



Early Years

Never Stand Still

Early Years @ UNSW

Policy and Procedure Manual

Developed by UNSW Early Years Management

Version 1

Early Years



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Responsible Officer	Vice-President, University Services		
Contact Officer	General Manager of UNSW Early Years		
Superseded Documents	This is a new policy		
Review			
File Number			
Associated Documents	Early Years policy and procedure manual		
Version	Authorisation	Approval Date	Effective Date
1.0	Authorised by the [President and Vice-Chancellor]	11 November 2013	11 November 2013

1. Preamble

The University of New South Wales considers important, the provision of early childhood education and care to the staff and student families of the University that is of high quality, conveniently located, affordable and sustainable.

1.1 Purpose

This policy and associated procedures support the operations of Early Years centres so they are managed in accordance with relevant legislation and regulations.

1.2 Background

UNSW has provided child care on campus since 1969. In 2008, the University amalgamated all the Early Years centres under one management model and undertook to own, operate and fund the child care services.

In 2010 the child care services unit was rebranded as Early Years at UNSW. Early Years includes House at Pooh Corner, Kanga's House, Owl's House and Tigger's Honeypot.

2. Scope

This policy applies to the operations of the 4 Early Childhood Education and Care Centres owned and operated by the University.

3. Definitions

ECEC – Early Childhood Education and Care

ACECQA – Australian Children's Education and Care Quality Authority

4. Policy Statement

The University is required to operate the ECEC centres according to the *Children (Education and Care Services National Law Application) Act 2010* ("the Act") and in accordance with the *Education and Care Services National Regulations* ("the National Regulations")

UNSW is committed to the seven key outcomes of the *National Partnership Agreement on the National Quality Agenda for Early Childhood Education and Care*:

1. Children are born and remain healthy
2. Children's environments are nurturing, culturally appropriate and safe
3. Children have the knowledge and skills for life and learning
4. Children benefit from better social inclusion and reduced disadvantage, especially Indigenous children
5. Children are engaged in and benefiting from educational opportunities
6. Families are confident and have the capabilities to support their children's development
7. Quality early childhood development services support the workforce participation choices of families.

To comply with its obligations under the Act and the National Regulations, Early Years at UNSW will, having regard to legislative requirements and the outcomes of the *National Partnership Agreement on the National Quality Agenda for Early Childhood Education and Care*,:

- Develop an overarching *Early Years Procedure Manual*
- Ensure each centre has local procedures and guidelines consistent with and complimentary to the University's obligations

The manual, procedures and guidelines must be made available to centre staff and parents of children at the centres.

5. Legal & Policy Framework

The operation of ECEC centres in NSW is regulated by the NSW Department of Education and Communities.

The University child care centres also operate under the *National Quality Framework for Early Childhood Education and Care and Outside School Hours Care services*.

6. Implementation

6.1 Roles & Responsibilities

UNSW is the approved provider of the ECEC centres and the Vice-President, University Services is responsible for ECEC at the University.

The General Manager of Early Years is the representative of the services and each centre must have one 'Nominated Supervisor' who has the continuous responsibility for the day to day operations and compliance (the 'Responsible Person'). 'Nominated Supervisors' must hold a certified supervisor's certificate.

Each centre must have additional regulatory Certified Supervisors who have agreed to take on the responsibility of the 'Responsible Person' when asked to do so. The Nominated Supervisor must ensure that there is a 'Responsible Person' on site at all times and the 'Responsible Person' can be identified by signage within the centre.

The Approved Provider, Nominated Supervisor, Certified Supervisors and all ECEC staff are responsible for compliance with the Regulations.

6.2 Support & Advice

The General Manager of Early Years is the point of contact at UNSW.

The 'Nominated Supervisors' are the point of contact for each centre.

6.3 Communication

Early Years policies, procedures and guidelines are developed in accordance with the Children (Education and Care Services) National Law (NSW) and the National Regulations. All stakeholders are made aware of these frameworks at time of enrolment or employment.

7. Review

The Policy is due for review three years from the date of effect.

The Early Years Policy and associated documents will follow the review processes set out in the National Regulations.

It is a requirement of the National Regulations that amendments to this policy and associated procedures must be notified to families of children at the child care centres at least 14 days before the amendments take effect.

8. Acknowledgements

Websites

- Department of Education
<http://education.gov.au/>
- Department of Education and Communities
<http://www.dec.nsw.gov.au/>
- ACECQA
<http://acecqa.gov.au/>

Appendix A: History

Version	Authorised by	Approval Date	Effective Date	Sections modified
1.0	President and Vice-Chancellor	11 November 2013	11 November 2013	



ACCEPTANCE AND REFUSAL OF AUTHORISATIONS PROCEDURE

Policy Hierarchy link	Children (Education and Care Services National Law Application) Act 2010 Education and Care Services National Regulations 2011:168		
Responsible Officer	Vice-President, University Services		
Contact Officer	General Manager – j.carlisle@unsw.edu.au 9385 1708		
Superseded Documents			
File Number	Contact the Records & Archives Office .		
Associated Documents			
Version	Authorised by	Approval Date	Effective Date
1.0	Vice President, University Service	11 November 2013	11 November 2013

1. Purpose and Scope

As described in the *Education and Care Services National Regulations, 2011*, authorisation is required for actions such as administration of medications, collection of children, excursions and providing access to personal records. This procedure outlines what constitutes a correct authorisation and what does not. This will clarify why, on occasion, a centre may refuse an authorization.

This procedure applies to all families, staff and educators at the service.

2. Definitions

3. Procedure

The Nominated Supervisor will:

1. Ensure documentation relating to authorisations contains:
 - a. the name of the child enrolled in the service;
 - b. date;
 - c. signature of the child's parent/guardian, or nominated contact person who is on the enrolment form;
 - d. the original form/letter/register provided by the service.
2. Apply these authorisations to the collection of children, administration of medication, permission for excursion and access to records.
3. Keep these authorisations in the individual child's enrolment file.
4. Exercise the right of refusal of any written or verbal authorisations should these not comply with regulations or centre practice.
5. Waive compliance where a child requires emergency medical treatment for conditions such as anaphylaxis or asthma (diagnosed or otherwise). The service will administer medication without authorisation in an emergency and will contact the parent/guardian as soon as practicable after the medication has been administered.

4. Review & History

5. Acknowledgements

Children (Education and Care Services National Law Application) Act 2010

Education and Care Services National Regulations 2011

National Quality Standards 7.3

Appendix A: History

The authorisation and amendment history for this document must be listed in the following table. Refer to information about [Version Control](#) on the Policy website.

Version	Authorised by	Approval Date	Effective Date	Sections modified
1.0	Vice President, University Service	11 November 2013	11 November 2013	



Policy Hierarchy link	Children (Education and Care Services National Law Application) Act 2010 Education and Care Services National Regulations 2011:4.2, 4.4 & 7.1 <i>Regs 90, 94 & 136 p</i> Work Health and Safety Act 2011 and Work Health and Safety Regulations 2011 (NSW)		
Responsible Officer	Vice-President, University Services		
Contact Officer	General Manager – j.carlisle@unsw.edu.au 9385 1708		
Superseded Documents			
File Number	Contact the Records & Archives Office .		
Associated Documents			
Version	Authorised by	Approval Date	Effective Date
1.0	Vice President, University Service	11 November 2013	11 November 2013

1. Purpose and Scope

UNSW Early Years aim to raise awareness about potential risks of allergy and anaphylaxis, and to create a safe environment for all engaged with the centres through education and training for all staff.

For children with allergies, anaphylaxis and those at risk of anaphylaxis our centres will facilitate effective care, health management and management of emergencies.

2. Definitions

Allergy: When there is changed activity in the body; when an overactive immune system produces antibodies to a substance.

Adverse reaction: Intolerance, hypersensitivity.

Food Allergy (immediate): Hives, asthma, anaphylaxis.

Food Allergy (delayed): rashes, diarrhoea

Anaphylactic Reaction: A severe, life threatening allergy causing redness, hives, swelling of face, abdominal pains, cramps, vomiting, swelling of airways and breathing difficulties, shock or lack of consciousness. This is the most severe form of allergic reaction and effective immediate management requires adrenaline and hospitalisation

Triggers/ Causes of allergy and anaphylaxis

Food allergies can be due to peanuts, other tree nuts (brazil, cashew, hazelnut, almonds), fish, shellfish, eggs, wheat, cow's milk, soy and seeds. The most common food allergies are cow's milk, egg and peanuts. Peanut allergy is the most likely to need intervention, that is, using adrenaline.

Other substances which may cause severe allergic reactions are antibiotics and vaccines, insect stings, latex, rubber, soaps, Band-Aids and Elastoplast, homeopathic and naturopathic preparations and some plants.

3. Procedure

3.1 Procedures to Reduce the Risk of Allergic reactions and Anaphylaxis

The Centre will minimise the risk of exposure of children to foods and other substances which might trigger severe allergy or anaphylaxis.

Practices

- Ensure that children do not share food or utensils.
- Be aware that allergies in children can be triggered by contact in the following ways – ingestion, inhalation (of a dust or vapour), skin contact or a bite or sting.
- Ensure all children with food allergies only eat food that is prepared in accordance with the family's, or doctor's, instructions.
- All relief staff and staff involved with food preparation and serving are informed of children and staff who have food allergies, the type of allergies they have, and the Centre's procedures for dealing with emergencies involving allergies and anaphylaxis.
- Restrict the use of foods likely to cause allergy in craft, cooking and play e.g. egg cartons.
- In preparing food, prevent cross-contamination between foods, food surfaces and utensils, particularly with products containing dairy products and eggs.
- Personal information about children or staff allergies is displayed in food preparation and serving areas in accordance with privacy guidelines and parental consent is obtained.
- Ensure soaps, lotions, and their parent has approved creams used for children at the centre. If not approved families will provide their preferred products.
- Ensure staff do not wear lotions, creams or hair product containing high-risk allergens such as Almond Oil etc.
- Ensure only permanent staff members serve food to children and remain seated at the meal table at all times whilst food is being provided. Any child with severe allergy should be seated next to an educator.
- Educate the children about allergies and how to keep peers safe e.g. not sharing food at the table.
- Regularly remind parents not to bring food into the centre.

A child may have a number of food allergies or there may be a number of children with different food allergies. It is not possible to have an allergy free policy for all these foods involved.

3.2 Procedures to Manage Allergies and Anaphylaxis

- Families will provide information regarding their child's health, medications, allergies, doctor's contact details and emergency contacts. Documents from a medical professional must be shown confirming a child's allergies and an approved **Action Plan for Anaphylaxis** supplied prior to the child starting at the Centre.
- Medical professionals will update action plans for Anaphylaxis annually.
- Ensure all staff are aware of children who have allergies and what they are allergic to prior to starting.
- Ensure forms are signed by the parent or guardian in regard to administering medication and treatment in emergencies.
- Ensure that families of children with known anaphylaxis provide an adrenalin pen for their children at all times when in attendance at the centre.

- The centre will provide an adrenalin pen as a risk management option.
- In any case where a child is having a severe allergic reaction, or any signs and symptoms of anaphylaxis, the Centre staff or manager should immediately administer treatment according to the child's Action Plan for Anaphylaxis or doctor's instructions. The Action Plan, or doctor's instructions, will be kept in the child's room. A copy of the Action Plan may also be displayed in the staff room and other prominent places.
- Staff will be trained in the emergency administration of adrenaline.
- Staff will consult with management to ensure a safe working environment in relation to any personal allergies.
- The centres do not allow nuts or nut products on the premises. See Nutrition and Food Safety Procedure
- Allergy and Anaphylaxis will be considered when planning excursions.

4. Review & History

5. Acknowledgements

Education and Care Services National Regulations 2011

Work Health and Safety Act 2011 and Work Health and Safety Regulations 2011 (NSW)

Australasian Society of Clinical Immunology and Allergy (ASCIA)

Australian First Aid

St. John Ambulance Australia

Anaphylaxis Australia Inc

www.allergyfacts.org.au

www.allergy.org.au

www.stjohn.org.au

Appendix A: History

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Version	Authorised by	Approval Date	Effective Date	Sections modified
1.0	Vice President, University Service	11 November 2013	11 November 2013	



Policy Hierarchy link	Children (Education and Care Services National Law Application) Act 2010 Education and Care Services National Regulations 2011 Anti Discrimination Act 1977 Disability Discrimination regulation 1996 Equal employment opportunity Act 1987 Sex discrimination Act 1984 Racial discrimination regulation 1987 UNSW Policies: Equity; Anti-Racism; Students with Disabilities.		
Responsible Officer	Vice-President, University Services		
Contact Officer	General Manager – j.carlisle@unsw.edu.au 9385 1708		
Superseded Documents			
File Number	Contact the Records & Archives Office .		
Associated Documents			
Version	Authorised by	Approval Date	Effective Date
1.0	Vice President, University Service	11 November 2013	11 November 2013

1. Purpose and Scope

Purpose

Celebrating and respecting the similarities and differences (diversity) of each other's culture, knowledge, and experience enriches our own life experience. Addressing biases and actively seeking opportunities to challenge and criticise normative discourse and explore diversity with children is important if we are to have a positive impact on social justice issues that exist within the centres and wider community.

The exploration of diversity not only encourages individuality and increases our sense of self worth, self esteem and belonging, it also prepares us to stand up to injustice.

Children learn from observing and imitating the behaviours, attitudes and values that are role modelled to them as well as those portrayed in children's stories, play equipment and media. As adults we are striving to provide positive role models for appropriate and acceptable social interactions, which celebrate diversity and contribute to harmony within our centre and wider community.

The purpose of the policy is to:

- Address biases that exist in society in order to help empower children to make decisions based on individual choice without relying on stereotypes and prejudicial conceptions.
- Raise awareness within the Centre of basic human rights and acceptance of each other by respecting and valuing not only our differences, but also our similarities.
- Value children as active citizens in their own right.
- Promote positive attitudes towards diversity and to value people:
 - of Australia's Aboriginal and Torres Strait Islander heritage
 - from culturally and linguistically diverse backgrounds
 - who may be socially isolated or socially constructed as vulnerable
 - of all abilities, including children with additional rights

- from diverse family structures, including gay or lesbian families
- from a range of socio-economic backgrounds.

Scope

This policy will apply to all families, staff (ie. full time / part time employed staff, casual staff), volunteers, students, family members acting as primary contact staff) and Management of UNSW Early Years.

This policy complements and operates in conjunction with existing UNSW policies including Anti Racism Policy, Equity and Diversity Policy Statement.

2. Definitions

Culture - *Culture is a person's or group of people's way of life. It includes surface level aspects, such as the clothes, activities such as child rearing practices and traditions, as well as values and attitudes, which are the deepest level of culture* (Arthur, Beecher, Dockett, Farmer and Death, 2007). Culture can include race, religion, ethnicity, language, beliefs and traditions.

Anti-bias approach - An anti-bias approach consists of policies and practices which deal with all aspects of diversity and addresses issues of bias, such as culture, language, physical appearance, gender, lifestyle, beliefs, sexual preference, family structure, ability and age to prevent the development of prejudices and stereotypes resulting in discrimination.

Family - Those adults and children who have significant relationships with children attending the centre, incorporating diverse family composition, extended family and kinship ties.

Inclusive Curriculum - Inclusive curriculum means minimising the barriers to access and successful participation in education programs so that no group of learners are excluded from achieving the outcomes.

Additional rights - * note that the centre prefers to use the term "additional rights" rather than the DEC terminology, "disability". This also refers to children who may be gifted, have identified delays or require additional support for developmental, cultural or social reasons.

Objectification - treating people like tools or toys, as if they had no feelings, opinions or rights of their own.

3. Implementation

3.1 Children

Staff will develop and implement a program for children which addresses bias, recognises the diversity and injustices within society and encourages each child to develop to their full potential. *"Those who are helped to identify and to think critically about what they see in books, on TV, in movies and on signs and posters are more likely to develop healthy identities and understandings of others"* (Dau p23).

This will be achieved by:

- Viewing all children as competent with many strengths and abilities and as active social constructors of their own learning, particularly children with additional rights.

- Providing children with opportunities to explore diversity and celebrate culture. This can be done at an obvious level through use of languages, books, music, craft, clothing, resources and equipment, community access, community events and through less obvious means such as modelling co-operation, social responsibility, awareness of others, empathy and acceptance as appropriate ways of being part of a group.
- Actively encouraging all children to show empathy and assertiveness whilst respecting the rights of others.
- Providing equal opportunities for boys and girls to enter experiences based on their interests, educational and developmental needs and strengths rather than gender stereotyping and reflecting on the use of space by gender groups.
- Providing experiences for children with additional rights and varying abilities as part of the daily program, and providing an inclusive curriculum for all children. All children will be actively encouraged to accept and support each other.
- Ensuring that an appreciation of indigenous culture, heritage and languages is reflected in all the centre's experiences and work activities.
- Ensuring that interactions with children are supportive, unbiased and thoughtful.
- Planning for opportunities for children to critically analyse popular culture, media and stories, to use role-play to solve problems relating to unfairness, provide children with opportunities to make connections with the local community.

3.2 Families

The centre will include and work with families in the following ways:

- Ensuring that at enrolment, all families are made aware of, and have the opportunity to, read and discuss this policy with the Nominated Supervisor. The discussion should include sharing with families some activities and resources that the centre will provide and use with children in order to work within the purpose of this policy.
- Acknowledging that families best know their child and use this information for the care of the child.
- Show sensitivity and respect for the range of family structures including same sex parents.
- Understanding that child rearing practices and family values will have a profound impact on early development. Staff and families will communicate about preferred child rearing practices within the family such as home routines, religious practices, communication style (verbal and non-verbal), health and safety, and cultural values.
- Facilitating staff awareness of possible conflicts between the values and practices of children's families and those values within the centre. Staff will be open and sensitive about how they discuss the value of various learning experiences with the families and accommodate as much as possible, but not contravene practices within the legal requirements placed on the centre.
- Encouraging and supporting families to participate in their child's program through constant communication, both verbal and written. Where possible and necessary, translations will be provided. Families will be encouraged to share their culture, values and interests eg. sharing languages, meal preparation, skills and strengths, and practices within the home environment.

- Acknowledging that equal participation does not mean everyone participates in the same way and that it may be in different forms.
- Valuing multiple perspectives (other than those values which lead to the discrimination of others) and empower families as decision-makers about their children's wellbeing.
- Providing for family social events that support families from different cultures to socialise and develop a sense of belonging at the centre.

3.3 The program and environment

The program and environment will incorporate resources and experiences, which challenge stereotypes and value diversity. Children will be encouraged to critically analyse dominant discourses through their play and conversations.

“Children who are provided with accurate images and props, and who are encouraged to think and talk about differences, will be more prepared to deal with biases” (Dau, p23).

This will be achieved through:

- Using inclusive and non-discriminatory language and language that avoids objectification in regards to people with additional rights.
- Providing an environment that respects diversity through its use of resources.
- Employing a diverse staff team who will use language and literacy in all its forms.
- Encouraging children to explore their own hidden values, and misconceptions in society through simple discussion about issues.
- Encouraging children to verbalise their feelings towards each other and to work through their own emotions and conflicts.
- Providing opportunities for children to participate in experiences, which help them recognise bias and stereotypes, provide them with strategies to take action against bias and which encourage critical thinking and problem solving. These experiences may be planned or take opportunities that arise spontaneously within the daily program and in children's play.
- Incorporating the use of external specialists in order to ensure all children, including children with different abilities, have access to all areas of the centre's program.
- Planning for successful transition between areas of the centre to support the child's wellbeing and continuity in the learning environment.
- Providing equipment and resources that reflect positive images of difference, disability and inclusion.
- Ensuring resources and equipment respectfully, and realistically, reflect Australia's indigenous heritage and multi-cultural society.
- Supporting the second language (English) to be learnt in addition to, rather than as a replacement of, the home language.
- Working with families to learn and use key words and statements as well as written forms of the child's home language to use in all aspects of the program.
- Supporting staff who share a child's home language or any other language to use it throughout the day and to assist children to make connections with English.
- Providing books, music, and game activities in a variety of languages for use by children.

- Including various languages including sign language and local Aboriginal language in the program in a variety of contexts.
- Respecting all family types and challenging discriminatory and homophobic attitudes.
- Identifying and combating stereotypes and any discriminatory behaviours including racism, sexism, ageism, homophobia and classism.
- Valuing the system of extended family kinship and welcoming them in the Centre.
- Respecting local elders and seeking ways to involve them in the children's programs
- Supporting community activities aimed at reconciliation.
- Ensuring resources and experiences do not reflect gender stereotypes or sexist images or behaviours. Deconstructing gender stereotypes within the community and media and discussing the power relations within. These narratives can then be reconstructed to reflect multiple possibilities.
- Ensuring all family structures, including gay and lesbian families, have a positive and visible presence within the Centre.
- Using non-sexist language and acknowledging children's attempts and achievements rather than their appearance.
- Using the principles contained in this policy to facilitate all areas of curriculum such as areas of literacy (including critical literacy) and numeracy, media and technologies.

3.4 Staff

Staff will develop knowledge, understanding, appreciation and sensitivity of diversity issues through:

- Being encouraged to seek awareness of her/his own feelings, beliefs and background, evaluating the effect these may have on attitudes and interactions with families.
- Providing ongoing evaluation, in conjunction with families, of anti bias aspects within the program.
- Developing relationships with families and seeking information from families as much as they can about the types of experiences children have outside the centre and incorporating them as much as possible as a basis for learning.
- Seeking to employ staff from a range of social and cultural backgrounds including bilingual and bicultural staff as well as staff of different genders and age groups.
- Providing professional development for staff to extend their knowledge of social justice, inclusive and anti-bias practices through training opportunities, resources and publications and discussions at staff and other meetings to combat discrimination that may exist amongst staff.
- Establishing and maintaining links with organisations, which promote social justice and inclusion and/or provide specialised support or resources.
- Ensuring compliance with relevant State and Commonwealth legislation to provide an inclusive and discrimination free environment.
- Actively seeking information about Aboriginal and Torres Strait cultures and Indigenous issues within the local and wider community.

