 'Drop off Bay,' and is sign posted as such. This area has a 2 minute time limit and is not to be used to sit and wait for children. The City of Tea Tree Gully Council inspectors and the police patrol the area regularly. Staff and families are encouraged to ring SAPOL on 131 444 with the registration number of drivers may be breaking road laws and details of the incident.

CREATED: November 2007

REVIEWED: November 2008, November 2009, October 2010, October 2011, September 2012, September 2013, September 2014, September 2015, September 2016, September 2017, September 2018, September 2019, July 2020, July 2021

TO BE REVIEWED: July 2022

SOURCED: Occupational Health, Safety and Welfare Act 1986 and amendments
Road Transport Act
City of Tea Tree Gully Council guidelines
SAPOL – Road Traffic Division

STAFF WHO HAVE FAMILY MEMBERS ENROLLED AT THE CHILDREN'S CENTRE Version 1.16

Support will be given to a staff member who wish to enrol their child /ren or family member at the Children's Centre, provided the following guidelines can be maintained:

A staff member's child /ren or family member may be enrolled at the Children's Centre providing the staff member and the child /ren's relationship does not negatively impact on the program or smooth operation of the service. If either party does not manage the situation comfortably then it will be advised that alternative care will need to be explored. If the situation causes excessive or undue stress to other staff members then the Director and staff member will negotiate alternative possibilities.

Individuals may handle this type of situation differently, and in some instances staff having their own children at their place of employment may not be ideal. Therefore, the policy will remain flexible, with open and honest communication maintained at all times. The situation will be monitored closely by the Director and decisions or required changes / actions will be at their discretion. In the case that the Director's child attends the Children's Centre, the Chairperson of the Governing Council will be responsible for decision making and required action.

CREATED: November 2007

REVIEWED: November 2008, November 2009, October 2010, October 2011, October 2012, September 2013, September 2014, September 2015, September 2016, September 2017, September 2018, September 2019, July 2020, July 2021

TO BE REVIEWED: July 2022

SOURCED: South Australian Curriculum Standards and Accountability Framework (2001)
We Can Make a Difference – Learning and Developing in Child Care (2005)
Program and Planning in Early Childhood Settings – 3rd edition

Quality Area 6 – Collaborative Partnerships with families and communities

Quality Area 7 – Governance and Leadership

- **Enrolment and Orientation**
 - **Priority of Access**
 - **Finance Policy**
 - **Between Session Care**
- **Delivery and Collection of Children**
 - **Lost Children**
- **Governance and Management of the Service; including**
 - **Confidentiality of Records**
 - **Dealing with Complaints**
 - **Employee Grievance**
 - **Social Media and Cyber Safety**
- **Determining the Responsible Person Present**

ENROLMENT AND ORIENTATION Version 1.14

Upon Governing Council approval Keithcot Farm Children's Centre Childcare Inc., operates for 49 weeks of the year, with a three week closure at the end of the year. In the case of a local emergency such as a bushfire or pandemic, the Centre may be directed to close. After an initial inquiry, families may place their child's name and family contact details on a Waiting List for Long Day Care and / or Preschool and register for Community Development and Allied Health programs. We will inform families of the minimum two day and maximum three day a week policy and will contact families when a place becomes available. We implement a philosophy of Primary Educating which ensures that each child and family have an Educator that they can develop a strong relationship with. Primary Educating emphasises the importance of knowing the child well, as the relationship provides a secure base for a child when they experience new challenges. Over a period of time, the child and parents will develop relationships with a range of Educators and we believe that this is an effective strategy to nurture each child's growth and development.

Management will:

- Provide each family with an induction pack which includes the Children's Centre Information book, our web-site address and other information to build parent capacity.
- Discuss with families any additional needs their child may have e.g. Speech and language, developmental concerns or considerations such as medication, allergies, cultural beliefs etc. and for babies, their individual needs and routines. The Children's Centre may provide Medical forms to meet specific health requirements or direct the parent to their GP.
- Encourage an orientation process for parents and their child into the long day care program. To ensure the best outcomes for children and their families, a minimum of 3 orientation visits are offered. The parent will stay with the child at these times.
- Offer an Information session to parents of children starting the preschool program.
- Encourage families to participate in all aspects of the Children's Centre e.g. volunteering and the Governing Council.
- Encourage families to provide written or verbal feedback relating to the enrolment process.
- Provide a translator for families if required, to assist in the Enrolment and Orientation procedure.