3.5. Wider Community

Networking with community organisations and accessing resources which support the development of an anti bias approach will be implemented by:

- Recognising and utilising the Indigenous community as a significant resource.
- Utilising the resources available within UNSW.
- Seeking specialised assistance/additional support to successfully include children with additional rights.
- Working as a whole team, including any additional support staff, in meeting the interests and strengths of all children.
- Maintaining updated information about children with additional rights.
- Planning an Individualised Family Service Plan in collaboration with families and other professionals/agencies, including Inclusion Support Agencies (ISA's).
- Providing or seeking support/funding to provide any building or environment modifications that may be required.
- Providing or borrowing equipment that may be required and seeking training to appropriately use such equipment.
- Working collaboratively with other groups, children's services or schools to support the child in the transition to the next learning environment.

4. Review & History

5. Acknowledgements

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Programming and planning in early childhood settings. Sydney, Harcourt Brace.

United Nations Convention on the Rights of the Child

Community Child Care Cooperative (NSW) - www.cccnsw.org.au

Dau, E (2001). *The anti-bias approach in Early Childhood*. NSW Australia

Dept of family, community services and indigenous affairs - childcare service handbook 2005-2006.

ECA Code of ethics - www.earlychildhoodaustralia.org.au

Robinson, K and Diaz Jones, C (2007) *Diversity and Difference in Early Education*. Open University press, Berkshire England.

UNSW Policies: Equity. Anti-Racism. Students with Disabilities.

Vajda, M. (2001). Cultural diversity. In E. Dau (Ed.) *The anti bias approach in early childhood* (pp29-43) NSW: Longman.

Related legislation

Education and Care Services National Regulations 2011

Anti Discrimination Act 1977

Disability Discrimination regulation 1996

Equal Employment Opportunity Act 1987
Sex Discrimination Act 1984
Racial Discrimination regulation 1987

ECA Code of Ethics

The Code of Ethics, developed by Early Childhood Australia, underpins the core values, beliefs and practices within the Centre. The Code also outlines the ethical responsibilities of staff to identify and address bias, injustice and unethical practices. A copy of the Code is displayed within the centre and a copy given to each staff member upon employment at the centre.

Appendix A: History

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Version	Authorised by	Approval Date	Effective Date	Sections modified
1.0	Vice President, University Service	11 November 2013	11 November 2013	



Policy Hierarchy link	Children (Education and Care Services National Law Application) Act 2010 Sections 165,167 Education and Care Services National Regulations 2011 (99, 158,162(2)(f))		
Responsible Officer	Vice-President, University Services		
Contact Officer	General Manager – j.carlisle@unsw.edu.au 9385 1708		
Superseded Documents			
File Number	Contact the Records & Archives Office .		
Associated Documents	See Guidelines for individual Centres		
Version	Authorised by	Approval Date	Effective Date
1.0	Vice President, University Service	11 November 2013	11 November 2013

1. Purpose and Scope

It is the responsibility of staff and families to ensure the safe arrival and departure of children at the education and care setting along with the completion of statutory documentation. Practical and safe approaches will promote a smooth transition between home and the centre, assure the completion of the required records for the claiming of the *Commonwealth Child Care Benefit* in long day care services and confirm each child's presence or absence from the service.

The Centres will:

- ensure the safe, and documented, arrival and departure of children each day
- support children and families to settle into the service each day.
- ensure that if, due to an emergency, the child is not collected from the Centre by closing time, appropriate care is made available.

This procedure applies to all families, staff and educators at the service.

2. Definitions

3. Procedure

3.1 Maintaining Records of Attendance and Departure

3.1.1 Duties of Approved Provider or Delegated Authority

1. Maintain a record of attendance at the Centre, including full name of each child attending, arrival and departure times, signature/initials of the person who delivers and collects the child or the nominated supervisor or educator.
2. Ensure that a child leaves the Centre only with a parent, authorised nominee, an authorised delegate as a part of an excursion or because the child requires medical care. (This does not include a parent who is prohibited by a court order from having contact.)

3.1.2 Duties of Responsible Person

1. Review the **Sign In and Out Sheet**. Where parents or authorised persons have not signed in a staff member will note that the child is in attendance. Families will be reminded to complete this record.
2. Ensure that two staff members verify that all children have been signed out of the centre. If a child is not signed out educators/staff members will check all areas of the centre to ensure no child remains. This will be confirmed via the **end of day check** recorded at each centre.
3. Request an 'authority to release' from the family prior to allowing anyone other than those listed on the enrolment form to collect a child from the service.
4. Allow a child to leave the centre only with an authorised person who appears able to appropriately care for the child. It is at the educators' discretion to determine if they believe an authorised person is unable to appropriately care for the child based on the individual case and circumstances.

3.1.3 Duties of Families/ Family Member or Delegated Authority

1. Sign each child in and out of the service upon arrival and at the time of departure, on Record of Attendance with a signature or initial.
2. Remain responsible for their child whilst they are on the education and care premises.
3. Inform a staff member of any relevant issues pertaining to the child before leaving.
4. Maintain up to date information on the Enrolment Form regarding certain identified people (over the age of 16) who are authorised by the parent/guardian to collect the child.
5. Produce identification, preferably with photo, when collecting a child if unfamiliar to the centre or staff on duty.

See **Guidelines** for individual Centres for further requirements.

3.2 Settling a Child in to the Centre

3.2.1 Duties of Responsible Person

1. On orientation and on the first day of enrolment, remind families that all children need to be signed in and out as a part of regulatory and funding obligations. Families will also be informed that sign on sheets will be used for emergency evacuations and need to be completed by families both on arrival and on departure from the service.
2. Develop rosters to provide for continuity of care for the families and children throughout the day.

3.2.2 Duties of Educators and Staff

1. Set the environment with familiar areas for children to enjoy when they are settling into care. Changes in the environment will be discussed with children and families to promote consistency and to help children feel secure in their setting.
2. Greet families and find out about the child's needs for the day.
3. Support children to participate in an activity, assist with separation for both adults and children and to say goodbye.

4. During the day, engage with, support and nurture the child. Provide learning opportunities and encourage the child's participation in activities.
5. At the conclusion of the day welcome families and communicate about the child's day. Any important messages will be passed on to families, including changes in the child's routine, accident reports or medication needs.

3.2.3 Duties of Families / Family Members or Delegated Authority

1. Visit the Centre prior to your child starting. Spend time in the room with your child - playing, getting to know staff and other children, participating in mealtimes etc.
2. Communicate anything of importance to the educators, including information about the child's habits, likes, medication, a change of routine, a person other than a known authorised adult picking up a child, completing documentation or if there is a change in time of arrival or departure for a child.
3. Avoid rushing a child. Bring in a special comforter as required e.g. soft toy. Never leave without saying goodbye to your child.

3.3 Procedure for Late Collection of Children

Families must leave the Centre by the licensed closing time (not arrive at the centre at this time). If there is a dispute the time used to identify the correct time will come from the talking clock (phone number 1194). It is the parent or guardian's responsibility to ensure that children are collected from the Centre on time. If, however, the parent or guardian is unable to be at the Centre by closing time through circumstances beyond their control, the following procedures shall be followed:

- Staff should be informed as soon as possible.
- If the Centre has not heard from a late collecting family, staff will attempt to contact parents and the emergency contacts nominated on the enrolment form.
- 2 staff will remain with the child at all times.
- Staff will begin to fill in a 'late collection form'. This will be completed upon the child's collection with the collecting adult adding a comment and signature to the form and the two staff members also signing.
- **A late fee of \$40 for the first 15 minutes or part thereof applies. After this time the penalty is \$30 for every 15 minutes or part thereof after.**
- If staff have been unable to contact any persons listed on the form, the Nominated Supervisor or the UNSW Early Years Manager will be then contacted.
- **One hour after closing time**, if no other satisfactory arrangements have been made UNSW Security will be contacted and asked to come to the Centre so that one staff member can go home. The child will be taken with one staff member and UNSW Security officer to the Security base on campus. The staff member will also take the child's bag, a copy of their enrolment form, cushion, blanket, some food and books. A sign will be left for parents advising address of Security base.
- At Security base, one Centre staff member will remain with the child and Security officer. If this is not possible then the Centre's Nominated Supervisor or the UNSW Early Years Manager will be contacted.

- If the child has not been collected by **8pm** and no other arrangements have been made then the Police should be contacted. The Department of Education and Communities help-line (13 36 27) will also be contacted.
- Once late collection occurs 3 times within a calendar year, a family will be asked by UNSW Early Years Management to “show cause” why the child’s enrolment should not be terminated.

4. Review & History

5. Acknowledgements

Department of Education, Employment and Workplace Relations – www.deewr.gov.au

National Quality Standard 2.3.3

Appendix A: History

The authorisation and amendment history for this document must be listed in the following table. Refer to information about [Version Control](#) on the Policy website.

Version	Authorised by	Approval Date	Effective Date	Sections modified
1.0	Vice President, University Service	11 November 2013	11 November 2013	



Policy Hierarchy link	Children (Education and Care Services National Law Application) Act 2010 Education and Care Services National Regulations 2011 Child & Young Persons (Care & Protection) Act, 1998 Ombudsman Amendment (Child Protection and Community Services) Act, 1998 Commission for Children and Young People Act, 1998 Child Protection Act chapter 16A October 2009) Child Protection (Prohibited Employment) Act, 1998 Child Protection (Working With Children) Regulation 2013		
Responsible Officer	Vice-President, University Services		
Contact Officer	General Manager – j.carlisle@unsw.edu.au 9385 1708		
Superseded Documents			
File Number	Contact the Records & Archives Office .		
Associated Documents	Working with Children Check Guidelines, Commission for Children and Young People, 2000		
Version	Authorised by	Approval Date	Effective Date
1.0	Vice President, University Service	11 November 2013	11 November 2013

1. Purpose and Scope

The principal activity of any child care service is to provide care, education and a safe environment for children. Child abuse is a widespread problem, and has no cultural or socio-economic boundaries. UNSW has a responsibility to both children and their families to ensure that children, whilst in the care of its Centres, are protected from child abuse.

Under relevant legislation, child care centres are required to ensure allegations of child abuse concerning children in their care are appropriately addressed. Under *The Child Protection (Prohibited Employment) Act 1998*, and *The Commission for Children and Young People Act, 1998*, numerous procedures are in place to identify and exclude, if necessary, all inappropriate persons from having contact with the children in care or from being employed in child care services.

This procedure was developed to provide a framework for the protection of the child and to clarify procedures for staff who may be required to report on allegations of child abuse. It also sets down procedures that relate to allegations of abuse against a staff member or adult on the services' premises or by a staff member generally.

The goal of this procedure is to:

- promote the safety and wellbeing of all children attending the Centre and their families
- ensure that all the children attending the Centre are safe from neglect and from physical, emotional or sexual abuse by staff or other adults whilst at the Centre
- ensure that record keeping is sufficiently detailed to indicate possible child abuse
- ensure that staff are trained and skilled in identifying possible indicators of abuse, are aware that they are mandatory reporters who are required to notify any concern or child protection issue and keep up to date on legislation so intervention is possible.

- ensure staff are aware of their roles and responsibilities and procedures to follow if a case of abuse is suspected
- work within the guidelines relating to the Wood Report – Special Commission Inquiry into Child Protection and follow Keep them Safe practices which focus on shared responsibility of child protection for Non-Government Organisations (NGO) in conjunction with Department of Education and Communities.
- support families on a local level in a co-ordinated approach with other government organisations and NGOs by acting as a network service/agency in recommending appropriate and relevant services in the community for help and support.
- ensure that all notifications remain confidential.

This policy will apply to all families, staff (i.e. full-time/ part-time employed staff, casual staff, volunteers, students, family members acting as primary contact staff) contractors and Management of UNSW Early Years Centres, UNSW.

This policy operates in conjunction with the UNSW Child Protection Policy.

2. Definitions

Child- A person under the age of 16 years.

“Child Abuse”- refers to a child “at risk of significant harm.” This includes one or more of the following circumstances;

- the child’s basic physical or psychological needs are not being met,
- necessary medical care has not been arranged for the child,
- the child has been or is at risk of being, physically or sexually abused or ill-treated,
- the child is living in a household where domestic violence occurs and, as a consequence, the child is at risk of serious physical and psychological harm,
- a parent or caregiver has behaved in such a way towards the child that the child has suffered or is at risk of suffering serious psychological harm.
- assault (including sexual assault) of a child,
- ill-treatment or neglect of a child, or
- exposure or subjecting a child to behaviour that psychologically harms a child.

A child abuse allegation can also include an allegation of misconduct that may involve child abuse eg. an allegation involving possession of child pornography.

Child Abuse Conviction- Any conviction of a person, in the State of New South Wales or elsewhere, of an offence involving child abuse, and including a finding by the court that a charge for such an offence is proven even though the Court does not proceed to a conviction. The term “allegation” must refer to a description of behaviour that may constitute child abuse and also refers to “conviction” for the purpose of this policy.

Prohibited person- Any person convicted of a serious sex offence will not be permitted to work or seek work in employment which primarily involves direct contact with children where that contact is un-supervised (in either a paid or unpaid role).

Vexatious complaint- Any allegation of child abuse against a staff member that is unfounded.

See further **Definitions** under **Appendix**.

3. Procedure

3.1 Indicators of abuse

There are many indicators of child abuse and neglect. The following is a guide only. One indicator on its own may not imply abuse or neglect. Each indicator needs to be considered in the context of other indicators and the child's circumstances.

General indicators of abuse and neglect include:

- marked delay between injury and seeking medical assistance
- history of injury
- the child gives some indication that the injury did not occur as stated
- the child tells you someone has hurt him/her
- the child tells you about someone he/she knows who has been hurt
- someone (relative, friend, acquaintance, sibling) tells you that the child may have been abused

See **Appendix** for a **Detailed List of Indicators of Forms of Abuse**

3.2 Procedures to assist centres in the area of child protection

3.2.1 Encourage staff development

- Organise staff meetings during the year for the discussion of child protection guidelines and the effect on staff duties.
- Organise and attend workshops or training seminars for staff on child protection issues and legislation as part of professional development.
- Provide ongoing staff training in the use of appropriate protective behaviour programs for children.

3.2.2 Minimise stress factors amongst staff

- Provide training for staff to be aware of their own personal levels of tolerance and stress and ensure staff take regular breaks and are aware of other staff members' stress levels.
- Provide opportunities for staff to have release from primary contact duties with children.
- Provide opportunities for staff to be multi-skilled and undertake a range of different tasks within the Centres (eg. administration, food preparation, providing professional development for staff and field).
- Use job rotation within the Centre to provide staff with diverse work experience and to alleviate stress.
- Ensure staff always work with another staff member, and are always in clear view of another staff member when working with children, in order to minimise stress and the possibility of vexatious allegations.
- Ensure that staff have the opportunity to take, and that they appropriately use, rostered days off and time in lieu to minimise burn out and stress levels.

3.2.3 Provide ongoing communication about child protection issues to families

- Communicate with families about the strategies used within the program to help children feel safe and protected, for example, protective behaviours.
- Ensure information about resource organisations, appropriate support networks/agencies, and resource material is easily accessible to families.
- Ensure families are aware of any changes to legislation which may affect the operation of the Centre.

3.2.4 Use the program to encourage assertive behaviours and security in children

- Develop programs that take into account the developmental stages of the children and do not shift the onus for safety from adult to child and from abuser to victim.
- Implement protective behaviour programs which will help children learn about self-protection, asking someone they trust for help if they feel unsafe, and the development of positive assertive behaviours for use with other children.
- Provide an environment and strategies which encourage positive self-esteem, secure relationships with adults and children, and assist children in developing pro-social behaviours.

3.2.5 Support and encourage children to develop trust and feel safe within centre

- Help children to identify and discuss their feelings in a variety of situations, recognising negative feelings as well as happy, safe feelings.
- Encourage children to talk about situations where they feel safe and do not feel safe.
- Listen to children so they know their questions and concerns are understood.
- Encourage questioning and decision making skills.
- Respect children's choices and decisions and encourage them to respect other children's choices, especially where physical contact is concerned.
- Teach children, when developmentally appropriate, the basic principles of "No, Go and Tell", and to say "no" if they feel uncomfortable, to get out of the situation if possible and to tell someone they trust as soon as possible.
- Help children to identify a network of five people they can trust and turn to when they feel unsafe.
- Use correct terminology for all body parts, while being sensitive to cultural and family values.

3.2.6 Procedures for reporting suspected risk of harm

The staff will use the following procedures to assist with recognising and reporting child abuse and neglect.

When there is a concern that a child is being abused or neglected:

Step 1 Raise the matter/concern in confidence with the Nominated Supervisor immediately. This concern would be based on:

- first hand observation of the child, young person or family
- what the child, young person, parent or other person has disclosed
- what can reasonably be inferred based on professional training and/ or experience.

Have written observations of the child available for discussion.

Step 2 Staff will access the Mandatory Reporter Guide (www.keepthemsafe.nsw.gov.au) to decide if the child is at risk of significant harm. Staff will print out the decision report and maintain on the child's file.

Step 3 If, after completing the mandatory reporter guide, the issue is NOT considered RISK OF SIGNIFICANT HARM, the Nominated Supervisor and contact staff will continue to record clear, dated, objective and simply stated observations, including indicators, on the child. All documentation will be kept in a confidential file and discussed with the Nominated Supervisor before filing.

If staff remain concerned but unsure of the evidence the Nominated Supervisor will contact Department of Education and Communities Child Protection Hotline on 13 3627 to seek further advice.

Step 4 If there is an immediate danger to the child, the local police station and/or the Child Protection Hotline should be contacted immediately.

Step 5 When the use of the Mandatory Reporter Guide advises risk of significant harm, the mandatory reporter must make a report to the **Child Protection Helpline 13 3672**.

Note changes to the Child Protection Act (Chapter 16A) on 30/10/2009 relate to privacy and the sharing of information across agencies. If required, staff may contact a child's doctor, paediatrician or prior early childhood centre to seek further assistance with supporting a child/ family.

3.3 Procedures to follow when a child makes a disclosure

The staff will use the following procedures to assist when a child has disclosed that they have been abused.

- Listen to the child
- Believe the child
- Don't make promises that you cannot keep
- Comfort the child
- Convey messages that it is not their fault. It is never a child's fault
- It was right to tell
- Tell them you will need to talk to other people whose job it is to help keep children safe

- Report to the Nominated Supervisor and to the Department of Education and Communities as soon as possible that same day.

Do not question the child about the details of the abuse/neglect as legal proceedings may be jeopardised.

If a child makes a disclosure in a group situation.

Calmly follow through on issues discussed with all children regarding protective behaviours. As soon as possible without removing the child from the group inappropriately, move to a quiet area and follow the steps outlined above.

Remember: our primary responsibility is to the child and we have a professional responsibility to report maltreatment. Confidentiality and ethical behaviour by all staff is of utmost importance in any issues of child protection.

Detailed strategies to assist staff in carrying out the above procedures are in *Making a Difference: Recognising Child Abuse and Neglect* 1998, Child Protection Council.

3.4 Procedures to follow when responding to an allegation.

The Centre will use the following procedures to RESPOND TO CHILD ABUSE ALLEGATIONS AND CONVICTION against an adult on the centre premises.

An allegation of child abuse can be made against a staff member by another employee, by a child's parents, or other caregiver, or may arise from advice received by an investigative agency including Department of Education and Communities, the Police Service and/or the Ombudsman.

Allegations of child abuse may be made against a staff member or a person 'engaged' by UNSW Early Years Centres to provide services to children, including students, volunteers and visitors.

The Ombudsman Act does not define the term "allegation". However an allegation should have the following elements:

- the person subject to the allegations is clearly identifiable; and
- the allegation details specific conduct or a pattern of behaviour that indicates abuse.

Step 1 When an allegation has been made the Nominated Supervisor will consult with the UNSW Early Years General Manager.

Step 2 If the allegation does not have the above elements the Nominated Supervisor, in consultation with the UNSW Early Years General Manager, will determine whether the matter should be treated as an allegation.

Step 3 Inform The University Legal Department.

Step 4 Notify The Ombudsman (9286 1000) within 30 days of the allegation being raised and Department of Education and Communities (133 627) of any allegation against a person employed or engaged in the Centre, whether or not there are reasonable grounds to believe that abuse has taken place. It does not matter where the abuse is said to have taken place, eg. at the Centre, in the home or at another location.

3.5 Procedures to follow when being requested by other agencies to share information

The Centre will use the following procedures to respond to a request from another agency to share information regarding a child.

Step 1 Collect the contact details of the person and agency making the request

Step 2 Seek clarification for the reason for the request

Step 3 Seek a written request from the agency for such information, write the report for the agency addressing key significant issues and keep a copy on file at the centre

Step 4 Where the matter is urgent and a written process is not suitable, confirm contact details of the person requesting information, do not give information at this point. Phone back the organisation and seek evidence that the person requesting the information is from this agency, then share the required information. Inform the agency that you will be taking notes about the conversation and will maintain records at the Centre as well as forward them a copy.

3.6 Procedures to follow when requesting other agencies to share information

The Centre will use the following procedures to request information from another agency to share information regarding a child.

Step 1 Write a request regarding the child in question addressing key significant issues. Keep a copy of this request on file at the centre. Await a response from the agency regarding this matter and seek further clarification where necessary.

Step 2 Where the matter is urgent and written process not suitable, contact the agency by phone to request the information. Identify yourself and where you are from, stating in line with Chapter 16A that you are requesting information regarding a particular child. Let them know that you will be recording the conversation and information given and that you will forward this information to them for their own records.

3.7 Responsibilities of the University of New South Wales

The University of New South Wales will ensure that before any staff commence their employment at UNSW Early Years centres, they will have a current Working With Children check. Please see **UNSW Human Resources procedure** outlining the process.

3.8 Responsibilities of Nominated Supervisors of the UNSW Early Years Centres.

It will be the Nominated Supervisor's responsibility to ensure:

- that all staff undergo training in all aspects of child protection and current legislation and its implications for their work
- that parents of children in the Centre are provided with information about relevant legislation and policy
- that all staff appreciate the importance of responding as set out in the policy and legislation

- that the UNSW Early Years General Manager be informed of any allegation of child abuse made against any staff member
- any situation regarding an allegation of child abuse, or any concern for any child as being at risk of harm, is treated with discretion and regard for the privacy and confidentiality of the persons concerned, recognising however, that the rights of children to be free from abuse must be held paramount
- that the management of staff will be organised so as to maximise protection of children from abuse and minimise opportunities for abuse, as well as minimise opportunities for vexatious allegations against staff
- that all staff sign an acknowledgment that they have read, understood and are prepared to abide by the University's Child Protection Policy, and the Early Years Child Protection Procedures.

3.9 Guidelines for Disciplinary Procedures

When there is an allegation against a staff member, verbally or in writing, the Nominated Supervisor must be informed and must then immediately inform the UNSW Early Years General Manager.

- The Nominated Supervisor in conjunction with the UNSW Early Years General Manager will notify the Ombudsman to request support on how to proceed. Procedure may be whether the University should conduct an investigation and report to the Ombudsman, or whether the University should conduct an investigation with Ombudsman support, or whether the Ombudsman will undertake the investigation.
- The Ombudsman MUST be informed of any allegation or conviction and a Child Protection Notification Form completed.
- The staff member, against whom the allegation is made, will
 - 1) be informed of the substance of any adverse comment included in the report,
 - 2) not be given a copy of the report, and
 - 3) is invited to make a submission (on their own behalf) for inclusion to the NSW Ombudsman.

The form and supporting material must be sent to the NSW Ombudsman Office within 30 days of the UNSW Early Years General Manager becoming aware of the allegation.

At the end of the investigation, a final report is sent to the Ombudsman containing details of the investigation and outcome. The staff member may make a verbal or written reply when the final finding is made to the Ombudsman.

The Nominated Supervisor after conferring with the UNSW Early Years General Manager will, with guidance from Department of Education and Communities, determine:

- (a) whether the Police need to be informed and if so who will inform them
- (b) when and how the child's parents are to be informed
- (c) when, and how, the staff member will be informed
- (d) how the investigation will be conducted.

If an allegation of child abuse is made against a staff member of UNSW outside of their employment at a UNSW centre it is the responsibility of their Nominated

Supervisor to notify the Ombudsman's Office by completing the appropriate forms. UNSW will request involvement in a joint investigation that includes Department of Education and Communities, any other parties involved and UNSW.

UNSW does not endorse any babysitting/childcare arrangements made between staff members and families of children enrolled at the Centres. This is considered to be a private matter.

Department of Education and Communities or the Police Department may decide to take responsibility for the investigation in serious cases.

Under the Ombudsman's guidelines, the staff member has a right to know that an allegation has been made against them, the outcome of any initial risk assessment and the substance of the allegation within a reasonable time frame, bearing in mind the need to ensure that the initial investigation either by the Nominated Supervisor, the Police, or Department of Education and Communities is not compromised. However the staff member does not have the right to know the identity of the person making the allegation or have access to other material provided by witnesses (for further detail see *Child Protection: Your New Responsibilities; NSW Ombudsman, 2000*).

In consultation with the Nominated Supervisor the staff member who received the allegation against the staff member must complete the appropriate form from the Ombudsman. The immediate employment status of the staff member against whom the allegation has been made should be determined by the Nominated Supervisor in consultation with Early Years Manager. In the event of a serious allegation the staff member may be placed on suspension. If the staff member is to be suspended, the UNSW Early Years General Manager will advise the Nominated Supervisor if this suspension will be with or without pay. Substantiated allegations which constitute serious and wilful misconduct will result in dismissal.

Where the Nominated Supervisor is required to undertake an investigation, an investigation plan should be developed in consultation with Department of Education and Communities and the Ombudsman's Office, to address the following issues.

- What the staff member's employment situation will be during the investigation, ie. suspended with or without pay or performs alternate duties.
- What information will be offered to the family, staff member involved, and other staff.
- Identification of possible strategies to support the child and family, staff member involved, and/or other staff, for example, counselling, alternative care arrangements, staff leave or alternate duties, as prescribed in the Centre Child Protection Policy.
- How, when, where and by whom interviews with the child, staff member involved and witnesses, will be conducted.
- How information will be provided to UNSW Management, the family and the staff member at the conclusion of the investigation conducted by Department of Education and Communities and the University.
- An estimated time frame for the investigation.
- Debriefing / counselling arrangements that will be available to other staff members in the Centre.

The investigation should proceed in accordance with the investigation plan, recognising that alterations to the plan may be necessary as the investigation progresses. Records of the investigation must be kept by the Nominated Supervisor.

At the conclusion of the investigation the records should be sent to Human Resources for placement on the staff member's personal file, including the Child Protection Notification Form, any supporting material such as statements, records of interviews, the outcome of the investigation and any record of any disciplinary action. All records are to be kept in a confidential manner and accessible only to appropriate senior officers of the University.

If after notification to the Ombudsman and subsequent investigation, a matter is found to be vexatious, the matter will be dealt with by the UNSW Early Years General Manager. Vexatious complaints made by users of UNSW Early Years Centres may result in exclusion of the family from the service. This will be determined by the Nominated Supervisor, in consultation with the UNSW Early Years General Manager.

A final decision will be made regarding the case by the Head of Agency, after consultation with Department of Education and Communities, the Ombudsman's Office and relevant groups.

If the employee and/or parent is dissatisfied with the process of the outcome of the investigation, a complaint can be lodged with the Head of Agency and/or the Ombudsman.

In any case, UNSW will:

- act fairly and without bias;
- conduct an investigation without delay;
- ensure the case is not investigated or determined by someone with a conflict of interest; and
- ensure the outcome is supported by evidence.

Parents and staff will be requested to sign enrolment forms and/or staff induction forms that they have read and agree to abide by the Centre's Child Protection Policies.

4. Review & History

Policy Evaluation

If major problems or concerns are identified during implementation, they shall be recorded and referred to the policy sub-committee/UNSW for discussion and possible modifications.

If there are no major concerns evident, this policy shall be reviewed taking into account the effectiveness of implementation guidelines, new theory in the policy area, any changes to philosophy, situation, legislation, government mandates or any other relevant issue.

5. Acknowledgements

The following references and documents were used extensively in the development of this policy, and are useful resources to assist in implementation of the policy:

Child & Young Persons (Care & Protection) Act, 1998

Ombudsman Amendment (Child Protection and Community Services) Act, 1998
Child Protection: Your New Responsibilities; NSW Ombudsman, May 1999 and 2000
Commission for Children and Young People Act, 1998
Child Protection Act chapter 16A October 2009)
Working with Children Check Guidelines, Commission for Children and Young People, 2000
Child Protection (Prohibited Employment) Act, 1998
Interagency Guidelines on Child Protection; NSW Child Protection Council, Feb 1997
Making a Difference: Recognising Child Abuse and Neglect, Child Protection Council, 1998.

www.keepthemsafe.nsw.gov.au

Decision tree access:

<http://sdm.community.nsw.gov.au/mrg/screen/DoCS/en-GB/summary?user=guest>

The legislation relevant to these procedures include:

- Child & Young Persons (Care & Protection) Act 1998
- Ombudsman Amendment (Child Protection and Community Services) Act 1998
- Commission for Children and Young People Act 1998
- Child Protection (Prohibited Employment) Act 1998
- Child Protection (Working With Children) Regulation 2013

Definitions and summaries of the Legislation can be found in the procedure

Appendix A: History

The authorisation and amendment history for this document must be listed in the following table. Refer to information about [Version Control](#) on the Policy website.

Version	Authorised by	Approval Date	Effective Date	Sections modified
1.0	Vice President, University Service	11 November 2013	11 November 2013	

Appendix B: Definitions of Legislation

The definitions and legal terms that will apply at UNSW will be those as set out in the relevant legislation from time to time. Management, staff, parents and other stakeholders should recognise that the ordinary meaning of some phrases may not apply since in keeping with a need to ensure strict adherence to the law, the meanings of some terms used within the relevant legislation will have a strictly legal definition.

The *Child & Young Persons (Care & Protection) Act, 1998* is an Act that defines what constitutes a child at risk of harm and prescribes the manner in which staff and management in child care services must respond when they have reasonable grounds to suspect that a child is at risk of harm. The legislation also sets out the agencies (NSW Department of Education and Communities and NSW Police) which have the responsibility to investigate such concerns.

The *Ombudsman Amendment (Child Protection and Community Services) Act, 1998*, compels the "Head of agency" (or licensee) of any child care service to notify the Ombudsman of any allegation of child abuse made against any employee (including paid or unpaid, full time or part time, casual or permanent, contractor, volunteer, work experience participant, student, visiting specialist etc.) in regard to alleged child abuse.

The definition of alleged child abuse is broad and does not allow for any discretion on the part of the licensee in ignoring vexatious, unproven, unsubstantiated or inconsequential allegations. The Agency is required to notify the Ombudsman of the allegation, to investigate the allegation and report to the Ombudsman the result of the investigation.

The *Commission for Children and Young People Act, 1998* defines the responsibility of the Commissioner to keep ongoing records of employment of all those working with children, and the screening of all those who propose to work with children. Employers are required to notify the Commission of any disciplinary matter relating to any employee in regard to child abuse. The Commission will also supply information to prospective employers regarding matters arising from previous employment of any person working with children.

The *Child Protection (Prohibited Employment) Act, 1998*, seeks to stop any "prohibited" person from working with children. Prohibited persons are those who have been convicted of any child pornography offence or any sexual or indecency offence punishable by 12 months or more imprisonment and any other person deemed to be prohibited by the Commission. It is an offence for a prohibited person to seek work with children or for any employer to employ a prohibited person to work with children.



CHILDREN'S HEALTH, MEDICATION AND WELLBEING PROCEDURE

Policy Hierarchy link	Children (Education and Care Services National Law Application) Act 2010 Education and Care Services National Regulations 2011: 85, 88, 90, 95 Australian Government Department of Health and Aging, National Immunisation Program Schedule (Aust), July 1 st 2013		
Responsible Officer	Vice-President, University Services		
Contact Officer	General Manager – j.carlisle@unsw.edu.au 9385 1708		
Superseded Documents			
File Number	Contact the Records & Archives Office .		
Associated Documents	INFECTIOUS DISEASES PROCEDURE		
Version	Authorised by	Approval Date	Effective Date
1.0	Vice President, University Service	11 November 2013	11 November 2013

Also refer to **INFECTIOUS DISEASES PROCEDURE**

1. Purpose and Scope

The primary role of this procedure is a preventative one. Our aim is to minimise the risk of spreading infection, whilst also minimising the disadvantage to parents who rely on the daily provision of care.

As the Centre does not have the proper facilities, nor specialised staffing to care for sick children, parents/guardians will be contacted to come and collect their child if they are unwell.

For parents this procedure provides an account of what action will be taken should a child arrive at the centre unwell or become unwell during the day. It also explains procedures for administration of medication in the event of the child becoming ill or needing to be given medication whilst in the centre.

Further, it sets out the circumstances under which parents/guardians may be asked to keep their child away from the Centre whilst their child is unwell and when a doctor's certificate will be requested.

For staff, this procedure provides a statement of responsibility and some guidelines for action in a variety of potential circumstances.

2. Definitions

3. Procedure

3.1 Well Children

Children should attend the centre when they are well and able to participate in the general routine of the service. This includes the ability to engage with their peers and the adults in their room as well as within the program of the day.

When children are well they can cope with the challenges of socialising with peers (other children) and expectations of being a part of a group. Learning and engagement will occur when the child comes to the centre when they are feeling well.

The wellbeing of the entire centre community is paramount to this procedure being followed.

3.2 Unwell Children

As a general principle, children should not be brought to the Centre if they have a contagious illness and if they are not able to cope adequately with usual Centre routines and experiences. Parents/ guardians should phone the service if in doubt about their child being well enough to attend the centre.

If a child becomes unwell during the day, appropriate care will be taken to ensure the child's immediate needs are met. The Responsible Person will be informed and will determine if the child needs to go home to rest and recover. The parent will be contacted to collect the child from the centre. The Responsible Person may, at their discretion, request a Doctor's Certificate clearing the child's health prior to their return to the centre.

A child, whose illness is infectious to others, is not permitted to attend the centre until they are no longer contagious. Please see **INFECTIOUS DISEASES PROCEDURE 3.5** Excluding Sick Children.

Parents are requested to phone the Centre if their child has been unwell and keep them at home until they are well. Please do not bring your child to the centre if they have been given medication that will suppress the symptoms.

Please inform the centre if your child has been unwell prior to their attendance at the centre - such as at the weekend - to allow the staff to best meet the needs of all children at the centre.

3.3 Temperatures

A child's body temperature often fluctuates markedly during the course of an infection. A common pattern is for a child to develop a high temperature during the course of the night, but to appear perfectly well the next morning. During the day, however, the child's temperature may once again rise.

Staff members suspecting that a child has an elevated temperature should measure the child's temperature.

If the child's temperature is between 37.5 - 37.9 degrees Celsius, the centre will contact the family to inform them of the situation. If the child's temperature becomes 38 degrees Celsius or greater the child will be considered unwell and the parents phoned and asked to collect the child within an hour.

Staff will not administer Paracetamol unless a medical practitioner has prescribed it. The centre will keep Paracetamol on hand at the centre if parents wish to administer it to their child when they come to collect them.

If parents or emergency contacts cannot be contacted and the temperature continues to increase, the child will be taken to the Sydney Children's Hospital.

If your child has been sent home with a temperature, they must remain at home the following day to ensure they are completely well. It is important that the child's temperature be 'normal' for at least 24 hours and that there is no sign of illness before returning to the Centre. This will reduce the possibility of cross infection with other children, as temperatures can often be the first sign of an illness.

We appreciate your support in helping us to provide an environment that is safe and healthy for all children, staff and families within the community.

3.4 Prescribed Medication - Short Term

Our Centres will only administer prescribed medications. The medication must be in its original container; it must be current and made out in the child's name (not that of a sibling or parent). The prescription label should be attached to either the box or bottle and must be brought in for the medication to be administered.

Over the counter preparations such as decongestants and cough mixtures will not be administered unless specifically prescribed by a medical practitioner. The doctor must provide a letter each time medication is to be administered. The child's name, type of medication, dosage required and time of administration are to be entered by the parent on the medication form for each time and day that treatment is required. The staff member administering the medication and the witness is also to sign the medication form after he/she has administered the medication (See **Administering Medication Procedure 3.6**). The child must however still be well enough to participate in the centre's routine in order to attend.

3.5 Prescribed Medication - Long Term

Where medication for the treatment of long-term conditions such as asthma or epilepsy is needed, either intermittently or on a continuous basis, the above conditions also apply. In addition, a special medication form and or medical action plan must be completed with input from the medical practitioner. Families and staff regularly consult to ensure that the child is appropriately supported whilst in the centre. Children with asthma who require their reliever more than every three hours are not considered well enough to attend the centre.

3.6 Administering Medication Procedure

Only permanent staff are permitted to administer medication to children. The medication will be administered as per the medical practitioner's directions.

Medication will be administered to children individually.

Permanent staff member in the room will check:

- The medication folder to see who needs medication

With a second staff member as witness

- Check name on bottle and medication form
- Check dispensed and expiry date on bottle
- Check dosage on bottle
- Measure correct dose
- Give medication to the child

Both staff watch child take medicine.

Both staff sign medication form immediately.

Staff return medication - out of reach of children as required.

3.7 Teething

The teething process can be quite painful and is often a difficult period for child and parents. In extreme cases, the child may demand the full-time attention of a parent/caregiver. In this instance, staff at the Centres may request that the child be kept at home until the most severe symptoms have passed.

3.8 Parent Education

The Centres will distribute information issued by the Department of Health and the National Health and Medical Research Centre (NHMRC) to promote accurate information to parents about infectious diseases and other health issues.

4. Review & History

5. Acknowledgements

Legal and Policy Framework

Australian Government Department of Health and Aging, National Immunisation Program Schedule (Australia), 1 July 2013.

Acknowledgements and associated documents

Staying Healthy in Child Care: Preventing infectious diseases in Child Care, 5th Ed, 2013

Frith, J., Kambouris, N. & O'Grady, O. (2003). *Health and Safety in Children's Centres: Model policies and practices*. UNSW.

Health and Safety in children's centres, model policies and practices. 2003, 2nd edition (revised)

Appendix A: History

The authorisation and amendment history for this document must be listed in the following table. Refer to information about [Version Control](#) on the Policy website.

Version	Authorised by	Approval Date	Effective Date	Sections modified
1.0	Vice President, University Service			



Policy Hierarchy link	Children (Education and Care Services National Law Application) Act 2010 Education and Care Services National Regulations 2011: 168 (2)(f) National Quality Standards: 7.3		
Responsible Officer	Vice-President, University Services		
Contact Officer	General Manager – j.carlisle@unsw.edu.au 9385 1708		
Superseded Documents			
File Number	Contact the Records & Archives Office .		
Associated Documents			
Version	Authorised by	Approval Date	Effective Date
1.0	Vice President, University Service	11 November 2013	11 November 2013

1. Purpose and Scope

Comfortable, appropriate clothing is important as it makes it easier for the children to take part in the day's activities and to more easily perform routine tasks as well as providing protection from the sun.

As respected professionals employed by UNSW all employees at UNSW Early Years services are required to dress in a professional manner whilst allowing for their tasks to be carried out safely.

2. Definitions

3. Procedure

3.1 Children

3.1.1 Families' Responsibilities

Families are asked to dress their child in comfortable, easily laundered clothing that allows the child to participate in all experiences as well as develop their independence.

Families will:

- Provide at least one complete set of spare clothing. This must include underwear, socks, pants, t-shirt and a warm top. Please note that the weather can be very changeable and a variety of clothing is required.
- Mark each item with the child's name.
- Provide additional clothing for their children whilst in the process of toilet training.
- Ensure that their child's shoes fit correctly, do not have slippery soles and are firmly secured to the foot. Thongs, dress-up high heels, backless and platform shoes should not be worn.
- Provide a protective sun hat. This should remain at the Centre to be worn during outdoor play. Please refer to the sun protection procedure.

3.1.2 Staff Responsibilities

Staff will:

- Ensure that each child is adequately dressed for weather conditions and play experiences.
- Ensure that children are comfortably dressed for rest-time.
- Respect the children's individual/cultural clothing preferences
- Consult actively with families on individual clothing and dressing procedures.

3.1.3 The Centre's Responsibilities

The Centre will:

- Have a supply of clothing which will cater for different weather conditions should a child not have the appropriate items of clothing available.
- Make available protective clothing (aprons etc) for messy activities.

3.2 Staff

Staff are required to dress in a professional manner, and a way, which is appropriate to their role within the centre. Appropriate footwear can minimize injuries to the feet as well as contribute to safety for back care particularly for those who are engaged in regular physical activities with the children.

Staff will:

- Wear clothing that does not restrict their ability to perform their duties.
- Wear clothing that is respectful (ie no mid-drift tops, no short clothing, no underwear revealed, no singlets)
- Shoes which are flat heeled and fully enclosed are strongly recommended. High heeled shoes and thongs (including thongs with a back strap) are not permitted.
- Kitchen staff must wear fully enclosed shoes.
- A wide brimmed hat must be worn at all times outdoors.

Note: Please also see our **Sun Protection Procedure**.

4. Review & History

5. Acknowledgements

NSW Cancer Council www.cancercouncil.com.au/sunsmart website accessed 3/8/13

Appendix A: History

The authorisation and amendment history for this document must be listed in the following table. Refer to information about [Version Control](#) on the Policy website.

Version	Authorised by	Approval Date	Effective Date	Sections modified
1.0	Vice President, University Service	11 November 2013	11 November 2013	



Policy Hierarchy link	Children (Education and Care Services National Law Application) Act 2010 Education and Care Services National Regulations 2011: 168 (2)(1)		
Responsible Officer	Vice-President, University Services		
Contact Officer	General Manager – j.carlisle@unsw.edu.au 9385 1708		
Superseded Documents			
File Number	Contact the Records & Archives Office .		
Associated Documents			
Version	Authorised by	Approval Date	Effective Date
1.0	Vice President, University Service	11 November 2013	11 November 2013

1. Purpose and Scope

At UNSW Early Years we recognize, and respect, the importance of privacy and confidentiality. We will maintain private and confidential files for educators, staff, children and their families. We will develop systems for the appropriate use, storage and disposal of records.

We will ensure the information in these files is used only for the education and care of the children enrolled in the service, and only shared with relevant or authorised people as defined within authorisations of the *Education and Care Services National Regulations 2011*.

2. Definitions

3. Procedure

3.1 Collection of Information

In order to be able to meet the needs of each child, family, educator and staff member and to comply with the *Education and Care Services National Regulations 2011*, information must be collected and maintained.

3.1.1 Duty of Nominated Supervisor

The Nominated Supervisor will provide families with details on the collection of personal information as required.

This information may include:

- The types of information collected by the education and care service;
- The purpose of collecting information;
- What types of information will be disclosed to the public or other agencies; and when and why disclosure may occur;
- How information is stored at the service;
- Approaches used to keep information secure;
- Who has access to the information;
- The right of the individual to view their personal information;
- The length of time information needs to be archived;
- How information is disposed;

The Nominated Supervisor will ensure information provided by families and staff is only used for the purpose it was collected.

3.1.2 Sensitive Information

Sensitive information is that relating to information about an individual's religious beliefs, racial or ethnic origin, philosophical beliefs, political opinions, membership of a political association or trade union, sexual preferences or practices, criminal records or health information.

Sensitive information can only be used when informed consent is obtained at the time the information was collected.

3.2 Storage of Information

1. The Nominated Supervisor will ensure that all personal information is stored safely and securely reducing the chance of un-authorised access, use or disclosure.
2. Any information about a child or family that is to be displayed (eg. allergy information or family/cultural profile) must have written permission to be displayed.
3. Archived files will be stored safely and securely for the appropriate number of years (see **Retention of Records 3.6**).

3.3 Confidentiality and Access to Information

1. In keeping with the Early Childhood Australia (ECA) *Code of Ethics* (2008), the *Education and Care Services National Regulations 2011* and the *Privacy Legislation*, educators and staff employed by the education and care service are bound to respect the privacy rights of enrolled children and their families; educators and staff and their families and any other persons associated with the service. Educators will sign a Confidentiality Statement as it relates to privacy and confidentiality of information.
2. The Nominated Supervisor will ensure that information kept is not divulged or communicated, directly or indirectly, to anyone other than:
 - Medical and developmental information that is required to adequately provide education and care for the child.
 - The Department of Education and Communities, or an authorised officer, or as permitted or required by any Act or Law.
 - Other agencies as required for regulatory reasons.
 - Other parties such as Inclusion Support Workers, medical staff (speech therapists, child psychologists etc.) and only after families have given permission.
3. Information regarding children and families of the centre that must be taken to UNSW Early Years Management Meetings for discussion and resolution shall not include any confidential information (e.g. families' name, address etc.) and UNSW Early Years Management members shall ensure that any discussion regarding children, their families or staff will be treated with the utmost confidentiality.
4. Individuals will be allowed access to their personal information upon request. Authorised persons may request to view any information kept on their child.