Staff will:

- Introduce themselves to parents and children during the orientation process.
- Support families to complete the enrolment form, or when applicable, ensure a Department for Child Protection caseworker signs the enrolment form for a child who is a 'Child In Care.'
- Notify each family about who their child's Primary Educator is as soon as possible.
- Communicate with the family about their child's initial visits and about procedures relating to signing in, parent communication pockets etc.
- Ensure that during the first term of the Preschool program, there is a strong focus on developing relationships, establishing routines and setting limits to ensure a positive orientation.

CREATED: November 2007

REVIEWED: November 2008, March 2009, January 2010, January 2010, January 2011, January 2012, January 2013, January 2014, January 2015, January 2016, January 2017, January 2018, January 2019, September 2020, September 2021

TO BE REVIEWED: September 2022

SOURCED: Children's Services (Child Care) Regulations 1998
South Australian Curriculum Standards Accountability Framework
Programming and Planning in Early Childhood Settings 3rd edition
"Supporting Children to Settle into Child Care" – NCAC publication (Dec 2006)
Early Years Learning Framework 2009
Early Years Learning Framework – Professional Learning Program "Conversation" 2011
DECD Preschool Enrolment Guidelines July 2012
DECD Enrolment Policy 2014

PRIORITY OF ACCESS Version 1.14

PRESCHOOL

In South Australia, the majority of children enrolled in a preschool will reside within the preschool local catchment area. Acceptance into a particular preschool is subject to the preschool's capacity and available resources. Priority consideration will be given to children residing within the preschool's local catchment area.

A Child in Care is able to access and enrol at any government preschool in accordance with the Placement procedure.

Applications from local families

If more registrations of interest for a preschool are received from families living in the preschool local catchment area than available places, places will be offered based on whether one or more of the following criteria applies:

- the child has siblings currently enrolled in the school or service
- the child has previously been in care
- the child identifies as Aboriginal and / or Torres Strait Islander
- special consideration placement ([refer to children granted a special consideration placement](#))
- the family attends programs at the service
- the length of time the child has lived in the preschool local catchment area
- distance of the child's residence from the preschool (km's by road)

Applications from non-local families

Early childhood leaders in consultation with site leaders will identify available preschool options within the partnership to accommodate all children unplaced after the first round of enrolment offers.

A child who has been unable to be offered a place within their local catchment preschool and is directed by the partnership to a nearby preschool must be prioritised for placement over the other non-local families. In circumstances where the preschool has reserved places, a reserved place is to be offered.

If the preschool has places available after enrolling local children, children in care and families referred by the partnership, places may be offered to children living outside of the preschool local catchment area.

When more registrations of interest for preschool are received from families living outside of the preschool local catchment area than available places, places will be offered based on whether one or more of the following criteria applies:

- the child identifies as Aboriginal and / or Torres Strait Islander
- the child has siblings enrolled in a local school
- the distance of the child's residence from the preschool
- the family currently attends programs at the service
- transportation needs

Children who turn 4 before 1 May are eligible to start preschool at the beginning of the year before they start school. Children are able to access a government – funded preschool for 1 year.

Families may submit a 'preschool registration of interest' form - please refer to previous criteria.

Timeframe of offers

At the beginning of August, there will be a first round of offers via a letter to families of preschool – aged children who live in the preschool local catchment area. To accept the offer and secure a place, families must reply within the timeframe requested and complete the 'preschool enrolment form'. Families are obliged to provide evidence of the child's date of birth, residence and immunisation status.

A second round of enrolment offers will commence at the beginning of September to families not living in the local catchment area, if vacancies are available.