- The Centres may include emergency contact details in a class list and in each Centre's contact directory. Access to these is limited to staff only.

3.4 Denial of Access to Information

Information may be denied under the following conditions:

- Access to information could compromise the privacy of another individual;
- The request for information is frivolous or vexatious;
- The information relates to legal issues, or there are legal reasons not to divulge the information such as in cases of custody and legal guardianship.

3.5 Maintaining current Information

The Nominated Supervisor is responsible for keeping all service records required under the Education and Care National Regulation 2011. These are updated regularly.

The centres provide families with an enrolment update form at the beginning of each new year. It is a condition of reenrollment that these are completed by families. Written reminders also are sent to families quarterly via emails to check that records are up to date. It is the responsibility of each family to update this information if changes have occurred.

Staff are required to update their personal contact details form at the centre at the beginning of each year and at any time when a change occurs. It is also staff responsibility to update this information on the myUNSW website as required.

The Centres take all reasonable precautions to ensure personal information is accurate, complete and up-to-date. However the accuracy of that information depends largely on the information provided by the individuals. Individuals are required to advise of any changes that may affect the initial information provided.

3.6 Retention of Records

Non-current records will be archived, as per requirements under the *Education and Care Services National Regulations 2011* and kept safely and securely with access only available to the Nominated Supervisor, specific staff and government officials.

4. Review & History

5. Acknowledgements

Information Privacy Principles - www.privacy.gov.au/publications/ipps.html

Department of the Officer of the Privacy Commissioner - www.privacy.gov.au

Early Childhood Australia - www.earlychildhoodaustralia.org.au

National Quality Standards: 7.3

Appendix A: History

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Version	Authorised by	Approval Date	Effective Date	Sections modified
1.0	Vice President, University Service	11 November 2013	11 November 2013	



Policy Hierarchy link	Children (Education and Care Services National Law Application) Act 2010 Education and Care Services National Regulations 2011		
Responsible Officer	Vice-President, University Services		
Contact Officer	General Manager – j.carlisle@unsw.edu.au 9385 1708		
Superseded Documents			
File Number	Contact the Records & Archives Office .		
Associated Documents			
Version	Authorised by	Approval Date	Effective Date
1.0	Vice President, University Service	11 November 2013	11 November 2013

1. Purpose and Scope

Tooth decay is a very common disease in early childhood. Early loss of baby teeth may cause drifting and crowding of the secondary teeth. The development of strong, healthy teeth is important as it may affect speech and language development and overall health.

We aim to promote good dental and oral hygiene habits in children, families and staff; to reduce the incidence of dental caries (tooth decay) in children’s teeth and to facilitate the prevention and management of dental trauma in children.

2. Definitions

3. Procedure

3.1 Preventing Tooth Decay

3.1.1 Oral Hygiene

- Hygienic storing of toothbrushes is important and difficult within an early childhood service. Children should brush their teeth twice daily. Children will not brush their teeth or have their teeth brushed by staff whilst at the Centre.
- Children will be encouraged to have a drink of water and to ‘swish and swallow’ before rest time (after their lunch) to promote good oral hygiene.
- Young children will be offered a drink of water after having their milk before their sleep where possible.
- Information about dental hygiene will be shared with families and children through provision of such things as educative pamphlets, information in newsletters, visits to the UNSW dental clinic and children’s books and activities.

3.1.2 Healthy Eating Habits

- The Centres will serve healthy meals and snacks at regular intervals.
- Menus will be prepared by the Cook and reviewed by the Nominated Supervisor with input from families. Menus will comply with the necessary guidelines as set down in

'Caring for Children, 2004'. (Commonwealth Department of Health and Family Services.)

- Sugary foods such as jams and honey will be limited in use.
- Water will be available for drinking throughout the day.
- Milk will be offered at both morning and afternoon tea.
- Water will be offered at lunch.
- Cheese will be offered regularly as part of a meal, or snack, as this reduces the harmful effects of sugar and salivary acids.

3.1.3 Bottles

- A drinking cup should be introduced during the child's first year and babies weaned from bottle drinking around 12 months of age.
- A bottle fed child (over 12 months) may be drinking too much milk which may affect the appetite, possibly stopping them from eating a variety of healthy foods.
- Bottles should only contain milk or formula (as part of a meal), or water between meals.
- Staff will sit with a child whilst they are drinking from a bottle, removing the bottle after each feed. A child who falls asleep with a bottle is at greater risk of tooth decay.
- Children in the habit of taking their bottle to bed will be discouraged from this once they are settled and able to cope. Bottles will not be taken into the sleep room once the child is settled.
- Bottle fed children will be offered water before going to sleep, if age appropriate.
- Under no circumstances will medication be added to a child's bottle.

3.1.4 Dummies and Comforters

These may be offered at sleep/rest times until a child is settled into the Centre. Prolonged use of dummies or finger/thumb sucking (beyond 3-4 years) may cause distortion to the teeth and bones that support the teeth.

3.1.5 Dental Trauma

In the event of a dental injury, staff will treat the child in accordance with a current First Aid Manual.

A parent, or emergency contact, of the injured child will be contacted and informed of the injury immediately.

3.1.6 First Aid Procedure for a knocked out or chipped tooth

- Remain calm. Attempt to find the tooth or tooth fragment(s). It is important to know whether the tooth or tooth fragment(s) have been inhaled.
- Inhaled teeth are considered a medical emergency and the child MUST be taken immediately to Casualty at the Sydney Children's Hospital for a check-up and possible chest x-ray.
- A baby tooth will not be placed back in the socket because of possible damage to the underlying developing permanent (adult) tooth.
- If a permanent (adult) tooth has been knocked out, place it in milk or saline immediately to avoid dehydrating and damaging the delicate cells on the root. Do not

rinse or scrub dirt off the tooth. Do not allow the tooth to dry. If in doubt about whether it is a baby or adult tooth, treat it as an adult tooth.

- The child's family will be notified and, if required, an ambulance will be called.

4. Review & History

5. Acknowledgements

NSW Little Smiles, Dental Health Resource Package for Childcare Professional, NSW Department of Health, 2010.

Health and Safety in children's centres, model policies and practices. 2003, 2nd edition (revised).

Thumb and finger sucking pamphlet; Australian Society of orthodontists and Colgate.

Keep your child's teeth healthy brochure; United Dental Hospital of Sydney

Caring for Children, food, nutrition and fun activities 3rd edition. A practical guide to meeting the food and nutrition needs of children in care.

Appendix A: History

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Version	Authorised by	Approval Date	Effective Date	Sections modified
1.0	Vice President, University Service	11 November 2013	11 November 2013	



DETERMINING RESPONSIBLE PERSON PROCEDURE

Policy Hierarchy link	Children (Education and Care Services National Law Application) Act 2010 <i>Education and Care Services National Regulations 2011: 173, 168(2)(i)</i> National Quality Standard: 4.2		
Responsible Officer	Vice-President, University Services		
Contact Officer	General Manager – j.carlisle@unsw.edu.au 9385 1708		
Superseded Documents			
File Number	Contact the Records & Archives Office .		
Associated Documents			
Version	Authorised by	Approval Date	Effective Date
1.0	Vice President, University Service	11 November 2013	11 November 2013

1. Purpose and Scope

As determined by the *Education and Care Services National Law*, a responsible person will be on the premises at all times and the details of the responsible person will be documented and clearly displayed for educators, staff and families.

The process for determining the responsible person will be clear to all educators and staff and followed at all times.

2. Definitions

1. The APPROVED PROVIDER – Holds the Provider Approval granted under the Children Education and Care Services National Law 2011. This approval authorises the Approved Provider to operate an approved education and care service. For Early Years Services this is UNSW.

2. The NOMINATED SUPERVISOR – this is a person with a Supervisor’s Certificate designated by the service as the Nominated Supervisor. This person is responsible for the day-to-day management of an Approved Service and has a range of legal responsibilities under the Law and Regulations that govern the operation of education and care services.

3. A CERTIFIED SUPERVISOR is one who has been granted a Supervisor Certificate under the Children Education and Care Services National Law 2011. In the absence of the Nominated Supervisor, a certified supervisor may be left in charge of the day-to-day operations of the service however does not have any statutory responsibilities under the National Law and Regulations.

3. Procedure

3.1 Responsible Person

A service must always have a responsible person on the premises at all times. A responsible person can be:

1. The approved provider

2. The nominated supervisor
3. A certified supervisor

The responsible person will hold a certified supervisors certificate or will have submitted the required documentation to become a certified supervisor (and have evidence that the documentation has been submitted).

3.1.1 Consent to being the Certified Supervisor placed in day-to-day charge

An educator with a supervisor certificate may consent to be placed in day-to-day charge of the education and care service.

The designation must be made by the Approved Provider or the Nominated Supervisor and accepted in writing by the Certified Supervisor.

A Certified Supervisor placed in day-to-day charge of an Approved Service **does not** have the same responsibilities under the National Law as the Nominated Supervisor.

Only *one* staff member can be appointed to the position of nominated supervisor – the nominated supervisors role must be accepted in writing.

3.2 Duty of Approved Provider

1. Ensure Nominated Supervisors and Certified Supervisors have a clear understanding of the role of the Responsible person
2. Ensure the responsible person is appropriately skilled and qualified
3. Ensure a responsible person is physically present at the centre. A substitute for the responsible person will be present where a Waiver is in place.

3.3 Duty of Nominated Supervisor or delegated authority

1. Arrange for the keeping of a “**responsible person record**”. This record will document the current responsible person.
2. Develop rosters in accordance with the availability of responsible persons, centre operation and attendance patterns of children so that a responsible person is physically present at the centre at all times and this is documented and displayed.

3.4 Procedure of determining responsible service

Whenever possible the responsible person will be the Nominated Supervisor. The responsible person will sign in, as on duty, on the responsible person register and, upon leaving, hand over to the next responsible person to sign in.

The name of the responsible person will be displayed in the main entrance to the centre.

Only *one* staff member can be appointed to the position of responsible person at any one time.

4. Review & History

5. Acknowledgements

Children (Education and Care Services National Law Application) Act 2010

Education and Care Services National Regulations 2011

Community Child Care Cooperative (May 2012) *The really Simple Guide to Being a Nominated Supervisor.*

Appendix A: History

The authorisation and amendment history for this document must be listed in the following table. Refer to information about [Version Control](#) on the Policy website.

Version	Authorised by	Approval Date	Effective Date	Sections modified
1.0	Vice President, University Service	11 November 2013	11 November 2013	



EMERGENCY AND EVACUATION PROCEDURE

Policy Hierarchy link	Children (Education and Care Services National Law Application) Act 2010 Education and Care Services National Regulations 2011: 97; 168(2)(e) National Quality Standard: 2.3.3 UNSW Emergency Evacuation policy and procedures		
Responsible Officer	Vice-President, University Services		
Contact Officer	General Manager – j.carlisle@unsw.edu.au 9385 1708		
Superseded Documents			
File Number	Contact the Records & Archives Office .		
Associated Documents	See individual Centres' Emergency and Evacuation Guidelines		
Version	Authorised by	Approval Date	Effective Date
1.0	Vice President, University Service	11 November 2013	11 November 2013

1. Purpose and Scope

This procedure is to ensure that all children, staff and visitors are evacuated safely from the Centres in the event of an emergency. It is essential that all staff are trained in, and regularly practice, the Centre's guidelines for evacuation and use of fire safety equipment.

2. Definitions

An **emergency** is defined as any kind of incident that may cause harm or injury to children, staff and/or visitors. Two types of emergency may occur:

- An emergency requiring the evacuation of premises, (fire, gas leak)
- An emergency requiring the Centre to be secured and locked down to ensure children, staff and visitors do not leave the premises (a siege, an environmental hazard)

3. Procedure

3.1 Display of Emergency Procedures, Protocols and Telephone Numbers

Evacuation procedures are to be displayed in each playroom, the office, the kitchen, the foyer, bathrooms and staff rooms.

Call Emergency Services **000** (if an ambulance is required) then inform UNSW Security **ext 56666** or from a Mobile: 9385 6666.

Maroubra Police: 9349 9299	Sydney Children's Hospital : 9382 1111
Randwick Fire Brigade: 9398 7510	Poisons Information Centre: 13 1126

3.2 Emergency Procedure

This procedure is to be read in line with the UNSW emergency procedures. In the event of a BOMB THREAT, if possible, complete the checklist as per UNSW emergency procedures flipcharts, kept beside each phone in the Centres.

3.2.1 Organisation

- All staff, casual staff, students, volunteers, visitors and contractors are required to sign in/out daily.
- All parents must sign children in/out in each room.
- Centre staff will maintain children's attendance records.
- Parent contact numbers will be kept up to date.

3.2.2 Notification

- Dial **ext 56666**, to ALERT UNSW Security if the alarm has not already gone off. UNSW Security Department will contact the relevant Emergency Departments.
- Notify the Responsible Person immediately or as soon as possible.
- Alert all centre staff immediately and follow procedures for either evacuation or securing the Centre.

NOTE: See *individual Centres' Emergency and Evacuation Guidelines* for location of Duress button and additional detail.

3.2.3 Evacuation Procedure

Staff CHECK all sleep rooms, children's toilets and small spaces in rooms/outdoor areas and evacuate children to designated spaces.

NOTE: See *individual Centres' Emergency and Evacuation Guidelines* for evacuation points.

- Staff will collect children's attendance records, first aid kit and special medications.
- Office staff will collect staff sign in book and visitor sign in book.
- Staff will close (but not lock) doors behind them as they move through building to help contain the fire.
- Staff will call the rolls at the first stop point. Children will then be moved to evacuation points to await instruction about returning to the Centre.
- One designated fire warden will remain outside the Centre until the fire brigade or emergency vehicles arrive if it is safe to do so.
- If emergency services personnel advise it is not safe to re-enter building, the nominated supervisor will contact families to advise collection of children and Early Years Management will be notified.
- In the event that children are able to return to Centre, parents will be notified of the evacuation action by notice on the same day.

3.2.4 Procedure for when Children/Staff are to Remain in Centre

- Staff are encouraged to keep children calm at all times. Staff are to inform all other adults in the room, including family members, visitors etc that they must remain with the group and follow instructions.
- Staff must close and lock all doors, windows and blinds and turn off all lights. The children must be moved to an area away from view from outside.
- Staff will remain calm and quiet.
- If possible, staff should notify UNSW Security, or if unable to, directly contact either the Police/Ambulance/Fire Brigade.
- Where possible staff will take the phone from the room into the area they are in with the children.
- Staff are to make no calls but to keep lines free to maintain communication.
- All mobile phones must be put on silent and set to not vibrate.

3.3 Fire Safety Training/ Evacuation Drills

Fire Safety Training will be conducted by the UNSW Fire Safety Officer every 3 years or as required due to a large turnover of staff.

Emergency drills will be conducted every 3 months, with UNSW security attending two of these. These drills will be evaluated after each event to ensure procedures are being carried out correctly.

4. Review & History

5. Acknowledgements

UNSW Emergency Evacuation Policy and Procedures.

Appendix A: History

The authorisation and amendment history for this document must be listed in the following table. Refer to information about [Version Control](#) on the Policy website.

Version	Authorised by	Approval Date	Effective Date	Sections modified
1.0	Vice President, University Service	11 November 2013	11 November 2013	



Policy Hierarchy link	Children (Education and Care Services National Law Application) Act 2010 Education and Care Services National Regulations 2011: 4.7 National Quality Standard: 6.1		
Responsible Officer	Vice-President, University Services		
Contact Officer	General Manager – j.carlisle@unsw.edu.au 9385 1708		
Superseded Documents			
File Number	Contact the Records & Archives Office .		
Associated Documents			
Version	Authorised by	Approval Date	Effective Date
1.0	Vice President, University Service	11 November 2013	11 November 2013

1. Purpose and Scope

UNSW Early Years aims to offer child care places in a fair and equitable manner to all eligible children from birth to school age. Each Centre is obliged to take into account guidelines as set down by funding bodies and its own priority guidelines. UNSW Early Years must operate in a financially viable manner.

Enrolment and orientation processes will be planned and implemented in consultation with families, in order to orient a child and family to the Centre. Due consideration will be given to culture and language. Documentation, including authorisations, will be completed during the enrolment and orientation process.

Every effort will be made to work in partnership with families. UNSW Early Years Management, however, recognises that there may be some extreme circumstances where the appropriate course of action is the cancellation of enrolment of a child's place.

This policy will apply to UNSW Early Years Management, all families enrolled and on the waiting list for UNSW Early Years Centres.

2. Definitions

3. Procedure

3.1 Priority of Access

Priority of access will be given to children of UNSW staff and students children in keeping with the guidelines established by the UNSW Early Years Management.

*Please see each Centre's **Guidelines for Priority of Access**.*

Within the access categories listed in the **Guidelines**, the following applies as provided by the Department of Families, Housing, Community Services and Indigenous Affairs 2008:

1. Children at risk of serious abuse or neglect.
2. A child of a single parent or parents who both satisfy the work/ training/ study test.

Within these main categories priority should also be given to children in:

- Aboriginal and Torres Strait Islander families
- Families which include a person with a disability
- Families on low incomes
- Families from culturally and linguistically diverse backgrounds
- Socially isolated families
- Single parent families

The Centres also have the following guidelines (not in order of priority):

- Siblings of children currently enrolled at the Centre. This applies only if siblings will be attending the Centre concurrently and to those families who remain students or employees of the University. (Not applicable to community families)
- Enrolled children of families who take leave from the University for a period of secondment, sabbatical or study leave will be given priority to return to the Centre dependent upon availability.
- Enrolled children of families who leave the centre for the period that their parent is on maternity leave will be given priority to return to the Centre dependent upon availability.
- Children who are enrolled at a UNSW service and wish to transfer to a different UNSW service. **NOTE:** It is the parents' responsibility to keep the services up to date with such requests
- The UNSW may also prioritise children of certain students or staff to be offered placements in line with their strategic recruitment practices. UNSW Early Years Services will comply with such directives as they are communicated and positions become available.

3.2 Pre-enrolment Orientation

Our Centres welcome visits from prospective families and children at a mutually convenient time. The Nominated Supervisor or delegated authority may provide the visiting family with a tour of the Centre and information that may include:

- Centre philosophy and curriculum;
- Approaches to documentation, curriculum and planning;
- Introduction to educators and staff;
- A tour of the physical environment;
- Administrative matters, cost, and fee payment methods;
- How to provide feedback.

3.3 Waiting List Procedures

Waitlist procedures may be found on the UNSW Early Years website (www.earlyyears.unsw.edu.au).

A child's name can be placed on the waiting list after confirmed conception or, in the case of adoption, at the time the adoption is applied for.

If a child is withdrawn from any centre within the last three months of a year (ie. ceases to pay fees) and wishes to re-enrol the following year, a new waitlist application form must be completed and lodged.

3.4 Procedures when a vacancy becomes available for a position

Places are offered as vacancies become available. A vacancy becomes available when a child leaves the service. An assessment of the vacancy is made ensuring that the age of the child is appropriate to the room where the vacancy exists and complies with the regulations. The procedure is as follows and in order:

1. Child currently enrolled in that service
2. Siblings of children enrolled in that service
3. Child enrolled in another UNSW Early Years service
4. Strategic placement for staff or student
5. Child on the UNSW Early Years centralized waitlist within priority categories and related guidelines.

NB: Each child needs to enrol and commence as an individual before the family qualifies for sibling priority.

It is only after the child has commenced (actually starts at the centre) that, if a vacancy then becomes available, a family may be offered a space for any sibling on the waiting list.

An Early Years representative will attempt contact through use of telephone and email as provided by the family on the waitlist.

Should a response not be received within 72 hours the centre will assume the position is not required and move to the next family on the waiting list. It is the families' responsibility to ensure that contact details are correct and updated as required.

When contact is made to offer a place the family will be given 24 hours in which to make a decision about the position. Two weeks' fees must be paid within a week of the offer, or salary deduction forms completed (see Fee Procedure).

The offer will be confirmed in writing and will outline the enrolment requirements. When offering a position the centre will nominate the commencement date at which time the position must be taken, or paid for. A position will not be held open and unpaid for any family. Families who choose not to take up the vacancy will maintain their position on the waitlist without penalty.

Orientation will be arranged between the family and a centre representative. Information provided will include:

- The enrolment form – which includes authorisations
- Current fee structure and payment details
- All necessary information regarding commencement of attendance at the Centre (settling in guidelines, clothing requirements etc)
- Policies and procedures including, but not limited to, those required under Regulation 168
- Information on National Quality Framework, National Quality Standards, and the EYLF
- Feedback form

- Information regarding Child Care Benefit (CCB)
- Information regarding Child Care Rebate (CCR)
- Information regarding Salary Sacrifice

The information in the enrolment package is retained by the family for future reference. Parents are to sign the enrolment form, indicating that they accept and will adhere to the Centre's current philosophy and procedures. It is a condition of continuing enrolment that parents abide by all of the Centre's procedures, as well as UNSW's policies.

Prior to orientation the Centre will consider the language and cultural needs of the family. If required a translator may be sourced.

Orientation will be planned in collaboration with families to provide the best possible start for the child at the service. Meetings with families and staff will be scheduled where the staff will spend time with parents asking about:

- how they care for their child
- the child in the home environment
- what the family would like the child to gain from being in the Centre

Families will provide the following, prior to the agreed start date for the child:

- A completed enrolment form including authorisations;
- Current Vaccination records (translated if required);
- Birth Certificate or Passport;
- Current contact information for parents and emergency persons;
- Information on children's additional rights (including medical conditions, health and developmental concerns).
- Any applicable court orders

This information will be kept at the service premises in accordance with service policies and the *Education and Care Services National Regulations 2011*.

3.5 Prior to Formally Commencing at the Centre

See each Centre's ***Guidelines for Settling a Child into the Centre***.

1. Parents will be required to spend time in the room with their child prior to the commencement date in order to assist the child in their transition into the Centre.
2. Prior to the child's first day all relevant staff will familiarise themselves with information about the child from the enrolment information. They will ensure they are aware of any medical conditions and how to manage them if required.
3. A family member will remain in the Centre during orientation visits. The family must sign the visitors book/register on arrival and departure. Children cannot be left at the Centre until they have formally commenced.
4. During the orientation process educators and staff will interact with the child and encourage them to engage in the program and activities. They will also be available to the family to answer any questions, whilst ensuring they are not compromising the supervision of other children in their care or required ratios.

3.6 Upon commencement

The Nominated Supervisor or centre representative will undertake a final check of enrolment details, authorisations and information updates prior to the family departing the service.

3.7 Hours of Care

Most parents work or study for an 8 hour day and need time on either side to get to work in the morning and back to the Centre at the end of the day. We ask that families consider the impact of long days on their child.

If, in the opinion of Centre staff, a child displays signs of being unable to cope (within the context of group care) on any given day, the family of that child will be contacted and requested to collect the child from the Centre for the remainder of that day. This is to ensure that the right to well-being and high quality care for this child and all children at the Centre is maintained.

3.8 Patterns of Attendance

To provide stability, continuity of care and quality programs for all children at the Centre, each room has a combination of full time and part time placements.

A high occupancy rate will ensure prudent financial management. This is supported by the following attendance patterns that are offered:

2 days - Monday & Tuesday **OR** Thursday & Friday

3 days - Monday, Tuesday & Wednesday **OR** Wednesday, Thursday & Friday

4 days - Monday, Tuesday, Thursday, Friday

5 days - Monday, Tuesday, Wednesday, Thursday and Friday.

Positions of one day per week will not be offered. In certain circumstances the Centre may (at its discretion) allow variations of the patterns of attendance upon written request from the families and, if available, such changes will be reviewed annually.

3.9 Change of Days / Withdrawal from the Centre

3.9.1 Extra Days

Families seeking **extra** casual days for their child should consult with staff to check availability. If additional day/s are available, payment is required within the usual fee payment timeframe.

3.9.2 Permanent Changes

Families seeking to **increase** their child's permanently enrolment days at the Centre should complete a 'Cancelling/Change of Day' form in the Office. Requests for additional days will be considered strictly in the order of submission, governed by the enrolment policy applicable at the time.

A family who wishes to **reduce/change** their child's enrolment days should fill out a 'Cancelling/Change of Day of Care' form in the Office. The new attendance pattern must still fit in with the UNSW Early Years pattern of attendance. Families will need to give 4 weeks' notice in writing if reducing/changing days.

To **withdraw** a child from the Centre, four weeks' notice in writing is required. Withdrawal from the Centre will not be accepted within the final 4 weeks of operation of the year.

3.10 Internal Transfers Between UNSW Early Years Services

Families who are interested in transferring between UNSW Early Years Services must make and maintain contact with their Centre of preference. Each Centre maintains an internal waitlist specifically for transferring families which will be consulted when positions become available. This list will be consulted prior to going to the UNSW centralised waitlist. As per all other positions, UNSW cannot guarantee when or if a position in the preferred Centre will become available.

When a family is transferring between two UNSW Early Years Services the notice period may be reduced to 2 weeks where possible whilst still allowing for adequate transitioning support to be provided for the child, family and service.

3.11 Re-enrolment of Children for the Following Year

Currently enrolled children

In October, families of currently enrolled children at the Centre will be asked to complete a form indicating their childcare needs for the following year. Needs of currently enrolled children will have priority, within the *Priority of Access Guidelines*, and if possible we will endeavor to accommodate any request for changes before offering spaces to new families. If a child attends outside of the Centre's attendance pattern (as outlined above), they will be reviewed at this time. We will endeavor to accommodate any request for changes of days of attendance as possible. An official document outlining work or study pattern may be required by the service.

3.11.1 Parent no longer studying at, employed by UNSW or On Leave (Including Parental) from UNSW

When a parent is no longer employed or studying at UNSW their child is no longer entitled to Priority 1 access at the Centres.

A period of grace of four (4) months will be given so that placement in an alternative facility may be arranged for the child. If, at the end of this period, another family in Priority 1 - 3 categories does not require the place, the enrolment may continue at the discretion of UNSW Early Years Management. The situation will be reviewed every three months.

When a UNSW parent takes leave without pay, the child's continuing enrolment at the Centre will be re-assessed in accordance with *Priority of Access Guidelines* and current Centre enrolments. Whilst a parent is on maternity leave their employment or study status is considered to be continuing, therefore the child's position in the Centre will be maintained however days of attendance may be adjusted.

A family who leaves UNSW and has a child attending the Centre, (in their final year of care prior to school), will not be requested to leave the Centre until the end of that year. This continuing enrolment will be applied to any sibling already enrolled at the centre for that year also. This is to support the child in their transition to school year through the provision of continuity of care.

3.12 Cancelling the Enrolment of a Child's Place at the Centre

At times it may be necessary for a child's enrolment within UNSW Early Years services to be cancelled. Circumstances that could lead to cancelling the enrolment of a child may include.

- A parent committing an illegal act on the Centre's premises.
- Continual non-compliance with the Centre's procedures.
- A parent who abuses or threatens children, staff or other parents in the Centre.
- Habitual non-payment of fees – as per Fee Procedure.
- Willfully or negligently making a false or misleading statement that relates to the enrolment of a child at the Centre or to the care the child receives.
- Any circumstance that UNSW Early Years believes adversely affects the ability of the Centre to give proper care to a child and /or the family or adversely affects the welfare of staff or other children and families at the Centre.
- Continual extreme behaviour of the child, which the centre staff are unable to manage and which affects the well being of other children and staff at the centre. This will be a last resort action following referral and after all other avenues are exhausted.

When circumstances arise that may cause the cancellation of services the following steps will be taken:

- The Nominated Supervisor will make the UNSW Early Years General Manager aware of any situation that may possibly lead to a cancellation.
- Confidential, dated written records of the situation will be made and kept in a sealed envelope in the files until the Centre Management decides they can be archived.
- The UNSW Early Years General Manager and the Nominated Supervisor will arrange a meeting/s with the family to discuss the situation towards a positive resolution. Confidential dated written records will be made, detailing discussions, issues raised and action taken. These are to be signed by all parties present at the end of each meeting as a true and accurate recording of events and kept in the safe until the Centre Management decides they can be archived.
- All avenues of resolution will be followed through within a specified time frame.
- If, after every effort has been made, the UNSW Early Years General Manager decides that there is still no alternative to cancelling the place, the centre will give the family notice in writing at which point the position will be terminated.

4 Review & History

5 Acknowledgements

Department of Education– <http://education.gov.au/>

Appendix A: History

The authorisation and amendment history for this document must be listed in the following table. Refer to information about [Version Control](#) on the Policy website.

Version	Authorised by	Approval Date	Effective Date	Sections modified
1.0	Vice President, University Service	11 November 2013	11 November 2013	



Policy Hierarchy link			
Responsible Officer			
Vice-President, University Services			
Contact Officer			
General Manager – j.carlisle@unsw.edu.au 9385 1708			
Superseded Documents			
File Number			
Contact the Records & Archives Office .			
Associated Documents			
Version	Authorised by	Approval Date	Effective Date
1.0	Vice President, University Service	11 November 2013	11 November 2013

1. Purpose and Scope

UNSW Early Years Centres are committed to fostering an awareness of, and sensitivity to, our environment in children, families and staff.

We aim to create patterns of behaviour at the Centres which support environmentally friendly and sustainable practices for now and for the future.

2. Definitions

3. Procedure

3.1 Practical Ideas to Support Environmental Sustainability

1. Responsible recycling
2. Conserve water
3. Conserve energy
4. Efficient use of natural resources
5. Responsible cleaning practices
6. Native plants
7. Vegetable gardens

3.2 Implementation

Biodiversity: Plant native trees and shrubs and a vegetable/herb garden. Ensure that animals, insects and plants are not harmed when the children are playing outside.

Waste: Empty water troughs onto plant and garden areas; use recycle bins for paper, cardboard, plastics, aluminium and glass; re-use envelopes; buy in bulk; use re-usable containers; where possible only buy products with recycling symbol; avoid using food as play materials and encourage families to be involved in recycling.

Energy: Turn off lights when not needed; check energy efficiency of appliances before purchasing; use energy efficient low wattage light bulbs; wash in cold water where possible; use ceiling fans to circulate air; clean filters regularly; use air conditioners for the smallest amount of time; keep all appliances cleaned and serviced regularly; ensure that doors are kept closed to conserve heat and reduce the time air conditioners are on; ensure that small fridges in rooms are regularly defrosted and that lint filters in driers are cleaned after each use.

Chemicals: Buy unbleached/recycled toilet paper if possible; use biodegradable detergent as the main cleaning product and use detergents sparingly.

Water: Conserve water through reducing outflow in toilet cisterns and taps; fix leaking taps promptly; only use the dishwasher when full; empty water from troughs back into the garden or flower pots and use a washing machine where you can select water levels according to load.

Administration: Use recycled paper when possible for notices and children's play; re-use envelopes and return printer cartridges for re-cycling.

Family participation: encourage families to bring in recyclable resources for play e.g. paper, boxes, material, wool, wood and plumbing off cuts; and provide families with information to support sustainable practices at home eg. compost heaps, alternative cleaning agents. Please do not bring in empty egg cartons or toilet paper rolls (for hygiene and allergy purposes).

Kitchen: Washed aluminium, glass, plastic containers are reused or recycled; environmentally friendly cleaning agents are used in preference to commercial cleaning products; food is purchased in bulk and in reusable/refillable containers to reduce packaging waste; fruit and vegetables are washed in a bowl of water then rinsed under a running tap quickly; waste water is used in the garden; when cooking ensure pot size matches hot plate size, lids are used on pots to conserve heat, steamers are used to reduce both water usage and the risk of manual handling injuries. Use low simmering rather than vigorous boiling whenever possible; avoid frequent opening of the oven door; keep fridges maintained at between 3 and 5 degrees and freezers between -15 and -20 degrees. Have door seals repaired promptly; appliances regularly cleaned and serviced, and use the dishwasher only when full.

Play: Recycled materials are used for creative play and collage; recycled paper bin is placed near children's creative area; discarded art/craft work is collected for recycling and powder paints are used as much as possible. Food items are not used as play materials; waste water is used on the garden; paint pots are soaked prior to cleaning to minimise water usage; equipment is repaired rather than replaced; materials are washed in a sink or container rather than under running water; outdoor areas are swept rather than hosed and gardens watered early or late in day to reduce evaporation loss.

Training and resources: Provide resources and training for staff and families to increase knowledge and understanding of environmentally friendly practices and how to implement them.

4. Review & History

5. Acknowledgements

Appendix A: History

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Version	Authorised by	Approval Date	Effective Date	Sections modified
1.0	Vice President, University Service	11 November 2013	11 November 2013	



Policy Hierarchy link	Children (Education and Care Services National Law Application) Act 2010 –Section 167 Education and Care Services National Regulations 2011 - 100-102, 168 National Quality Standard -2.3.2; 7.3.5		
Responsible Officer	Vice-President, University Services		
Contact Officer	General Manager – j.carlisle@unsw.edu.au 9385 1708		
Superseded Documents			
File Number	Contact the Records & Archives Office .		
Associated Documents			
Version	Authorised by	Approval Date	Effective Date
1.0	Vice President, University Service	11 November 2013	11 November 2013

1. Purpose and Scope

Excursions are a valuable experience, providing the opportunity to expand and enhance children’s experiences, explore different environments and engage in meaningful ways with our communities.

We will plan for excursions with careful consideration of the safety of children and adults and of the educational value of the activity. We will carry out excursions only where full documentation and permission have been completed and obtained. We will also undertake full risk assessments and plan for first aid requirements.

Scope: Director, children, staff, parents, students and other volunteers assisting in excursions.

2. Definitions

3. Procedure

3.1 Excursion Planning Procedure

Excursions will be planned in advance to:

- maximise both children’s developmental experiences and their safety;
- reflect the age, capacity and interests of the children;
- ensure they are properly supervised and conducted in a safe manner; and
- are conducted with fully informed written parental permission.

Excursions will be thoroughly researched to ensure:

- supervision is adequate so children cannot be separated from the group;
- access to hazardous equipment and environments is minimised;
- there is adequate access to food, drink and other facilities (toilets, hand washing etc);
- consideration is given to the mobility and supervision requirements of children with additional needs;

- adequate sun and shade protection is available.

When planning for an excursion staff will:

- assess the requirements for the excursion;
- conduct a risk assessment;
- book venues and transport;
- make alternative arrangements for adverse weather conditions;
- inform families of the details of the excursion including destination, objectives and outcomes, and what the child should bring;
- provide parents or legal guardians with an excursion permission form to complete to authorise their child to participate on the excursion;
- collect completed permission forms for each child attending the excursion;
- request additional adult participation on the excursion where required;
- arrange for a suitably equipped first aid kit and mobile phone to be taken on the excursion. An adrenalin pen and asthma emergency kit will be taken on formal excursions.

Educators must make alternate arrangements for any children who are not attending the excursion, and ensure that any dialogue or pre-planning for the excursion does not alienate such children from social networks.

Additional factors need to be considered in the planning of excursions for children with additional needs. Where possible, our service will uphold the right for all children to access all excursions and engage in meaningful ways while on excursions.

3.2 Risk Assessment

The Nominated Supervisor will ensure a risk assessment is conducted prior to the excursion to identify and assess the risk the excursion may pose to the safety, health and wellbeing of any child, and will specify how the service will manage any risks identified.

The risk assessment conducted will consider:

- destination and duration of the excursion;
- potential water hazards or any hazard associated with water based activities;
- transport to and from destination;
- number of educators, responsible persons, and children involved;
- proposed activities; and
- items to be taken on the excursion eg: mobile phone, emergency contact numbers etc.

The Nominated Supervisor will also appoint a Certified Supervisor to be in charge of the excursion.

3.3 Informal and local Excursions

- These are outings on foot, within walking distance of the campus to nearby recreational venues and may be organised on an impromptu basis by staff. Written permission for these outings is not normally required since parents will have been asked, upon enrolment, if they give permission for their child to participate.

Renewal of this authorisation is required once in a 12-month period.

- For these excursions, a risk assessment will only be carried out once, provided the circumstances of the excursion have not changed in any way since the initial risk assessment was conducted. The risk assessment will be maintained on premises and will be consulted prior to the excursion taking place.
- Families who have requested that their child not leave the Centre will have that request respected

3.4 Authorisation for Excursions

For all formal excursions parents or legal guardians will be given an excursion permission form with full details of the excursion including:

- date, description, duration and destination of proposed excursion;
- method of transport to be used;
- reason for the excursion, and proposed activities to be conducted on the excursion;
- the anticipated adult:child ratio which will meet at least the legal requirements for ratios for centre based care. – outlining the number of educators, staff and other adults attending (a statement that a risk assessment has been prepared and is available at the service for parents to view).
- all parents or legal guardians are asked to sign permission forms for regular excursions on enrolment and at the beginning of each subsequent year.

No child will be taken on an excursion unless written permission from parents or legal guardian has been received.

3.5 Families and Volunteers

Families will be encouraged to participate in excursions to assist in maintaining suitable child/staff ratios. Participating families will be briefed on their role and procedures prior to the excursion taking place. If a participating adult needs to bring a child who is not enrolled in the centre, this child must be included in ratios.

If additional adults are required, mature and responsible volunteers will be invited.

Adult volunteers will be supervised by an educator at all times.

All volunteers/family members' details will be entered into the appropriate staff record for that day.

Participating families will be involved in a debriefing following the excursion.

3.6 Transport and Traffic

Children's safety will be considered in the choice of route and mode of transport. Our service will follow all applicable NSW road rules as well as the Kids and Traffic best practice recommendations for transporting young children safely in buses. Every reasonable precaution will be taken to protect children from harm.

Educators will ensure children obey road rules and cross roads at a crossing or lights where available. Educators will remain vigilant to ensure no child runs ahead or lags behind the group.

3.7 Supervision

Supervision on excursions will ensure the safety and wellbeing of all children for the duration of the excursion, taking into account ratios and all risks and hazards likely to be encountered.

The venue will be assessed as safe for all children and adults on the excursion and will be easily supervised and accessible.

3.8 Water Hazards

No excursions will be conducted to a swimming pool or other water related activity. Where there are significant water hazards (such as rivers, lakes or beaches), risk management strategies will be identified and implemented.

3.9 Conducting a formal Excursion

All educators, volunteers and children attending will be informed of excursion timetable/itinerary, special requirements, safety procedures, grouping of children and responsibilities.

At least 1 staff member attending the excursion will be the holder of a current First Aid Certificate.

A list of children on the excursion will be left at the service and a copy carried by the delegated Certified Supervisor.

Before leaving on the excursion, a notice will be prominently displayed at the service which includes:

- itinerary and timetable; and
- mobile phone contact number.

Items to be taken on excursions include:

- a suitable stocked first-aid kit including an adrenalin injector & asthma emergency kit;
- a mobile phone;
- children's emergency contact numbers;
- children's medication, if required; and
- other items as required e.g. sunscreen, drinking cups, jackets etc.

No significant departure from the planned itinerary will be made. A planned itinerary includes contingency arrangements for weather.

If a child is lost on an excursion, the centre will be contacted immediately and arrangements made to ensure adult:child ratios are maintained. A staff member will remain at the venue while the other group leaders escort the children back.

4. Review & History

5. Acknowledgements

Kidsafe NSW <http://www.kidsafe.com.au/> Accessed 1 Sept. 2013

Kids and Traffic www.kidsandtraffic.mq.edu.au Accessed 1 Sept. 2013

Sutherland, K. (2007) "Out There", Rattler, Issue 8

Appendix A: History

The authorisation and amendment history for this document must be listed in the following table. Refer to information about [Version Control](#) on the Policy website.

Version	Authorised by	Approval Date	Effective Date	Sections modified
1.0	Vice President, University Service	11 November 2013	11 November 2013	



FAMILY AND STAFF COMMUNICATION, FEEDBACK AND COMPLAINTS PROCEDURE

Policy Hierarchy link	Children (Education and Care Services National Law Application) Act 2010 Education and Care Services National Regulations 2011: 168; 173; 176 National Quality Standard: 7.3		
Responsible Officer	Vice-President, University Services		
Contact Officer	General Manager – j.carlisle@unsw.edu.au 9385 1708		
Superseded Documents			
File Number	Contact the Records & Archives Office .		
Associated Documents			
Version	Authorised by	Approval Date	Effective Date
1.0	Vice President, University Service	11 November 2013	11 November 2013

1. Purpose and Scope

Open and respectful communication is critical in providing a service for families and staff that meets the needs and reflects the rights of all.

Our service values the **feedback** of educators, staff, families and the wider community in helping to create a service that meets regulations and the needs of enrolled children and their families. A component of this feedback is the ability to put forward a **complaint** and have this managed appropriately with due consideration for accountability and quality improvement.

We aim to provide opportunities for consultation, evaluation and review of the service operation and delivery of the education and care program, to develop a process for making and managing complaints, to communicate the option and process of making a complaint and to handle complaints diligently and confidentially.

This procedure applies to all staff, families, UNSW staff and the wider community.

2. Definitions

3. Procedure

3.1 Family and Staff Communication

1. All individuals are to be respectful and inclusive in their interactions. The Centres offer many forms of communication between the centre, family members and staff.
2. Communication offered includes for example; informal communication, family meetings, newsletters, portfolios, signs, notice-boards, emails, surveys, and feedback forms etc
3. Staff will listen to parents and involve them in decision-making wherever possible. They will accept individual and cultural differences in families. They will support families in the caring of their children. They will know the limits of their own competence and be ready to refer parents to someone with more knowledge.

4. Parents will begin with an attitude of respect for staff. They will establish a pattern of conversation and exchange of information with staff.

3.2 Feedback

1. Feedback from families is encouraged and educators and staff will take this feedback into account in ongoing planning and quality improvement.
2. Communications will aim at all times to be open, honest and confidential.
3. Our service will offer a variety of ways to provide feedback which may include:
 - a. Communication books
 - b. Daily Program - will have a section dedicated to comments or feedback on the program and activities
 - c. Formal feedback and comments
 - d. Surveys
 - e. Family meetings
 - f. Informal conversations at pick up and drop off times, email and phone-calls.
4. Families will be informed as to how their feedback has contributed to improvements in the service through conversations, information notice board displays, emails, and/or newsletters.

3.3 Complaints

The nominated Supervisor will:

1. Develop a process for managing complaints. This process includes:
 - a. Receiving complaints;
 - b. Addressing and investigating complaints;
 - c. Documenting complaints.
2. Communicate information on the process to families.
3. Provide contact details for putting forward a complaint.
4. Ensure every complaint is managed and is an opportunity for quality improvement.
5. Discuss the process for managing complaints with the educator and staff team.
6. Provide or arrange training on complaints management.

3.3.1 Information for families

1. Families may make a formal complaint about aspects of our service. No person will be disadvantaged in any way as a result of that complaint.
2. Complaints should be forwarded to:

The Nominated Supervisor or UNSW Early Years General Manager

3. The complaint will be dealt with in the strictest confidence. Any educator or staff member involved in handling complaints will ensure that information is restricted only to those who genuinely need to be notified in order to deal with the complaint. If information specific to the complaint needs to be disclosed to others during its resolution, the complainant will be informed.

4. Your complaint will be documented by an educator or staff member. The complaint will then be forwarded on to the most appropriate person to investigate the complaint. This will include the Nominated Supervisor and the approved provider. Records of the complaint and actions/ resolutions will be filed.
5. Actions to address the complaint will be determined. Once the outcomes or resolutions are agreed on, all persons involved in the original complaint will be notified and informed of any actions for improvement that will take place as a result of the complaint within 4 weeks.
6. The Department of Education and Communities will be notified of any complaint made to the service alleging a breach of regulation within 24 hours of the complaint being made.

3.3.2 Information for educators and staff

Please note - this is not a grievance procedure. Matters of staff grievance should be dealt with under a grievance policy relating to staff.

1. Educators and staff may make a formal complaint about aspects of our service including family interactions. No person will be disadvantaged in any way as a result of that complaint.
2. Complaints should be forwarded to:

The Nominated Supervisor or UNSW Early Years General Manager

3. The complaint will be dealt with in the strictest confidence. Any educator or staff member involved in handling complaints will ensure that information is restricted only to those who genuinely need to be notified in order to deal with the complaint. If information specific to the complaint needs to be disclosed to others during its resolution, the complainant will be informed.
4. The complaint will be documented, and placed on the complaints register. The complaint will then be forwarded on to the most appropriate person to investigate the complaint. This will include the Nominated Supervisor and the approved provider.
5. Actions to address the complaint will be determined. Once the outcomes or resolutions are agreed on, all persons involved in the original complaint will be notified and informed of any actions for improvement that will take place as a result of the complaint within 4 weeks.
6. The Department of Education and Communities will be notified of any complaint made to the service alleging a breach of regulation which alleges that the safety health or wellbeing of a child was or is affected, or that the service has broken the Education and Care Services National Law within 24 hours of the complaint being made.