LONG DAY CARE

Keithcot Farm Children's Centre Childcare Inc., will develop a Waiting List for Long Day Care and this will include essential information, eg. Family name, child/ren's date of birth, the date of contact, the date care is required and reason for needing care. Families will be advised that they are required to contact the Children's Centre at least every 2 months to confirm their ongoing interest or risk the deletion of their application. In consultation with the Governing Council, the Waiting List may be temporarily closed until existing families can be accommodated at the Centre and then re-opened at a later time. Children from a Torres Strait Islander or Aboriginal background or Children In Care will continue to have first priority even when the Waiting List is closed.

For Long Day Care, as stated in the Commonwealth Guidelines, the Children's Centre supports first priority of access to parents whose children are at greatest risk, who are in the workforce / returning to or seeking employment and the studying parent.

CREATED: November 2007

REVIEWED: November 2008, March 2009, January 2010, January 2011, January 2011, January 2012, January 2013, January 2014, January 2015, January 2016, September 2016, January 2017, January 2018, January 2019, September 2020, September 2021

TO BE REVIEWED: September 2022

SOURCED: Children's Services Act 1985
Children's Services (Child Care) Regulations 1998
Dept. of Family and Community Services and Indigenous Affairs
Commonwealth Guidelines Child Care Benefit
CCMS Childcare Service Handbook 2007/2008
DECS Preschool Enrolment Policy 2006
DECD Preschool Enrolment Policy 2012
DECD Same First Day Fact Sheet 2012
Preschool Priority of Access Guidelines – Northern Adelaide Region 2012
DECD Enrolment Policy 2014
Early Childhood Australia - Belonging: At the heart of relating to others 2015
Department for Education Starting preschool 2019
Department for Education Placement Procedure 2020

FINANCE POLICY Version 1.15

Keithcot Farm Children’s Centre Governing Council and Keithcot Farm Children’s Centre Childcare Inc., Governing Council set the Preschool Contribution and the Long Day Care fees.

When the Governing Councils set a fee increase, a minimum two month’s written notice will be provided to families via the Centre newsletter.

PRESCHOOL CONTRIBUTIONS

Keithcot Farm Children’s Centre is a not for profit organisation and relies on the contributions paid by families to maintain operation.

- Invoices to families will include a Fundraising / Building Maintenance levy in conjunction with the Preschool Contribution
- Families will receive an annual invoice on the first day of attendance via their child’s communication pocket and will be offered two payment options:-
 1. Payment via a Direct Debit system- 8 monthly payments deducted on the first Wednesday of each month beginning in March. To utilise this option, a Direct Debit Request form **must be completed by one parent and returned prior to commencement.**
 2. Full payment via a Credit / Debit card (EFTPOS) or via Electronic Funds Transfer by the due date specified on the invoice.

** If an enrolment is received partway through the year the invoices and direct debit amounts / payments will be adjusted accordingly.

Preschool Contributions are charged regardless of actual attendance hours.

BETWEEN SESSION CARE, BEFORE AND AFTER PRESCHOOL CARE, LUNCH AND AFTERNOON

- Between Session Care, Before and After Preschool Care, Lunch and Afternoon will be charged regardless of attendance (ie sickness or family holiday, but not for Public Holidays, Preschool Closure Days and School Holidays.
- If a family requires care during Preschool holidays, they will be charged at the LDC daily fee.

CHILDCARE FEES

Keithcot Farm Children’s Centre Childcare Inc., offers a range of programs that are eligible for Child Care Subsidy (CCS). Upon approval by the Keithcot Farm Children’s Centre Childcare Inc. Governing Council, these programs operate for 49 weeks of the year with a 3 week closure near the end of the calendar year, with dates to be advised.