4. Review & History

5. Acknowledgements

NSW Ombudsman (2004) 'Effective Complaint Handling'. NSW Ombudsman

NSW Ombudsman (2009) "Complaint Handling Kit". NSW Ombudsman

<http://www.ombo.nsw.gov.au/complaints> Accessed 1 Sept 2013

Appendix A: History

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Version	Authorised by	Approval Date	Effective Date	Sections modified
1.0	Vice President, University Service	11 November 2013	11 November 2013	



Policy Hierarchy link	Children (Education and Care Services National Law Application) Act 2010 Education and Care Services National Regulations 2011: 168 (2)(n) National Quality Standard: 7.3		
Responsible Officer	Vice-President, University Services		
Contact Officer	General Manager – j.carlisle@unsw.edu.au 9385 1708		
Superseded Documents			
File Number	Contact the Records & Archives Office .		
Associated Documents			
Version	Authorised by	Approval Date	Effective Date
1.0	Vice President, University Service	11 November 2013	11 November 2013

1. Purpose and Scope

UNSW Early Years aims to set fees at an affordable level for families while ensuring that quality of care remains high. UNSW Early Years Centres must remain financially viable in order to continue to provide a high quality environment and an appropriate program for children and their families. The timely payment of childcare fees is important for financial viability of services.

This policy must be read in connection with the ***Enrolment Procedure***.

2. Definitions

3. Procedure

3.1 On acceptance of enrolment

2 weeks fees in advance is requested within a week of accepting a permanent place for a child.

This payment will be paid at the full rate for care unless a current letter with details of childcare benefit rates is produced and will be offset against the child's fees.

If the place is not taken and 4 weeks notice is not given, then the 2 weeks fees will not be refunded in order to offset financial loss to the centre.

3.2 Payment of Fees

Fees are to be paid two weeks in advance.

Fees are payable whenever the centre is open and irrespective of whether or not the child attends on the booked days. This includes public holidays, illness, absenteeism and holiday leave.

Parents are responsible for ensuring they understand their fee arrangement choice. The Centre recommends that families seek independent financial advice before nominating making payment choices.

- Salary Sacrifice and After Tax Deductions - Where payments are made via the payroll system, parents can choose to nominate for a pre tax 'salary sacrifice', or have the gross amount deducted from their pay as an after tax deduction. If you salary sacrifice your childcare fees, the centre will not accept Child Care Rebate payments.
- Child Care benefit and Child Care Tax Rebate - Families who are eligible are able to access the Child Care Benefit (CCB) and Child Care Rebate (CCR) through the Family Assistance Office or Centrelink (contact the FAO to register for this benefit).
- Direct Deposit, cheque or cash - The Centres accept Direct Deposit (please see Centres' office for banking details), cheque or cash. The preferred method of payment is by Direct Deposit. Cash payments must be paid to the centre's office and a receipt will be issued at the time.

3.3 Late Payment of Fees

Fees must be paid 2 weeks in advance. The Nominated Supervisor and administrative staff are responsible for monitoring that fees are paid in advance and for following up any arrears. Where fees are in arrears of 2 weeks, the family will be contacted and an arrangement to bring fees up to date will be made. Should fees continue to be outstanding, the Centre will ask the family to show cause as to why the enrolment should be continued.

3.4 Review of Fee Charges

UNSW Finance will review the Centre's fees twice per year making any changes that are deemed necessary. Families will receive 4 weeks written notice of any fee change that may be required.

3.5 Public Holidays and Centre Closure

The Centres close for all public holidays. Fees remain payable for all public holidays except those which fall during the Centre close down period - December and January. Fees are not payable for regular child care during the Centre close down period.

3.6 Holidays

If a child is on holidays during the year, usual fees must be paid to keep the placement.

3.7 Holiday Care Payment

Families using holiday care will be required to pay the total cost of their fee by the end of November.

3.8 Withdrawal from the Centre

Four weeks notice of intention to withdraw children from the centre must be given in writing. Withdrawal from the centre within the last 4 weeks of the year will not be accepted as the position cannot be filled. Fees must be paid up until the end of the year when the centre closes.

4. Review & History

5. Acknowledgements

Appendix A: History

The authorisation and amendment history for this document must be listed in the following table. Refer to information about [Version Control](#) on the Policy website.

Version	Authorised by	Approval Date	Effective Date	Sections modified
1.0	Vice President, University Service	11 November 2013	11 November 2013	



Policy Hierarchy link	Children (Education and Care Services National Law Application) Act 2010 Education and Care Services National Regulations 2011: 4.2 (85-89)		
Responsible Officer	Vice-President, University Services		
Contact Officer	General Manager – j.carlisle@unsw.edu.au 9385 1708		
Superseded Documents			
File Number	Contact the Records & Archives Office .		
Associated Documents			
Version	Authorised by	Approval Date	Effective Date
1.0	Vice President, University Service	11 November 2013	11 November 2013

1. Purpose and Scope

All reasonable effort is taken to prevent hazardous events at the Centres, however, it is possible that an unforeseen incident may occur resulting in injury, trauma or illness. The Centres have a duty to show reasonable care for the health and well being of all children, staff and other adults to avoid foreseeable harm or injury. Early Years at UNSW have committed to training at least 50% of educators in first aid and to ensuring that this training remains up to date. The centre will ensure that there is always at least one staff member who is trained in first aid is on the premises at all times. This procedure applies to all children, staff, families, students, volunteers and visitors to the centre.

UNSW security manager will be contacted on **0414 385 135** or **security on ext 56666** for any incident requiring emergency management.

UNSW Early Years General Manager should also be contacted.

2. Definitions

Serious incident is any incident involving serious injury or trauma to, or illness of, a child which a reasonable person would consider required urgent medical attention from a registered medical practitioner or for which the child attended, or ought reasonably to have attended, a hospital.

3. Procedure

3.1 Procedures for Prevention of Incident or Injury

- All dangerous products and medication are kept in their original containers and stored in locked cupboards, sealed containers or areas that are inaccessible to children.
- Children are supervised at all times if visiting or using the kitchen or laundry area.
- Children are never left unattended on change tables.
- Medication procedures are followed at all times (refer to **Children’s Health, Medication and Wellbeing Procedure**).

- Adults will use care should transportation of hot liquids through children's spaces be required. Drinking hot liquids is restricted to child-free areas.
- Children will remain seated and supervised while eating and drinking.
- Plastic bags are to be kept out of reach of children.
- A staff member will supervise water play areas at all times. (refer to **Supervision and Water Safety Procedure**).
- All playground equipment is checked daily for stability, broken pieces, insects, spiders, snake infestations, etc.
- All areas will be checked prior to use.
- Staff will be trained in work health and safety procedures.
- The centres will be regularly audited for safety.
- Staff will ensure that all children in the centre are adequately supervised at all times, by spreading out and engaging with children.

3.2 First Aid Procedure

- Staff will be trained in First Aid. **Staff who hold the Senior First Aid certificate will hold positions of First Aid Officers.**
- At no time will assistance or First Aid be refused to any child.
- Charts showing resuscitation and external cardiac compression procedures are displayed in prominent positions around the Centre.
- First Aid manuals are kept at the Centre.

First aid supplies

It is the responsibility of the workplace health and safety representative to ensure the first aid boxes are replenished and all stock is within expiry.

The supplies are checked quarterly by the WHS rep as part of the workplace health and safety environment risk assessments/audits.

An external accredited agency shall conduct an annual check on all centre kits during scheduled visits.

3.3 Minor Injury

- When a staff member gives First Aid (of any kind) to a child, they will complete an incident report.
- All Injury Reports will be sighted by the Responsible Person as soon as practicable on the day that the incident occurred. Reports will be filed and maintained for 24 years.
- If the injury is minor, requiring simple First Aid e.g. graze, scratch, bruise, sting or nose bleed, families are to be informed upon arrival at the Centre that an injury has occurred.
- If there is a minor injury to the head/face, staff will call the parent at the time of injury to minimize the shock parents may have when they pick up their child.
- Staff will discuss and evaluate the management of injuries and comment on the success of the treatment and how, if at all, the procedures could be improved.
- The centres will audit incidents monthly and maintain a register summary for work health and safety meetings.

3.4 Serious incident

- In the event of a serious incident e.g. broken limb, stitches, anaphylactic reaction medical attention will be sought and family member contacted.
- One staff member (with current First Aid Certificate) will attend to the child's/adult's needs by immediately performing the necessary first aid.
- Another staff member will assume responsibility for all the other children and make sure they are safe.
- **A staff member telephones 000 for an ambulance and then contact security on ext 56666.**
- When a serious incident occurs, the Department of Education and Communities will be notified **(02 9716 2100 / 1800 619 113)** along with UNSW Early Years General Manager. **A serious injury form will be completed and sent to DEC within 24 hours of the incident occurring. These forms are found on the ACECQA website.**
- In case of poisoning call **POISONS INFORMATION 13 11 26.**
- **Local area health services may also need to be contacted in the event of an outbreak of illness** (refer to **Staying Healthy** for which need to be reported).

3.5 Fatality of Child or Adult

- Do not move the child or adult that has been critically injured or move anything within the area until the police arrive. A member of staff with current First Aid qualification must begin first aid procedures until the ambulance paramedics arrive to take over.
- A staff member will calmly remove all the other children from the area to another room and settle them whilst making sure they are secure and reassured and adequately supervised.
- The Nominated Supervisor or Responsible person must call:
 - **the ambulance services**
 - **the police**
- Where staffing is available, a staff member should stay at the main gates to meet and direct emergency services personnel into the Centre.
- The Nominated Supervisor or Responsible person must contact the parent/s or next of kin, informing them there has been an accident and asking them to come to the Centre.
- The Nominated Supervisor or Responsible person must contact the UNSW Early Years General Manager and Department of Education and Communities **(02 9716 2100 / 1800 619 113)** to inform them of the emergency and ask them to attend.
- If necessary, all families will be contacted to request them to pick their children up from the Centre, explaining that there has been an emergency. Reassurance will be given that their child is fine but should not be given details of the incident.
- When paramedics and police arrive to relieve staff providing first aid, staff will assist authorities with any questions and complete an incident report.

3.6 Subsequent Procedures

- The Nominated Supervisor, Responsible person or UNSW Early Years General Manager must notify the Director-General of the Department of Education and Communities of the accident immediately **(02 9716 2100 / 1800 619 113)**.
- If required the University will close the Centre until all staff have been counseled for trauma and only re-open the Centre when a sufficient number of staff have been cleared by health professionals to return to work. Familiar casual staff may be used if required. Trauma counseling for staff will be offered if necessary through the EAP.
- All families will be informed through a brief, factual statement about what has occurred, what actions the Centre has taken and what strategies the staff are using with the children to come to terms with the loss.
- Trauma counseling for staff will be offered if necessary through the EAP.
- Families at the Centre will also be offered trauma counseling if necessary.
- Following such an incident, children will be provided with a safe, consistent environment and encouraged to talk about their feelings.
- The staff shall closely observe the children over the following weeks and notify the Nominated Supervisor of any possible concerns/issues related to this. Further counseling shall be recommended if necessary.
- Legal advice will be sought on behalf of the Centre and staff if necessary.
- Documentation concerning the fatality shall be kept for 6 years after the person's death in a safe and confidential place.

4. Review & History

5. Acknowledgements

National Health and Medical Research Council (2012) Staying Healthy: Preventing Infectious diseases in early childhood education and care services, 5th Ed.

Appendix A: History

The authorisation and amendment history for this document must be listed in the following table. Refer to information about [Version Control](#) on the Policy website.

Version	Authorised by	Approval Date	Effective Date	Sections modified
1.0	Vice President, University Service	11 November 2013	11 November 2013	



Policy Hierarchy link	Children (Education and Care Services National Law Application) Act 2010 Education and Care Services National Regulations 2011: 4.2 (77) Public Health (Amendment) Act, 1992 (NSW)		
Responsible Officer	Vice-President, University Services		
Contact Officer	General Manager – j.carlisle@unsw.edu.au 9385 1708		
Superseded Documents			
File Number	Contact the Records & Archives Office .		
Associated Documents			
Version	Authorised by	Approval Date	Effective Date
1.0	Vice President, University Service	11 November 2013	11 November 2013

1. Purpose and Scope

To minimize the spread of infectious diseases and ensure the health and well being of all the Centres' children, staff and families.

2. Definitions

3. Procedure

Immunisation / Vaccination

To comply with the Public Health (Amendment) Act, 1992 (NSW) and the Education and Care Services National Regulation (no.162) the Centres keep an immunisation register on all attending children. The Centres are required to maintain up to date written confirmation of vaccinations each time they are updated for every child.

Parents of all newly enrolled children are requested to provide evidence that their child/children are appropriately immunised in accordance with their age.

If for any reason, a child has not been immunised, parents will be asked to produce an explanatory statement from their medical practitioner or statement of conscientious objection.

Under advice from the Public Health Unit all children who are not age-appropriately medically immunised will be immediately excluded from the Centre upon outbreak of any vaccine-preventable disease. All children who are excluded will be required to pay their usual fees.

Advice will be sought from the Public Health Unit on the exclusion of children too young to be immunised.

**Current Immunisation Schedule – taken from the Medicare website
Valid from 1st July 2013**

The National Immunisation Program (NIP) Schedule (0 - 4 Years)

Birth	Hepatitis B (hepB)
2 months	Diphtheria, Tetanus, Pertussis, Polio, Hib, Hepatitis B, Pneumococcal, Rotavirus
4 months	Diphtheria, Tetanus, Pertussis, Polio, Hib, Hepatitis B, Pneumococcal, Rotavirus
6 months	Diphtheria, Tetanus, Pertussis, Polio, Hib (refer to note 1), Hepatitis B (<i>or at 12 months</i>), Pneumococcal, Rotavirus (refer to note 2)
12 months	Measles, Mumps Rubella, Hib, Hepatitis B (<i>or at 6 months</i>) Meningococcal C
18 months	Measles, Mumps Rubella, Varicella, Pneumococcal (refer to note 3)
4 years	Diphtheria, Tetanus Pertussis, Polio, Measles (refer to note 4) Mumps (refer to note 4), Rubella (refer to note 4)

Notes:

1. Four doses of Hib vaccine are due at 2, 4, 6 and 12 months of age when 'PRP-T Hib' containing vaccine is used.
2. Three doses of Rotavirus vaccine are due at 2, 4 and 6 months of age when RotaTeq vaccine is used.
3. Four doses of Pneumococcal vaccine are due at 2, 4, 6 and 18 months of age when Synflorix vaccine is used.
4. MMR vaccine is only to be given at 4 years if MMRV vaccine was not given at 18 months.

General Procedure for Infectious Diseases

Any child or member of staff suffering from an infectious disease will be excluded from the Centre for the period set out in the National Health and Medical Research Council (NHMRC) 'Staying Healthy' as well as the Centre's own specific guidelines. Exclusion periods are a **minimum** period in which an infectious person should not be in contact with the Centre. It is always at the Centre's discretion if a child or staff member is well enough to be in attendance at the centre.

Vaccination is not a guarantee that a child is immune from a disease. Some children will still contract a vaccine preventable disease after being medically vaccinated.

A child that appears unwell will be isolated, where possible, from others. **Parents or, if not contactable, emergency contacts, will be notified to collect the child from the Centre within the hour.**

Diarrhoea and vomiting are both symptoms of disease, which may be contagious. Children who display these symptoms shall be excluded from care for at least the following day or until the condition has cleared and the child has been well for 24 hours.

Procedure for More Serious Infectious Diseases

If a notifiable disease is present or suspected in the Centre Staff will:

- Complete an Illness form.
- Inform the Nominated Supervisor or Responsible Person and present the appropriate documentation stated above.
- Inform all families of any infectious disease that has been present in the Centre's community as soon as practicable.
- Contact the Public Health Unit (2 confirmed cases) on 9382 8333.
- Ask for further assistance from the Public Health Unit and relay this information back to the families and the staff of the Centre.
 - Notifiable diseases are noted in the table below.

Informing Parents of Common Infectious Diseases

- Families will be notified of any common infectious diseases in the Centre. Children with infectious diseases will be excluded from the centre based on the Exclusion table below.
- Exclusion periods will be followed. In some cases a doctor's certificate will be required before the child can return to the Centre. A doctor's certificate however does not override the Centre's discretion when deciding if a child is well enough to be in attendance at the centre.
- Minimising the spread of cross infection is important to all centre users. The wellbeing of pregnant women, a child or family member with low immunity is an additional consideration.

Parents Informing the Centre of Infectious Diseases

- To minimize cross-infection, it is requested that families inform the Centre if their child is unwell and inform the centre of the nature of the illness as well as the length of anticipated absence.
- In the event of an infectious disease present in a child, a family member or friend, the Centre should be contacted immediately with the diagnosis. This will assist with identification of the illness, infection control and the Centre's reporting responsibilities. This information is also essential as it allows communication with vulnerable members of our centre's communities.

Workplace safety and information for staff

- The Nominated supervisor will inform staff of risks to health upon commencement of employment.
- Information about vaccine preventable diseases, pregnancy risks and illness will be provided in writing to new staff and information regularly reviewed for all staff.
- Staff members will be required to complete with their medical practitioner the UNSW Early Years Vaccine and Infectious diseases form.

Excluding Sick Children and staff

- Recommended exclusion advice is consistent with Communicable Diseases Network Australia Series of National Guidelines (SoNGs) where available.

NOTE: Exclusion periods below are minimum guidelines and children must be well enough to participate in the usual activities within the centre, and that this return is also dependent upon the discretion of the Nominated Supervisor or responsible person.

Condition	Exclusion of case	Exclusion of contacts
<i>Campylobacter</i> infection	Exclude until there has not been a loose bowel motion for 24 hours	Not excluded
Candidiasis (thrush)	Not excluded	Not excluded
Cytomegalovirus (CMV) infection	Not excluded	Not excluded
Conjunctivitis	Exclude until discharge from the eyes has stopped, unless a doctor has diagnosed non-infectious conjunctivitis	Not excluded
Chryptosporidiosis (<i>Cryptosporidium</i> parasite)	Exclude until there has not been a loose bowel motion for at least 24 hours	Not excluded
Diarrhoea (no organism identified)	Exclude until there has not been a loose bowel motion for at least 24 hours	Not excluded
Fungal infections of the skin or nails (e.g. ringworm, tine)	Exclude until the day after starting appropriate antifungal treatment	Not excluded
Giardiasis	Exclude until there has not been a loose bowel motion for at least 24 hours	Not excluded
Glandular fever (mononucleosis, Epstein–Barr virus [EBV] infection)	Not excluded	Not excluded
Hand, foot and mouth disease	Exclude until all blisters have dried	Not excluded
<i>Haemophilic influenza</i> type b (Hib)	Exclude until the person has received appropriate antibiotic treatment for at least 4 days	Not excluded Contact a public health unit for specialist advice

Condition	Exclusion of case	Exclusion of contacts
Head lice (epiclesis)	Not excluded if effective treatment begins before the next day at the education and care service. The child does not need to be sent home immediately if head lice are detected	Not excluded
Hepatitis A	Exclude until a medical certificate of recovery is received and until at least 7 days after the onset of jaundice	Not excluded Contact a public health unit for specialist advice about vaccinating or treating children in the same room or group
Hepatitis B	Not excluded	Not excluded
Hepatitis C	Not excluded	Not excluded
Herpes simplex (cold sores, fever blisters)	Not excluded if the person can maintain hygiene practices to minimise the risk of transmission If the person cannot comply with these practices (e.g. because they are too young), they should be excluded until the sores are dry. Sores should be covered with a dressing, where possible	Not excluded
Human immunodeficiency virus (HIV)	Not excluded If the person is severely immune compromised, they will be vulnerable to other people's illnesses	Not excluded
Human parvovirus B19 (fifth disease, erythemaerythematic infectiosuminfectious, slapped cheek syndrome)	Not excluded	Not excluded
Hydatid disease	Not excluded	Not excluded
Impetigo	Exclude until appropriate antibiotic treatment has started Any sores on exposed skin should be covered with a watertight dressing	Not excluded
Influenza and influenza-like illnesses	Exclude until person is well	Not excluded

Condition	Exclusion of case	Exclusion of contacts
Listeriosis	Not excluded	Not excluded
Measles	Exclude for 4 days after the onset of the rash	Immunised and immune contacts are not excluded For non-immunised contacts, contact a public health unit for specialist advice. All immuno-compromised children should be excluded until 14 days after the appearance of the rash in the last case
Meningitis (viral)	Exclude until person is well	Not excluded
Meningococcal infection	Exclude until appropriate antibiotic treatment has been completed	Not excluded Contact a public health unit for specialist advice about antibiotics and/or vaccination for people who were in the same room as the case
Molluscum contagiosum	Not excluded	Not excluded
Mumps	Exclude for 9 days or until swelling goes down (whichever is sooner)	Not excluded
Norovirus	Exclude until there has not been a loose bowel motion or vomiting for 48 hours	Not excluded
Pertussis (whooping cough)	Exclude until 5 days after starting appropriate antibiotic treatment, or for 21 days from the onset of coughing	Contact a public health unit for specialist advice about excluding non-vaccinated contacts, or antibiotics
Pneumococcal disease	Exclude until person is well	Not excluded
Roseola	Not excluded	Not excluded
Ross River virus	Not excluded	Not excluded
Rotavirus infection	Exclude until there has not been a loose bowel motion or vomiting for 24 hours	Not excluded
Rubella (German measles)	Exclude until the person has fully recovered or for at least 4 days after the onset of the rash	Not excluded

Condition	Exclusion of case	Exclusion of contacts
Salmonella	Exclude until there has not been a loose bowel motion for 24 hours	Not excluded
Scabies	Exclude until the day after starting appropriate treatment	Not excluded
Shigellosis	Exclude until there has not been a loose bowel motion for 24 hours	Not excluded
Streptococcal sore throat (including scarlet fever)	Exclude until the person has received antibiotic treatment for at least 24 hours and feels well	Not excluded
Toxoplasmosis	Not excluded	Not excluded
Tuberculosis (TB)	Exclude until medical certificate is produced from the appropriate health authority	Not excluded Contact a public health unit for specialist advice about screening, antibiotics or specialist TB clinics
Varicella (chickenpox)	Exclude until all blisters have dried - this is usually at least 5 days after the rash first appeared in non-immunised children, and less in immunised children	Any child with an immune deficiency (for example, leukaemia) or receiving chemotherapy should be excluded for their own protection as they are at high risk of developing severe disease. Otherwise, not excluded
Viral gastroenteritis (viral diarrhoea)	Exclude until there has not been a loose bowel motion for 24 hours	Not excluded
Worms	Exclude if loose bowel motions are occurring Exclusion is not necessary if treatment has occurred	Not excluded

NOTE THAT 24 HOUR EXCLUSION MEANS THAT THE CHILD CANNOT RETURN TO THE CENTRE THE FOLLOWING DAY. A CHILD MUST BE WELL AND SYMPTOM FREE FOR 24 HOURS PRIOR TO RETURN.