Long Day Care	7.00 am – 6.00 pm
Before Preschool Care (in school terms only)	7.00 am – 8.30 am
Lunch & Afternoon (in conjunction with Preschool) (in school terms only)	11.30 am – 6.00 pm
After Preschool Care (in school terms only)	3.15 pm – 6.00 pm
Between Session care (in school terms only)	11.30 am – 12.15 pm

- Fees are charged for each session of care regardless of actual attendance hours. This includes all absences (due to illness and holidays).
- ABSENCES – Families are requested to contact the Centre when their child is unable to attend.
- No fees are charged during the 3 week Centre closure, however if a session of care falls on a Public Holiday during the 49 weeks of service, families are required to pay normal fees.
- Families may be eligible for CCS and are required to register for CCS through their MyGov online account linked to Centrelink. The following details are required by the Centre for processing:
 - Claiming parent Customer Reference Number and Date of Birth
 - Child’s Customer Reference Number and Date of Birth
- CCS is paid directly to the Centre and this is used as a fee reduction.
- Families are required to pay the difference between the fee charged and the subsidy amount – the ‘gap’.

- Prior to CCS being paid, the claiming parent must confirm the enrolment is accurate. This can be done via the individual's MyGov online account linked to Centrelink or via the Express Centrelink Plus mobile App. Failure to do so may result in full fees being charged.
- Any disputes with regard to CCS payments are the responsibility of the family.
- Fees are paid weekly in arrears, via a Direct Debit system. Families are issued with a Direct Debit Request Form which **must be completed, signed and returned prior to a child's commencement.**
- Invoices including a Statement of Entitlement will be emailed on a weekly basis. It is a parent's responsibility to ensure that all details are correct and to notify the Centre of any discrepancies.

The Children's Centre reserves the right to cancel a child /ren's booking when a Direct Debit is continually rejected and the account is subsequently in arrears.

A late fee will apply when children are not collected at closing time. The Centre is not licenced or insured to have children attending after hours as this is a breach of the Education and Care Regulations.

A fee of \$5.00 per minute will be incurred by the family.

TERMINATION OF ENROLMENT – Families are required to provide two weeks written notice of their intention to withdraw their child from any childcare program.

Families are required to sign the Finance Policy and a copy will be provided to them.

Iunderstand and accept the Keithcot Farm Children's Centre Finance Policy.

Signed.....Date.....

CREATED: November 2007
REVIEWED: November 2008, March 2009, January 2010, January 2011, January 2012, January 2013, January 2014, October 2014, January 2015, January 2016, January 2017, January 2018, January 2019, September 2020, June 2021, September 2021
TO BE REVIEWED: September 2022
SOURCED: Mercantile Collection Services
 Spike Business Systems (Version 3, 2008)
 DECS – Licensing and Standards Unit
 Network SA
 DECD Preschool Fee Policy 2012
 Childcare Desktop 2020

DELIVERY AND COLLECTION OF CHILDREN Version 1.14

Parents / guardians are requested to inform the Children's Centre if their child will be absent and provide an explanation for the absence. Staff will record the absence on the sign in sheet, with more specific confidential details being recorded in either the Preschool or Long Day Care staff diary, if necessary. If a child is absent and the Children's Centre has not been notified, staff will record the absence and contact the family if the absence continues.

The only people authorised to collect children are parents/guardians and those people nominated by parents/guardians who are over 18 years of age. Persons under 18 years of age (not including parents) are not authorised to collect children from the Centre.

If there is a joint custody order for a child, both parents should be included on the enrolment form. If there is a sole custody order for a child, the custodial parent/guardian may still nominate the non-custodial parent(s) as being authorised to collect the child and indicate this on the enrolment form. If the non-custodial parent(s) have not been included on the enrolment form, special authorisation may be given by the custodial parent/guardian for the non-custodial parent(s) to collect their child.

If there is a Court order against a particular person having access to a child, a copy of the order must be provided by the parents/guardians for the Children's Centre records. All staff will be notified of the relevant information. If the person with the order against them arrives at the Children's Centre, Police will be called. Staff will contact the custodial parent / guardian to inform them of the situation. The Children's Centre will be guided by the terms of ANY court orders.

Procedure for a parent if a new person is to collect their child

- The parent/guardian is responsible for verbally advising a staff member of the person who will be collecting their child/ren. The parent/guardian is responsible for advising the person collecting their child to bring photo identification.