NOTE: If the cause of a possible infectious disease is unknown, there is a possibility of exclusion for 48 hours until the cause is identified. Educators and other staff who have a food-handling role should always be excluded until there has not been a loose bowel motion for 48 hours. *Adapted from SA Health Communicable Disease Control Branch* <http://www.dh.sa.gov.au/pehs/ygw/index.htm>

Note that exclusion advice is consistent with the Communicable Diseases Network Australia Series of National Guidelines (SoNGs), where available.

4. Review & History

5. Acknowledgements

Public Health (Amendment) Act, 1992 (NSW)
Staying Healthy , 5th Ed, 2013
Medicare
National Health and Medical Research Council

Appendix A: History

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Version	Authorised by	Approval Date	Effective Date	Sections modified
1.0	Vice President, University Service	11 November 2013	11 November 2013	



Policy Hierarchy link	Children (Education and Care Services National Law Application) Act 2010 Education and Care Services National Regulations 2011: 155-156, 168(2)(j) National Quality Standard: 5.1 & 5.2		
Responsible Officer	Vice-President, University Services		
Contact Officer	General Manager – j.carlisle@unsw.edu.au 9385 1708		
Superseded Documents			
File Number	Contact the Records & Archives Office .		
Associated Documents			
Version	Authorised by	Approval Date	Effective Date
1.0	Vice President, University Service	11 November 2013	11 November 2013

1. Purpose and Scope

A positive atmosphere and the wellbeing of children, within the Centres is promoted through attentive care and quality interactions. Emotional well-being and social relationships are enhanced through thoughtful and sophisticated approaches to conversation, discussion and promotion of children’s language and communication.

Children who experience relationships that are built on respect, fairness, cooperation and empathy are given the opportunity to develop these qualities themselves. When children have positive experiences of interactions they develop an understanding of themselves as significant and respected and feel a sense of belonging.

Interactions with children will:

- promote a safe, secure and nurturing environment;
- be authentic and responsive;
- be based in fairness, acceptance and empathy;
- demonstrate respect for culture, rights, community and the individual.

2. Definitions

3. Procedure

3.1 Duties of Nominated Supervisor and Educational Leader

1. Guide professional development and practice to promote interactions with children that are positive and respectful;
2. Establish practice that ensures interactions with children are given priority and those interactions are authentic, just and respect difference.

3.2 Duties of Educators and Staff

1. Respond to children's communication in a just, considerate and consistent manner;
2. Respond sensitively to children's attempts to initiate interactions and conversations;
3. Initiate one to one interactions with all children. For babies and toddlers this would be part of the daily routine;
4. Engage in conversation with each child throughout the day;
5. Support children's efforts, assisting and encouraging as appropriate;
6. Support children's secure attachment through consistent, warm and nurturing relationships;
7. Support children's expression of their thoughts and feelings;
8. Encourage children to express themselves verbally and non verbally;
9. Engage with conversations with children in a manner that stimulates curiosity and facilitates learning;
10. Show interest and participate in what the child is doing;
11. Encourage children to make choices and decisions;
12. Acknowledge children's complex relationships and sensitively intervene in ways that promote consideration, alternative perspectives and social inclusion;
13. Acknowledge each child's uniqueness in positive ways;
14. Respect cultural differences in communication and consider alternative approaches.

3.3 Children's Rights, Family and Cultural Values

Interactions within the setting are greatly enhanced when children's rights, family and cultural values are given due consideration and respect. Administrative procedures, initial conversations, documentation and ongoing communication with children and families are a reference point for interactions and a foundation for authentic and respectful communication.

3.4 Listening

Educators and staff must use listening as a foundation for interactions. Listening is based on observation and in leaving spaces in communication, suspending judgement and in giving full attention to children as they communicate. Truly attending to children's communication promotes a strong culture of listening.

3.5 Children and Families

A culture of respectful interaction is promoted when children's attempts to communicate are valued. Turn taking and regulating children's conversations promotes active engagement. Respectful communication with families is valued and promotes positive modelling for the children.

3.6 Reflection and Consideration

Time is dedicated to reflecting upon interactions with children. Reflections should consider how to spend extended periods engaged in interactions with children that comprise communication and listening.

3.7 Role Modeling

Educators model positive interactions when they show care, empathy and respect for all those around them. Quality interactions increase children's knowledge and understanding of themselves and each other and help develop the skills they need to interact positively with others.

Educators should use respectful and considerate communication when interacting with children.

4. Review & History

5. Acknowledgements

DEEWR (2009). *Belonging Being and Becoming: The Early Years Learning Framework for Australia*. www.deewr.gov.au

National Quality Standards: 5.1 & 5.2

Appendix A: History

The authorisation and amendment history for this document must be listed in the following table. Refer to information about [Version Control](#) on the Policy website.

Version	Authorised by	Approval Date	Effective Date	Sections modified
1.0	Vice President, University Service	11 November 2013	11 November 2013	



Policy Hierarchy link	Children (Education and Care Services National Law Application) Act 2010 Education and Care Services National Regulations 2011		
Responsible Officer	Vice-President, University Services		
Contact Officer	General Manager – j.carlisle@unsw.edu.au 9385 1708		
Superseded Documents			
File Number	Contact the Records & Archives Office .		
Associated Documents			
Version	Authorised by	Approval Date	Effective Date
1.0	Vice President, University Service		

1. Purpose and Scope

Using media in its various forms may be valuable and informative for children and educators. This is reflected in outcome 5 of the Early Years Learning Framework; *“Children use information and communication technologies to access information, investigate ideas and represent their thinking”*. In fact, the Framework’s definition of ‘literacy’ includes media as one of the many modes of communication which children in their early years might access or be exposed to. It is important however that skills of selectivity and discernment are beginning to be developed from a young age through the use of a blended approach, integrating active and passive technologies with face to face interaction.

This procedure applies to aural media and visual media such as movies, computers, tablets and print.

2. Definitions

3. Procedure

3.1 Approach to Information Communication Technology (ICT) and Media use

The Centres will use ICT and media in order to:

- Develop understandings of the use of ICT and media as learning and entertainment tools.
- Develop children’s listening skills and understanding of language patterns.
- Extend children’s appreciation of language, literature and music across different cultures.
- Develop imagination and creativity, eg. the dramatic qualities of sound can be used to reflect or establish mood or energy levels, programs can encourage story-telling or play-acting possibilities etc.
- Develop and explore children’s own self-concept through the recording of voices and filming of themselves and others.
- Develop social skills of working, listening and being creative together.
- Actively break down stereotypes and biases and critique resources through the use of ICT and media.

3.2 Visual & audio media

The Centres will carefully consider the appropriateness of the use of television and other visual media whether the viewing experience offers distinct advantages over other educational formats. Consideration will always be given to critiquing the particular piece of media for any biases or beliefs that may be espoused.

Staff will:

- Ensure that programs and other visual media is age appropriate, this includes the types of images provided to children through print media.
- Include parents in general discussions about visual media.
- Preview programs and print media wherever possible.
- Incorporate programs into the daily curriculum as a planned activity from which all children will benefit.
- Interact with children during viewing. Lead-in and follow-up activities may be used.
- Interact with children by encouraging them to look or listen for something, act out events, experiment with ideas or make something suggested in the program.
- Respond to emotive content through movement, dance, music and other creative art experiences.
- Make video recordings of children that may enhance self-esteem, provide a record of activities, excursions, dramatic play and complement storytelling and staff evaluation.

3.3 Computers

Children may have the opportunity to

- Experiment with computers and key-boards as child-initiated play.
- Experience developmentally appropriate software programs in a social context.
- Develop appropriate skills in relation to computer use including posture, keyboard skills, distance of eyes from the screen etc.
- Develop a positive attitude towards computer technology and its various applications

It is not intended that the role of computers within the Early Years Centres is to teach reading, writing or mathematics or that interaction with computers should replace any other traditional early childhood experience.

Staff will encourage both boys and girls to participate in computer-related activities, when provided, and will help to develop all children's confidence in the use of technology.

4. Review & History

5. Acknowledgements

Appendix A: History

The authorisation and amendment history for this document must be listed in the following table. Refer to information about [Version Control](#) on the Policy website.

Version	Authorised by	Approval Date	Effective Date	Sections modified
1.0	Vice President, University Service	11 November 2013	11 November 2013	



Policy Hierarchy link	Children (Education and Care Services National Law Application) Act 2010 Education and Care Services National Regulations 2011: 168(2)(a) National Quality Standard 2.2.1 Work Health and Safety Act 2011 and Work Health and Safety Regulations 2011 (NSW) Food Act 2003 (NSW)		
Responsible Officer	Vice-President, University Services		
Contact Officer	General Manager – j.carlisle@unsw.edu.au 9385 1708		
Superseded Documents			
File Number	Contact the Records & Archives Office .		
Associated Documents			
Version	Authorised by	Approval Date	Effective Date
1.0	Vice President, University Service	11 November 2013	11 November 2013

1. Purpose and Scope

UNSW Early Years Centres recognize their responsibility to provide food and nutrition education that is consistent with national dietary guidelines for children and takes into account children’s age, cultural background, religion and medical needs. In long day care, each child needs to be provided with at least 50% of the recommended daily intake (RDI) of nutrients. The Centres will provide appropriate nutrition in proportion to the time spent in care. They will also work with children and families to develop positive attitudes and habits with respect to food and nutrition. They will provide an inviting atmosphere, which encourages social engagement and unhurried meal times.

This policy applies to all staff, volunteers, students and family members acting as primary contact staff.

2. Definitions

3. Procedure

3.1 Encouraging Healthy Eating Habits

The Centres aim to:

- Provide a varied menu from across the 5 food groups (bread and cereals, fruit and vegetables, meat and vegetarian protein alternatives, milk and dairy foods, fats) during daily mealtimes within the centre.
- Provide a menu that includes morning tea, lunch and afternoon tea reflecting healthy choices. Dessert may be provided, on occasion, as a treat.
- Encourage children to taste new foods.
- Provide variety in tastes, textures, colours and flavours.
- Use fresh fruit and vegetables which reflect seasonal change.

- Reduce the amount of sugar and salt in the preparation of meals.
- Provide nutritional education which includes opportunities outside of mealtimes to taste and talk about different foods, likes and dislikes.
- Provide current nutritional information and resources to families and staff.
- Implement practices which reflect positive role-modelling with regard to nutrition and healthy eating habits.
- Support children's involvement in food preparation activities, through such things as preparing food with educators, growing a vegetable or herb garden, composting and worm farming.
- Offer children water - after milk bottles, lunch and before rest - as part of dental hygiene. (See also *Dental and Oral Hygiene Procedure*).
- Have drinking water available to children at all times throughout the day.
- Provide utensils and furniture that encourage comfort and independence for children and that is appropriate for the staff serving and eating with the children.

3.1.1 Birthday Celebrations

- Birthday times are important times to celebrate. Each centre will work with families and children to enjoy this time and ensure it is inclusive of all children.

Please do not bring lollies, sweets, chocolate or cakes onto the premises without first checking with the centre for protocol.

3.2 Encouraging Communication about Nutrition and Mealtimes

The Centres will encourage communication by:

- Displaying written menus outlining the meals provided for children throughout each day as well as information on any changes.
- Providing verbal and written information about individual children and their food intake during the day.
- Facilitating information exchange between parents and educators about individual children's likes and dislikes, cultural requirements and medical needs. This can be achieved through a variety of strategies such as communication books, enrolment forms, providing menus to parents in advance where special needs exist etc.
- Inviting families, staff and children to contribute to the menu by sharing popular home recipes and asking for comments on draft menus prior to their commencement.
- Inviting families to join the children for a meal or social gathering.
- Working with families through discussion and strategy sharing, supporting children's healthy eating habits and assisting in situations where a child's eating habits are challenging.

3.3 Supporting Individual Needs of Children

The Centres will:

- Make food available to children outside of the usual mealtimes as required.
- Support and work with parents and specialists in order to assist children with particular feeding, health or medical requirements. Children who require it will have a special feeding plan written and adopted in consultation with families, specialists and staff.
- Ensure that for children who have allergies or intolerances of certain foods, verification and guidance from an appropriate professional body is provided to the centre. Such information must be maintained up to date by the family. (See also *Allergy and Anaphylaxis Procedure*.)
- Provide current and regularly updated information about issues on allergy/intolerance, breast feeding, developmental milestones and stages for eating.
- Supervise children at all times whilst they are eating.
- Prohibit the use of foods known to cause extreme reactions in children as a safety measure, eg. peanuts (See 3.3.1 *Allergy Aware Centre*).
- Avoid foods that are known to be a high risk for choking such as popcorn, seeds, raw hard vegetables and apple skins (for children under two).

3.3.1 Allergy Aware Centre (includes no nuts or nut products)

- In order to minimise potential **life threatening** contact with allergens, for children who have severe allergic reactions towards nuts the Centres provide “Allergy Aware Environments”.
- Nuts and nut products are excluded from the menus and not kept on any centre’s premises.
- Parents are requested to ensure that NO FOOD containing nuts or nut products is brought in from home.
- Staff are to ensure that the food that they bring in to the centre does not contain nuts or nut products.

Refer to the Allergy and Anaphylaxis Procedure for more information.

3.4 Valuing Diversity in Menu Planning

The Centres will:

- Provide menu choices which reflect cultural diversity and food preferences, including recipes provided by families and meals enjoyed by children.
- Use various eating implements and environments for mealtimes, eg. chopsticks, spoons, forks, fingers, table and chairs, low tables, cushions and picnics.
- Provide food that reflects the special occasions and festivities celebrated by families at the Centre and within the wider community.

3.5 Social Aspects of Eating

The Centres will:

- Ensure that food is never used as a reward or punishment. Children will be encouraged to eat and try foods, but never forced.
- Create a physically pleasant environment for children to eat meals.
- Use small, social groups of children sitting with a staff member and encourage children to remain seated until they have finished eating.
- Encourage the development of independence, decision-making and self-help by providing age appropriate cutlery and giving children a choice during morning/afternoon tea and snack time.
- Encourage social interaction and discussion amongst children and adults. Staff will sit with the children and join them for meals.
- Offer children a choice of food and small portions to begin with. Those who finish their portions and are still hungry will be offered another serving of the meal.
- After meals, children will be encouraged to scrape the food from their bowls, pack away their bowls, cups and cutlery before moving away to another experience.
- Regard bottle-feeding as a "meal time" where staff sit with younger children offering social contact and ensuring children's safety.

3.6 Breastfeeding/ Bottle Feeding

Mothers who are breast feeding their child, as well as parents/guardians who bottle feed, are encouraged and welcome to feed their child at the Centre. Engaging in meal times at the centre can be beneficial for the relationship, the child's nutritional needs as well as offering other children opportunities to be introduced to diverse mealtime experiences and other families.

3.7 Infants' Nutrition

Introduction of solids will occur in consultation with families and in line with the current Australian Dietary guidelines.

- Families will provide a list of foods introduced to children prior to it being offered at the centre.
- It is recommended that the first solids should be iron enriched infant cereal.
- Following this a puree of individual fruits; vegetables; meats; poultry or fish may be introduced gradually in any order. Also at this stage finger foods such as toast or rusks may be offered.
- Next mashed or chopped foods will be offered. At this stage egg yolk, cereal, yoghurt, custard and pasta may also be introduced individually. It is not necessary for children to have teeth to be offered the range of textures.
- Honey will not be served to children under 12 months unless it is 'sterilised honey'.
- Cow's milk will be provided to children over the age of 12 months in consultation with the child's family.
- By 12 months of age it is expected that food will replace milk as the main source of nutrition, children will be eating family meals and having 600mls of milk (or dairy food equivalents) per day.

3.8 Food Hygiene

Food will be prepared, stored and served hygienically by:

- Ensuring at least one staff member has undertaken a recognised food handler's course.
- Providing food handling, storage, and heating training for staff on a regular basis to maintain high hygiene standards.
- Promoting effective practice for storage and use of bottles, formula, breast milk, and food provided by families.
- Displaying relevant and current procedures for food preparation and food handling in the food preparation areas and playrooms.
- Displaying current safety/hygiene principles in kitchen/bathroom areas for families and staff.
- Keeping daily checks on fridge and freezer temperatures; checking temperature of incoming goods.
- Ensuring meal preparation areas are kept clean, with regular cleaning of the different areas within the kitchen.
- Ensuring all children and adults wash hands before and after eating as well as prior to preparing or serving food. Food will be served using utensils or tongs.
- Ensuring food that has been served to children is not reused, that thawed food is not refrozen, and heated food is not reheated.
- Ensuring that the equipment that the food is served onto including crockery, cutlery and tables are clean and disinfected if necessary before food preparation or eating.

3.8.1 Food Hygiene for Infants

Educators will:

- Encourage families to provide sterilized bottles and teats for their infant
- Wash hands prior to preparing or handling food, expressed milk or formula
- Prepare formula strictly according to instructions on container
- Store bottles of infant milk in the refrigerator
- Warm bottles following centre procedures and in consultation with families requests
- Discard left-over infant formula after each feed
- Ensure infants are not lying flat when offered a bottle
- Ensure that children do not have bottles in bed

3.9 Kitchen Safety

- Children will always be accompanied by an adult if in the kitchen.
- Cooks will wear protective clothing and closed-in shoes.
- When the kitchen is unattended the door will closed at all times.
- All cleaning substances will be kept in locked cupboards. Children will not be allowed near the oven or dishwasher unsupervised.

4. Review & History

5. Acknowledgements

The following references and documents were used extensively in the development of this policy, and are useful resources to assist in implementation of the policy:

Education and Care Services National Regulations 2011

NSW Food Authority

Farmer, S (1995) *Policy development in early childhood services*. Sydney, Community Child Care Cooperative.

Nicol, D. (1995) *Thought for food: A starting point for children's nutritional meals*. Canberra, Australian Early Childhood Association.

Work Health and Safety Act 2011 and Work Health and Safety Regulations 2011 (NSW)

Food Act 2003 (NSW)

Health and Safety in Children's Centres: model policy and practices, 2003 UNSW.

NHRMC Dietary guidelines for children and adolescents in Australia, April 2003

Caring for Children (June 2005) NSW Department of Health

Munch and Move Program <http://www.healthykids.nsw.gov.au>

Appendix A: History

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Version	Authorised by	Approval Date	Effective Date	Sections modified
1.0	Vice President, University Service	11 November 2013	11 November 2013	



Policy Hierarchy link	Children (Education and Care Services National Law Application) Act 2010 Education and Care Services National Regulations 2011		
Responsible Officer	Vice-President, University Services		
Contact Officer	General Manager – j.carlisle@unsw.edu.au 9385 1708		
Superseded Documents			
File Number	Contact the Records & Archives Office .		
Associated Documents			
Version	Authorised by	Approval Date	Effective Date
1.0	Vice President, University Service	11 November 2013	11 November 2013

1. Purpose and Scope

The Centres view children as competent individuals. Educators will work in partnership with children and families to create interesting learning opportunities and a supportive environment for all children to play, learn and grow.

Curriculum development within each of the Centres will focus on individual and group needs to reflect the National Early Years Learning Framework and the National Quality Standards.

2. Definitions

3. Procedure

3.1 Programming Procedure

- Programs will be linked to the Early Years vision, each centre's philosophy, UNSW policies, Early Years procedures, Early Years Learning Framework, and the National Quality Standards.
- The daily program will focus on each child's individual strengths and interests, as well as areas that require further support. Experiences will reflect and respect cultural diversity, individuality and concepts of community.
- Opportunities will be provided for children to learn through play, that is, active involvement in experiences which set the foundation skills for future development in a supportive environment.
- The program will allow hands-on learning opportunities which will cover all areas of development and curriculum such as physical skills, language skills, cognitive skills, creative arts and environmental education.
- The program will provide a balance of activities throughout the day: indoor/outdoor, quiet/active, individual or small groups, large groups, spontaneous/child or teacher initiated.
- The programs are developed to prepare children for school by building on their social and emotional wellbeing and promoting the required foundation skills for school. It is not recommended that prior to school settings teach to a school curriculum.

- The program will also reflect the talents, skills and interests of the educators within the service.
- The program will be under-pinned by a social justice approach. See Anti bias, social justice, inclusion and diversity procedure.
- When programming, educators will look at each child in a variety of contexts:
 1. as an individual
 2. as a member of a group
 3. as part of a family
 4. as part of a society with a cultural background
- The program will be displayed within each room so that educators, families and other interested people may observe, become aware of its objectives and contribute to its implementation and evaluation.
- Educators will regularly record their observations of the children in their care for the centre's planning and evaluation process.
- Educators will meet regularly to discuss and plan the program.
- Educators will assess children's well-being and progress in order to plan for children and evaluate the program to see if goals and objectives are being achieved.
- Educators will work closely with families, including their ideas and suggestions into the program whenever possible.
- Educators will communicate frequently with families and each other using a variety of methods about each child's day as well as their long term planning and development.
- Additional programming will be allocated to educators who provide support for children with additional rights.

Educators who program are provided time away from children as per National Regulations.

3.1.1 Roles of educators

- Each service will have an Educational Leader who will be a University qualified teacher. They will oversee the programs within the service.
- Educators will contribute to the program as per expectations of position description and related to their qualification level. Time away from other duties will be dependent upon individual's roles and responsibilities.
- Each room will have one educator with the key responsibility for programming in their room. This educator will have a minimum of 2 hours programming time per week. Other educators may also contribute to the program and have some time away from other duties to document these contributions.
- Each service will develop their own centre's programming procedures to reflect their individual centres philosophy and structure.