Procedure for staff when an unfamiliar person is collecting a child

- Check the diary or sign in sheet to ensure that a parent/guardian has given approval for the person to collect their child. **If there is no written notification, an Educator will ring the parent.**
- Check the person's photo identification before allowing the child to leave the Children's Centre.
- If the person has no photo identification, the parent / guardian will be phoned for their direction and advice.

Procedure in the event of a child not being collected

Children must be collected from the Keithcot Farm Children's Centre by the end of their booked session. When children have not been collected by the end of their booked session and all effort has been made to contact parents/guardians and people nominated as emergency contacts on the child's enrolment form, staff are required to contact CRISIS CARE on 13 16 11 to seek their assistance. As a statutory authority, Crisis Care has the resources and the legal ability to exercise their discretion handling these situations.

Procedure for staff when a person arrives to collect their child and appear to be either intoxicated and/or under the influence of drugs

- The Educator will recommend to the parent that they arrange an alternative person to collect their child.
- If the parent refuses assistance, the Educator will inform the parent that the police will be advised and if necessary, call 000 for police intervention.

CREATED: November 2007

REVIEWED: November 2008, March 2009, January 2011, January 2011, January 2012, January 2013, January 2014, January 2015, January 2016, January 2017, January 2018, January 2019, September 2020, September 2021

TO BE REVIEWED: September 2022

SOURCED: Children's Services (Child Care) Regulations 1998
Child Protection Act 1993
Dept. of Families, Housing, Community Services and Indigenous Affairs
Families SA – Crisis Care
DECD Early Years System

LOST CHILDREN Version 1.14

The safety of the children in the Children's Centre is of prime importance to the staff and to the community. For this reason, the gates in the Children's Centre are designed to prevent children from opening them and it is therefore important for anyone entering or leaving the Children's Centre to ensure that all gates are secure when entering or leaving. Staff will ensure that no children have entered any shed on-site prior to closing the door, or are outside unsupervised. Educators will ensure that they "spread out" to maintain required ratios when walking with groups to school and when practising Emergency Evacuations.

Procedure if a child is lost from the Children's Centre:

- Report to the Director; in the Director's absence, the Nominated Supervisor will take responsibility.
- The Director (or Nominated Supervisor) will organise the staff to search inside the building and the outside areas, instructing the staff to report back as soon as possible.
- Staff member will contact Keithcot Farm Primary School.
- If the child has not been found, the Director (or Nominated Supervisor) will then call the Police and provide them with the information they require. Immediately after this, the Director (or Nominated Supervisor) will call the parents / guardians and report all that has been done.
- The staff will continue to search the area reporting back to the Children's Centre at least every 15 minutes.
- If necessary, relief staff will be arranged to cover staff while searching.

Procedure if a child is lost on an excursion:

- Make all other staff aware that the child is missing.
- Assign at least two staff members to remain with the children whilst the other adults search for the missing child.
- Staff searching should report back to the main group every 15 minutes.
- Contact Police, parents and Keithcot Farm Children's Centre and report steps already taken.
- Await the arrival of the Police and act on their instructions.

CREATED: November 2007

REVIEWED: November 2008, March 2009, January 2010, January 2011, January 2012, January 2013
January 2014, January 2015, January 2016, January 2017, January 2018, January 2019,
September 2020, September 2021

TO BE REVIEWED: September 2022

SOURCED: DECS Licensing and Standards
Occupational Health Safety and Welfare legislation
Children's Services (Child Care) Regulations 1998

GOVERNANCE AND MANAGEMENT OF THE SERVICE; INCLUDING CONFIDENTIALITY OF RECORDS Version 1.13

Site governance is the partnership between the Children's Centre local community as represented on the Governing Council and the Director of Education and Care. The Governing Council is accountable to the Children's Centre and to the Minister for Education for representing the views of the community about the priorities and educational needs, monitoring and reporting on achievements and for supporting the Director of Education and Care (Site Leader). KFCC has 2 Governing Councils. One is responsible for the Preschool, Allied Health and Community Development programs. The second is responsible for Childcare programs. The membership may be the same for each group and they may meet at the same time (generally twice per school term). Members are elected at the Annual General Meeting held each year and required to hold a current Department of Human Services Child Related Employment Screening Check or Working With Children Check and a Responding To Risks of Harm, Abuse and Neglect – Early Childhood (RRHAN – EC) certificate.

The KFCC Childcare Inc. Governing Council is the employer of staff in the Long Day Care program and they must also register for PRODA, have a National Police Check and an Insolvency / Bankrupt Check.

DfE employs the Director, Teachers, Early Childhood Educators in the Preschool program and Allied Health staff. The Department of Human Services employs the Community Development Coordinator. All staff employed by the Governing Council are line managed by the Nominated Supervisor (the Director of Education and Care).

CONFIDENTIALITY

We aim to protect the privacy and confidentiality of all information and records about individual children, families, Educators, staff and management by ensuring continuous review and improvement on our current systems, storage, and methods of disposal of records. We will ensure that all records and information are held in a secure place and are only retrieved by or released to people who have a legal right to access this information.

Staff will:

- Maintain confidentiality when discussing matters with families and other staff
- Follow appropriate filing and archiving of all records, including grievances
- Limit the amount of personal information collected to what is required under Children's Services Regulations 1998
- Respond to concerns or complaints in relation to this policy
- Seek parent permission before approaching other agencies
- Inform families of this policy
- Keep accurate records for the appropriate time frame
- Keep children's records, observations, planning etc. confidential
- Ensure secure disposal of obsolete information

Families will:

- Provide information as requested by the Centre
- Be made aware of the Nominated Supervisor on site
- Maintain confidentiality when discussing matters with families and other staff
- Provide the Children's Centre with changes to enrolment information, including court orders
- Have the right to access information pertaining to their child, upon request

Students / Volunteers will:

- Maintain confidentiality when discussing matters with families and other staff
- Refer families to a permanent staff member when confidential discussion arise
- Not access family and child records unless authorised by a permanent staff member
- Gain permission from families before using any details for study purposes, including photos
- Not use Children's Centre information for any purpose other than outlined within their study or volunteering capacity

CREATED: November 2007

REVIEWED: November 2008, March 2009, January 2010, January 2011, January 2012, January 2013, January 2014, January 2015, January 2016, January 2017, January 2019, September 2020, September 2021

TO BE REVIEWED: September 2022

SOURCED: Child Protection Act 1993
Children's Services Act 1985
Children's Services (Child Care) Regulations 1998
DECD Code of Practice for Governing Councils (Revised 2007)
DECD Information Sharing – Guidelines For Promoting The Safety and
Well-Being of Children, Young People and Families 2008
DCSI Child Related Employment Screen
Childcare Centre Desktop 2020

DEALING WITH COMPLAINTS Version 1.16

Keithcot Farm Children's Centre is committed to ensuring the delivery of a high quality education and care service, however the Governing Council and staff team acknowledge that misunderstandings or concerns can arise. We will ensure that there is an effective complaints management system that supports the educational attainment and well-being of children and young people. We are open to receiving complaints from children, young people, parents, families and members of the community as a means of promoting continuous improvement.

The Children's Centre encourages parents to initially raise their concern with the relevant Keithcot Farm Children's Centre staff member. If the issue is unable to be resolved through a discussion with the relevant staff member, then the issue may be discussed with the Director. Parents may choose to write or phone the Children's Centre on 8251 2700 to make a time to meet with the Director.

Where the Children's Centre is unable to resolve complaints internally, complainants will be provided with information about their avenues for seeking resolution and/or appeal externally. The parent may contact the Education Complaint Unit Hotline on 1800 677 435 for information, advice and support. Emails should be directed to DE.EducationComplaint@sa.gov.au Parents can expect that they will hear of a decision within 35 working days.

When raising a concern or complaint with staff, parents can expect to:

- Be treated with respect, courtesy and consideration.
- Have the complaint dealt with in a confidential and timely manner.
- Have the complaint considered impartially.
- Be kept informed of the process and outcome of their complaint.