4. Review & History

5. Acknowledgements

Early Years Learning Framework

National Quality Standards

Appendix A: History

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Version	Authorised by	Approval Date	Effective Date	Sections modified
1.0	Vice President, University Service	11 November 2013	11 November 2013	



Policy Hierarchy link	Children (Education and Care Services National Law Application) Act 2010 Education and Care Services National Regulations 2011:77		
Responsible Officer	Vice-President, University Services		
Contact Officer	General Manager – j.carlisle@unsw.edu.au 9385 1708		
Superseded Documents			
File Number	Contact the Records & Archives Office .		
Associated Documents			
Version	Authorised by	Approval Date	Effective Date
1.0	Vice President, University Service	11 November 2013	11 November 2013

1. Purpose and Scope

This procedure is developed in conjunction with those mentioned below to ensure the safety of children, their families, staff and all other persons visiting the Centres.

*Also see **Infectious Diseases Procedure, Supervision and Water Safety Procedure and Nutrition and Food Safety Procedure.***

All hazardous chemicals are stored in a manner that is inaccessible to children.

2. Definitions

3. Procedure

3.1 Procedure for minimising the spread of infection

3.1.1 Hand Washing

Frequent hand washing is the most effective method of preventing the spread of infection. Hands should always be washed:

- On arrival at the Centre
- After toilet for both staff and child
- After changing nappies
- After giving first aid
- Before and after giving medication
- After wiping a child's or your own nose
- Before giving a bottle or handling/serving food
- Before eating
- After handling garbage
- After coming in from outdoor play
- Before going home

To effectively wash hands, it is necessary to spend 10 to 15 seconds using soap and running water. All surfaces of hands should be cleaned and thoroughly dried.

The Centres provide a water-free hand wash at the entrance of the Centre. This may be used by families upon entering and exiting instead of washing at sinks.

3.1.2 Surfaces

- pH neutral detergent is recommended for all cleaning tasks with the exception of diluted vinegar mix used for sanitizing the kitchen area. All surfaces that are touched frequently, especially taps and doorknobs, will be cleaned daily using neutral detergent and warm water and thoroughly dried.
- Floors are vacuumed and mopped daily by the Centres' cleaner.
- Children's cots and beds will be wiped down with warm water and detergent after use by different children (if beds are shared over the week).

3.1.3 Sinks

All sinks are clearly labelled with a single purpose:

- Hand washing
- Art/craft preparation
- Food preparation

3.1.4 Personal equipment

- Dummies are provided for children by their families in a sealed, labelled container and taken home daily for washing or sterilizing.
- Teethers are provided for children by their families in a sealed, labelled container and taken home daily for washing or sterilizing.
- Bottles are provided by families and taken home daily for washing or sterilizing. Bottles are heated only once.
- Children will be discouraged from walking around the Centre with dummies and bottles. These will be stored out of reach of children when not in use.
- Children's bed linen will be sent for laundering by their families. It is recommended that families wash linen in hot water to help kill germs.
- If a child is sent home due to illness, their bed linen will be sent home with them for laundering on that day.
- Families must ensure children do not have food or drinks or medicine from home in their bags that may be accessed by children.

3.2 Usage and storage of Hazardous substances

- Each centre's aim is to minimize the use of dangerous substances and chemicals. Where possible natural / harmless substances will be used.
- All containers are clearly labelled with the product name, and description of use. Products are to be re-stored securely immediately after use and not left on bench tops or shelves.

4. Review & History

5. Acknowledgements

John Firth UNSW model health policies and procedures

Staying Healthy in Child Care: Preventing infectious diseases in Child Care, 5th Ed, 2013

Managing OHS in Children's Services – Sue Tarrant, Lady Gowrie Child Centre Sydney 2002

Appendix A: History

The authorisation and amendment history for this document must be listed in the following table. Refer to information about [Version Control](#) on the Policy website.

Version	Authorised by	Approval Date	Effective Date	Sections modified
1.0	Vice President, University Service	11 November 2013	11 November 2013	



Policy Hierarchy link	Children (Education and Care Services National Law Application) Act 2010 Education and Care Services National Regulations 2011: 81		
Responsible Officer	Vice-President, University Services		
Contact Officer	General Manager – j.carlisle@unsw.edu.au 9385 1708		
Superseded Documents			
File Number	Contact the Records & Archives Office .		
Associated Documents			
Version	Authorised by	Approval Date	Effective Date
1.0	Vice President, University Service	11 November 2013	11 November 2013

1. Purpose and Scope

The Centres ensure that all children have the opportunity for sleep or rest during the day.

Sleep and rest are important for physical recuperation and growth, the immune system and brain development.

The centres ensure that sleep and rest equipment is safe and age appropriate and based on current advice from recognised authorities such as ‘SIDS and Kids’ and ANZ Standards.

Childcare services are busy places and it is for this reason that children may require a sleep or rest whilst at the centre, even if they do not within their home environment.

2. Definitions

SIDS – sudden infant death syndrome

3. Procedure

3.1 Sleep and rest for babies using cots

Educators will ensure that they follow the guidelines as set down by the National SIDS Council of Australia as follows: Use only cots that meet Australian standards and:

- Place babies on their backs to sleep from birth
- Sleep babies with face uncovered and check regularly
- Put babies feet at the end of the cot
- Tuck bedclothes in so that bedding is not loose
- Ensure bumpers or pillows are not used
- Use a firm mattress that fits the bed snugly
- Visual checks of the sleeping babies will be carried out regularly by the educators

3.2 Sleep and Rest for Children Using Stretcher Beds

- Ensure that when beds are set out they are well spaced.
- Ensure that the setting up of beds does not interrupt egress paths for evacuations.

- Children will use a specially designed sheet sets for the ease of setting up, to allow safe stacking of beds that minimises cross infection and for workplace health and safety of the educators.
- Appropriate sized blankets will be used on bedding at the Centre.

3.3 Sleep and rest for all children

- Educators will learn from families how to identify individual children’s tired signs.
- Families will discuss with staff settling techniques and schedules used with their child. Wherever possible these will be followed at the Centre.
- Children will be provided with a safe and comfortable place to sleep/rest at any time throughout the day as required. Children who are not sleeping learn to respect that some of their peers may need to sleep.
- Centre staff may not rock babies to sleep in their arms, as this is a work health and safety hazard.
- Educators may not allow a child to take a bottle onto their beds with them (see **Dental and Oral Hygiene Procedure**).
- Children will be dressed comfortably for their rest. Cultural and personal preference will be taken into account.
- The room will be heated or cooled to an appropriate temperature for safe and comfortable sleeping as required.
- Sleep rooms will be adequately ventilated.
- A positive and relaxed transition to rest time will be offered.
- The time in which a child rests or sleeps will relate to his/ her individual needs and the requests of families where practicable.

Children who do not require a sleep will be provided with a space to rest for a short time. They may be provided with books or other quiet material. After a short time of personal space the children may be moved to quiet activities such as table activities, story reading, or writing activities.

4. Review & History

5. Acknowledgements

The National SIDS Council of Australia website:

www.sidsandkids.org - last accessed 14/8/13

www.kidsafe.nsw.org - last accessed 14/8/13

Appendix A: History

The authorisation and amendment history for this document must be listed in the following table. Refer to information about [Version Control](#) on the Policy website.

Version	Authorised by	Approval Date	Effective Date	Sections modified
1.0	Vice President, University Service	11 November 2013	11 November 2013	



Policy Hierarchy link	Children (Education and Care Services National Law Application) Act 2010 Education and Care Services National Regulations 2011		
Responsible Officer	Vice-President, University Services		
Contact Officer	General Manager – j.carlisle@unsw.edu.au 9385 1708		
Superseded Documents			
File Number	Contact the Records & Archives Office .		
Associated Documents			
Version	Authorised by	Approval Date	Effective Date
1.0	Vice President, University Service	11 November 2013	11 November 2013

1. Purpose and Scope

Students and volunteers are welcome at the centres. UNSW Early Years is committed to assisting the community to gain valuable experience in early childhood settings.

Visitors to a service may include family members, potential families, students attending professional experience, maintenance personnel, educators, staff from other services and other authorised volunteers.

The presence of visitors at the service must be monitored and documented. Records relating to visitors and students to our service will be maintained.

2. Definitions

3. Procedure

Each centre must

- maintain a visitors book and request sign in of all visitors to the service.
- ensure all staff are aware of, and understand, the regulatory and ethical guidelines relating to visitors at the centre.
- provide an induction protocol for all staff to use with each visitor, including workplace health and safety issues.
- keep a record of all volunteers and students who spend time in the service. The record will include: *full name; address; date of birth; date and hours of each volunteer or student who participates in the program.*
- be aware of protocols and guidance supplied by universities, TAFEs, schools or RTOs in relation to participating students.

3.1 Duties of all Staff

- Welcome visitors to the service and seek information on their reason for visiting.
- Direct visitors appropriately and when necessary make the Nominated or Certified Supervisor aware of a visitor's presence in the service.
- Ensure that students and volunteers are always supervised and never left alone with the children.
- Ensure that students do not take unauthorised photographs of children.

- Ensure that volunteers do not take photographs of children.
- Ensure that students and volunteers are aware of and work within guidelines, such as the Centres' Philosophy, Code of Conduct, Policies and Procedures.

3.2 Duties of Students and/ or Volunteers

- Be aware of, and work within, the Centres' Philosophy, Code of Conduct, Policies and procedures.
- Consult with staff regarding correct procedures when confronted with an unexpected event or incident.
- Do not administer medication nor undress a child or proceed with any first aid measures unless a staff member is present.
- Consult with a staff member before beginning any observations on children.
- Refer to children only by using their first name when writing observations or lesson plans.
- Be punctual for their nominated shift, return from breaks on time and let staff know where they are at all times.
- Notify the Centre, and their college, if unable to attend on any scheduled day.
- Take part in the centre's day-to-day routines and activities, including assisting in setting up, packing away, toileting, cleaning etc.
- Present your plans/planning folder to the supervising staff each day prior to an experience being presented. Experiences must be discussed and planned with supervising educator prior to being provided to the children.
- It is the student's responsibility to organise all the necessary resources available for the experiences.
- Respect the privacy of the children and the families at the Centre. All information heard within the Centre should be treated as confidential and must not be discussed outside the Centre unless it is related to the practicum.

3.3 Duties of Families

- Families are asked to be vigilant, and aware, of unknown visitors to the centre and to direct them accordingly.

4. Review & History

5. Acknowledgements

Department of Education, Employment and Workplace Relations - www.deewr.gov.au
 Early Childhood Australia - www.earlychildhoodaustralia.org.au

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Version	Authorised by	Approval Date	Effective Date	Sections modified
1.0	Vice President, University Service	11 November 2013	11 November 2013	



Policy Hierarchy link	Children (Education and Care Services National Law Application) Act 2010 Education and Care Services National Regulations 2011		
Responsible Officer	Vice-President, University Services		
Contact Officer	General Manager – j.carlisle@unsw.edu.au 9385 1708		
Superseded Documents			
File Number	Contact the Records & Archives Office .		
Associated Documents			
Version	Authorised by	Approval Date	Effective Date
1.0	Vice President, University Service	11 November 2013	11 November 2013

1. Purpose and Scope

Australia has the highest rate of skin cancer in the world. The sensitive skin of young children and babies places them at particular risk of sunburn and skin damage. Early childhood services play a major role in minimising a child’s UV exposure as children attend during times when UV radiation levels are highest.

This policy has been adapted from the *NSW Cancer Council Sun Protection Sample Policy*. Information and guidance is contained on the NSW Cancer Council website www.cancerCouncil.com.au.

Our Centres will follow best practice guidelines with the aim of maintaining SunSmart status from the NSW Cancer Council, to protect children, family members, educators and staff from the damaging effects of sun exposure.

Early Years services are *SunSmart* services.

2. Definitions

3. Procedure

Our sun protection strategies are:

3.1 Outdoor Activities

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

- From October to March sun protection is required at all times. Extra sun protection is needed between 11am and 3pm. During this period, outdoor activities should be minimised. Minimising outdoor activities includes reducing both the number of times (frequency) and the length of time (duration) children are in direct sun.
- From April to September outdoor activity can take place at any time. However, from 10am–2pm sun protection is required (excluding June and July).
- In June and July when the UV index is mostly below 3, sun protection is not required during the day. Attention however is required for children who have very fair skin.

All sun protection measures (including recommended outdoor times, shade, hat, clothing and sunscreen) will be considered when planning excursions and activities.

3.1.1 Shade

Most outdoor activities will be planned to occur in shaded areas. Play activities will be set up in the shade and, if necessary, moved throughout the day to take advantage of shade patterns.

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

3.1.2 Hats

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

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

Please Note: *Baseball caps or visors do not provide enough sun protection and therefore, are not appropriate for use in the centres.*

Children without a sun safe hat will be asked to play in an area protected from the sun (eg. under shade, veranda or indoors) or may be provided with a spare hat.

Spare hats will be kept on the premises.

UNSW Early Years will provide staff with a subsidy each year towards the cost of a sun safe hat.

3.1.3 Clothing

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

- Loose fitting shirts and dresses with sleeves and collars or covered neckline.
- Longer style skirts, shorts and trousers.

Children who are not wearing sun safe clothing can be provided with spare clothing.

Children who are toilet training may go outside in training pants. Sunscreen will be applied to exposed skin on legs.

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

3.1.4 Sunscreen

- All staff and children will apply SPF30+ broad-spectrum water-resistant sunscreen 20 minutes before going outdoors and reapply every 2 hours. Sunscreen is stored in a cool, dry place and the use-by-date monitored.
- Parents are requested to apply sunscreen to children upon arrival or prior to arrival at the Centre.

- Permission from families for the Centre to apply sunscreen will be requested in writing on the enrolment form. Children who do not use sunscreen, due to allergies or parental preference, will be dressed appropriately so that they are protected from the sun.
- Sunscreen will be applied in a manner to avoid cross-infection.

3.1.5 Babies

Babies under 12 months will not be exposed to direct sunlight and are to remain in shade when outside. They will wear sun safe hats and clothing. Small amounts of SPF30+ broad-spectrum water-resistant sunscreen may be applied to their exposed skin with parental permission.

3.1.6 Role-modeling

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

- Wearing sun safe clothing (see Clothing).
- Wearing a sun safe hat (see Hats).
- Applying SPF30+ broad-spectrum water-resistant sunscreen 20 minutes before going outdoors.
- Using and promoting shade.

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

3.2 Education and Information

Sun protection will be incorporated regularly into learning programs. Sun protection information will be promoted to all staff, families and visitors. Further information is available from the Cancer Council website www.cancercouncil.com.au/sunsmart.

4. Review & History

Management and staff will monitor and review the effectiveness of the sun protection policy regularly. The UNSW Early Years *Sun Protection Procedure* must be submitted every two years to the Cancer Council for review to ensure continued best practice and sun smart status. Refer to the Cancer Council's guidelines and website for further information.

5. Acknowledgements

National Health and Medical Research Council - www.nhmrc.gov.au

NSW Department of Health - www.health.nsw.gov.au

Cancer Council - www.cancercouncil.com.au/sunsmart

Appendix A: History

The authorisation and amendment history for this document must be listed in the following table. Refer to information about [Version Control](#) on the Policy website.

Version	Authorised by	Approval Date	Effective Date	Sections modified
1.0	Vice President, University Service	11 November 2013	11 November 2013	



Policy Hierarchy link	Children (Education and Care Services National Law Application) Act 2010 Education and Care Services National Regulations 2011		
Responsible Officer	Vice-President, University Services		
Contact Officer	General Manager – j.carlisle@unsw.edu.au 9385 1708		
Superseded Documents			
File Number	Contact the Records & Archives Office .		
Associated Documents			
Version	Authorised by	Approval Date	Effective Date
1.0	Vice President, University Service	11 November 2013	11 November 2013

1. Purpose and Scope

To ensure that all children are supervised, and are in full view and hearing of a staff member or family member, at all times.

Outside learning environments must be regularly inspected to ensure they are safe and the equipment is in good repair.

The safety and supervision of children in and around water is of the highest priority.

2. Procedure

2.1 Supervision

- UNSW Early Years employs above the required regulatory number of adults to ensure that the number of adults available to supervise the children is at least in line with regulations.
- Staff are considered responsible and to have the knowledge and skills necessary to supervise children at an appropriate level.
- Staff will reflect monthly at meetings on any accidents and incidents that have taken place within the Centres to evaluate supervision practices.
- Staff will inform colleagues prior to leaving an area if this is required to ensure that the children continue to be adequately supervised in their absence.
- Staff will not use their mobile phones or make personal calls during work time. Phone-calls while supervising children must be work-related or emergencies only.
- Students, volunteers and visitors will not be given sole responsibility for supervision at any time.
- Children will be supervised at all times when on nappy change tables and while eating or drinking - including from a bottle.
- Children will not have access to storerooms or the Centres' laundries.
- Children visiting the kitchen to participate in a cooking experience, or visiting the cook, will have constant supervision.
- Children participating in woodwork or gardening activities using real tools will have constant supervision.

UNSW Early Years believes that children are competent learners and, when given opportunities to interact with one another, can thrive and develop. Staff may set up 'cubbies' or private spaces for children to encourage children's sense of autonomy.

2.2 Environmental Safety

- Before children enter each space, staff inspect building and grounds for anything that may cause injury (sharp or dangerous objects, poisonous insects and plants).
- When setting up equipment, staff will consider arrangements that are safe and minimize incidents.
- Staff and parents are asked to close main gates and doors behind them at all times.
- Storage areas will be kept closed.
- Impact areas will be kept clear of any toys, or portable equipment, that may cause injury in a fall.
- Water-hoses are to be rolled up when not in use.
- Staff will inform the Workplace safety officer or responsible person of dangerous equipment.
- Each family member, or guardian, is responsible for their own child's behaviour and safety within the Centre whilst on the premises.
- If equipment is dangerous, remove it and notify the centre Nominated Supervisor and/or the centre's WHS officer. Make all necessary reports.

3. Water Safety

3.1 Duties of Nominated Supervisor

- Provide guidance and information to educators, staff and families on the importance of children's safety in and around water.
- Ensure work, health and safety practices incorporate approaches to safe storage of water and water play equipment.

3.2 Duties of Educators and Staff

- Water activities will be supervised at all times. Containers or troughs will be emptied after use.
- We will educate children about staying safe in and around water.
- We will empty buckets used for cleaning immediately after use and remove from the access of children.
- We will provide clean drinking water at all times. This water will be supervised to ensure that it is safe and hygienic for consuming.
- Water containers will be securely sealed.
- At the end of each day, water containers will be emptied and cleaned thoroughly.

3.2.1 Operational Safety

- Grey water systems or water tanks will be labelled with "do not drink" signage and the children will be supervised in this area to make sure they

are not accessing this water for drinking. Educators will discuss with the children that this water is for the purpose of play and irrigation and not for consumption.

- **The maximum safe temperature for a hot-water system is 50°C.** At this temperature, it takes five minutes to severely scald a child. Thermostatic valves to be tested and serviced monthly by UNSW.
- Adults may carry and consume hot drinks only in an approved child free area.
- Water for pets at the setting must be changed regularly and only be accessible to children when adults are present.
- Excursions - See **Excursions Procedure** for information on supervision during excursions.

4. Review & History

5. Acknowledgements

National Health and Medical Research Council - www.nhmrc.gov.au

NSW Department of Health - www.health.nsw.gov.au

Further resources:

Pool and Water Safety - www.kidsafe.com.au

Water use and restrictions see - www.sydneywater.com.au

ACECQA website for risk assessment

The Australian Parenting website - <http://raisingchildren.net.au>

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Version	Authorised by	Approval Date	Effective Date
1.0	Vice President, University Service	11 November 2013	11 November 2013

1. Purpose and Scope

Growth, development and learning are an ongoing process. Transitions and change occur at many times in a person's life and can be times of stress for individuals. The purpose of this procedure is to provide a framework for thinking around change and possible strategies to make such times positive for those involved. Significant transitions that may be a part of a child's life include starting in a new early care and learning centre, starting school, changing rooms within a service, arrival of a new sibling or moving house.

2. Definitions

3. Procedure

3.1 Children: active learners from birth.

Children come to a centre with a wealth of knowledge and experience gained from the many situations they have already encountered. UNSW Early Years services acknowledge the significant development and learning that has taken place from birth. The educators within the centre aim to assist children to build upon their current level of knowledge in supportive, enjoyable and meaningful ways.

3.2 Transitions: between home, the centre and rooms within the service.

The centres acknowledge the important role that relationships play in providing for safe and supported transitions between spaces. Each UNSW Early Years service will develop a transition plan for children entering their service (as well as moving between rooms in their service), which reflects the individual and the community with which they belong.

Services will:

- Consider individual needs and plan for individual children's interests, learning and development within the total learning environment;
- Build partnerships with families to learn about the child and support the transitions occurring;
- Value and respect the child's, and families, input into the learning process;
- Reflect current research regarding children's learning and transitions;

- See the child's needs as central to the decision making surrounding the transition;
- Ensure that the transitions practiced reflect each centre's unique philosophies.

3.3 Transition to School

The age at which children can start school in NSW varies between 4 years and six months up to 6 years. The range of individual differences that are likely to be encountered when children start school is therefore significant. With age comes increased maturity and control. Experience also contributes to a child's social development.

The early childhood educators in UNSW services recognise these differences and plan appropriately.

As a significant episode in the life of young children, starting school may be both an exciting and worrying time. There are many differences between home and school environments, or between school and childcare centre environments.

To help children make the transition to this new environment and to the set of expectations that school may have, the educators within the centres will:

- Encourage liaison between schools, families and other early childhood services
- Focus on a child's strengths and use this as a basis for learning
- Identify areas that children avoid and encourage participation.
- Use a child's interests to encourage and support learning across all curriculum areas.
- Ensure a positive learning environment that helps to continue children's innate desire to seek knowledge.
- Provide a balance of child and adult initiated experiences which promotes positive attitudes to learning in all areas.
- Work most closely on children's wellbeing, their social and emotional skills in order that the children are best prepared to face their next challenges.
- Provide support and information to families in their decision-making about the time to transition their child to school.

4. Review & History

5. Acknowledgements

Department of Education– <http://education.gov.au/>

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