Keithcot Farm Children's Centre Staff Team request that when making a complaint parents will:

- Treat other parties with respect, courtesy and maintain confidentiality.
- Raise the concern or complaint as soon as possible after the issue has arisen.
- Provide complete and factual information about the concern or complaint.
- Ask for assistance or further information as needed.
- Act in good faith to achieve an outcome acceptable to all parties.
- Have realistic and reasonable expectations about what course of action is required to resolve the concern or complaint.

CREATED: November 2007

REVIEWED: July 2008, March 2009, January 2010, January 2011, January 2012, April 2012, January 2013, January 2014, January 2015, January 2016, May 2016, January 2017, January 2018, January 2019, September 2020, September 2021

TO BE REVIEWED: September 2022

SOURCED: Freedom of Information Act 1991

Children's Services Act 1985

Licensing and Standards Unit

Brochure: Parent Guide to Raising a Concern or Complaint - Department for Education and Child Development 2012

www.sa.gov.au/topics/education-skills-and-learning/general-information/feedback-complaints/schools-and-preschools

EMPLOYEE GRIEVANCE Version 1.13

Keithcot Farm Children's Centre provides a high quality education and care service and recognises that misunderstandings or concerns can arise between staff and between staff and management. Complaints and grievances can be a potential positive for change and improvement in practice when resolved appropriately. The Children's Centre will make all attempts to manage the complaint / grievance to achieve a positive outcome and will ensure that grievances are handled as quickly and fairly as possible. Confidentiality will be exercised throughout the grievance process – refer to Governance and Management of the Service policy. The Centre staff are expected to look at conflict in a positive way, ready to learn something new, reflect on good quality practice, improve work relationships and ultimately provide better care and education for children.

Good communication assists in the avoidance of conflict and therefore the Children's Centre encourage and promote staff to initially raise their concern or grievance with the relevant person, be it a staff member or leader, following 'The 48hr rule'. The 48 hour rule is discussed at Induction and reviewed at the year's first Professional Learning Day and a copy of this procedure is kept in the staff handbook.

In order to resolve an issue as quickly as possible, the following procedure will be implemented:

- If a staff member is not confident to initiate a conversation with another staff member, they may request support from the Director.
- If the grievance is not resolved through the initial discussion, the problem may be discussed directly with the Assistant Director or the Director. The staff member involved must produce documentation of issues; and outcomes of strategies used to attempt to resolve the issue.
- If the grievance is not resolved in a satisfactory manner by the Director, then the matter should be referred to the Education Director at DfE responsible for the site via the Felixstow office, Phone 8366 8864

The Centre may engage in the resources of an independent Conflict Resolution Service to assist with the mediation of a dispute. For Educators employed by DfE, there is access to an employee assistance program through EAP.

Records of any grievance will be kept in line with the Freedom of Information Act.

CREATED: November 2007

REVIEWED: July 2008, March 2009, January 2010, January 2011, January 2012, January 2013, January 2014, January 2015, January 2016, January 2017, January 2018, January 2019, September 2020, September 2021

TO BE REVIEWED: September 2022

SOURCED: DECS Complaint Resolution for Employees Policy (2007)
48 Hour Rule (DECS 1999)
Freedom of Information Act 1991
Children's Services Act 1985
<http://rallyconsulting.com.au>
Childcare Centre Desktop 2020

SOCIAL MEDIA AND CYBER SAFETY Version 1.5

At Keithcot Farm Children’s Centre, we promote the safe use of Information and Communication Technologies (ICT) to provide a rich learning environment for our children and to engage and communicate with our community. This policy is intended to support staff and families in the provision of good cyber safety practices. It also covers our requirements to minimise risks to children’s safety. This policy is applicable to all staff, volunteers and contractors, children and their parents and the Children’s Centre community. It applies to activities related to accessing online services either on our premises or at an off-site location.

In order to protect children and respect the wishes of all members of our community, we ask that these security guidelines be followed by all staff, parents, carers and community members when using personal social media such as Facebook, Instagram, Snapchat and others.

See saw is an app that Preschool Parents are invited to join. To access this App, Parents will be given their child’s own unique QR code to scan. Primary Educators will post information, reminders and/or notices. **NO** photos of children are posted on this app by Educators. Each family can **ONLY** see the messages that are posted directly to them.

Guidelines for families:

- You are most welcome to photograph or record **your child** while at the Children’s Centre or engaging in Children’s Centre activities off site.
- Please consider the angle of your photo so that other children are not included - you may need to crop your photo to remove images of other children.

HOWEVER!!!!

- If your photographs or video recordings contain the image of children other than your own, these **must not** be uploaded to any website, Facebook or other social media site, emailed to third parties or reproduced /printed and used outside of your home. (Please note that there may be children enrolled whose parents have not granted permission for their child’s image to be recorded or published outside of the Children’s Centre, or they may be a ‘Child in Care’.)
- Please show others the learning experiences documented within your child’s Portfolio, however please **do not photocopy / scan and share with third parties any photographs containing the image of a child other than your own.**

If you require further information or are concerned about any aspects of this policy, please speak to the Director.

Guidelines for staff:

- A ‘DfE Talent Release’ form should be obtained from families before displaying their child’s image in any advertising material, or articles that may appear on our website or on television.
- Children will be closely supervised when using all ICT devices. Internet sites will only be used for learning related activities and will be supervised by staff. Websites will be previewed to ensure the content is age appropriate and does not contain unsuitable material.

Parent name:.....

Parent signature:.....Date:.....

CREATED: May 2016
REVIEWED: July 2016, January 2017, September 2017, January 2018, January 2019, September 2020, September 2021
TO BE REVIEWED: September 2022
SOURCED: DECD document Cyber-Safety: Keeping children safe in a connected world: guidelines for schools and preschools 2009
<http://old.decd.sa.gov.au/docs/documents/1/cybersafetykeepingchildren.pdf>
Office for the Children’s eSafety Commissioner <https://www.esafety.gov.au/>
National Quality Framework: QA2 - Children’s Health and Safety
2.3.2 - Every reasonable precaution is taken to protect children from harm
QA6 - Collaborative Partnerships with families and communities

DETERMINING THE RESPONSIBLE PERSON PRESENT Version 1.4

Site Leadership will:

- Ensure a responsible person is on site at all times. The responsible person can be either the Nominated Supervisor (the Director) or a Certified Supervisor.
- Ensure the name of the Nominated or Certified Supervisor is displayed prominently so staff are aware who to consult with.
- Be aware there is no maximum number of certified supervisors at a service
- Nominate appropriate staff members to act as Certified Supervisors.

Nominated Supervisor will:

- Be a Department for Education employee, usually the Director, who consents to undertake the role.
- Be responsible for day to day management of the service including: educational programs, supervision and safety of children, entry and exit from the premises, food and beverages, administration of medication, sleep and rest of children, excursions and staffing
- Ensure the following information (as outlined in the **DfE Prescribed Information Procedure**) is displayed in a prominent position:
 - o The name of the Approved Provider (DfE) and the Education and Care service
 - o The name of the Nominated Supervisor / Certified Supervisor
 - o The hours and days of operation
 - o The name and contact number of someone on-site to whom complaints are addressed
 - o The name of the responsible person in charge at any given time
 - o The name of the educational leader at the service
 - o The contact details of the Regulatory Authority
 - o When applicable, a notice stating that children diagnosed with anaphylaxis attend
 - o When applicable, a notice of an occurrence of an infectious disease at the service
 - o The provider approval number and service approval number
 - o Any conditions on the provider approval and service approval
 - o The service's current rating level for each Quality Area and the overall rating
 - o Details of any waivers held by the service, including elements or regulations waived, duration of the waiver and whether the waiver is a service or temporary waiver.

CREATED: March 2017

REVIEWED: January 2018, January 2019, September 2020, September 2021

TO BE REVIEWED: September 2022

SOURCED: Prescribed Information Procedure

ACECQA, Changes to supervisor certificate application requirements.

Guide to the Education and Care Services National Law and the Education and Care National Regulations 2011 (February 2017 update)

