



Policies & Procedures

October 2023

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Foreword

Hills Community Child Care (HCCC) is a not-for-profit incorporated association, administered by a voluntary committee of management of dedicated local parents with a diverse range of professional skills and experiences.

HCCC's primary aim is to provide an environment where children and educators are happy, safe and feel comfortable. Planned activities are designed to foster and promote the best developmental outcomes for children.

HCCC has a duty of care to provide all persons with a safe and healthy environment.

This document outlines policies and procedures to comply with Victorian legislative and regulatory obligations under the *Children's Services Act 1996* and the *Children's Services Regulations 2020*.

Model state and federal policies have been used as a basis for HCCC's policy development. HCCC aims to reflect best practice industry standards.

Throughout this document Hills Community Child Care will be referred to as HCCC.

Document Revision

September 2008	First Published
March 2010	Revision
August 2015	Revision
June 2017	Revision
September 2020	Revision
October 2021	Revision
April 2022	Revision
October 2023	Revision

Acceptance & Refusal of Authorisation Policy

Policy statement

HCCC will plan for and respond effectively to the rules and guidelines set out by the government at this time. Our aim is to keep all staff and children safe and well.

HCCC's *Acceptance & Refusal of Authorisation policy*, procedures and practices are designed to:

- ensure that all educators, staff and volunteers of a service are consistent in how authorisations are managed.
- ensure that the health, safety, wellbeing and best interests of all children are met with written authorisations from parents or authorised nominees.
- ensure parents are informed of risks associated with a matter, and can make an informed choice whether or not to proceed.

The procedures relating to this *Acceptance & Refusal of Authorisation policy* are clearly labelled and displayed in the service for all stakeholders to read.

There is a shared responsibility between the HCCC committee and educators for the implementation of this *Acceptance & Refusal of Authorisation policy* and procedures.

Strategies and practices

Risk Management strategies

Educators will:

- inform parents, family or other responsible person of the procedures that are put in place
- adhere to the authorisations provided to the centre by the parent or authorised nominee
- ensure that the child's family completes and signs authorisations in the enrolment forms and medication record (if relevant) before the child commences at the service
- advise HCCC Committee of any issues with a child or situation where it may be necessary to consider refusing an authorisation

HCCC Committee will:

- obtain authorisations from families or authorised nominees in relation to:
 - administering medication to children
 - children leaving HCCC in the care of a parent or the authorised nominee
 - excursions, including evacuations drills, going to the multipurpose room
 - seeking medical treatment for children and transportation by an ambulance
 - permission to take photos and videos
 - permission to use sunscreen and insect repellent

- permission to play in the river with bare feet

- ensure that the acceptance and refusal of authorisations processes are effective and transparent and meet all regulatory requirements
- ensure authorisations are kept up-to-date
- in exceptional circumstances, consider refusing an authorisation. Decisions around refusing an authorisation will be made on a case-by-case basis by the service

Policy review

HCCC will review this *Acceptance & Refusal of Authorisation policy* and procedures as required.

Educators are essential stakeholders in the policy review process and will be encouraged to be actively involved. Families are also encouraged to collaborate with HCCC to review the policy and procedures.

Policy created:	April 2022
Review date:	As required
Ongoing policy review:	As required

Admission Requirements and Enrolment Policy

Policy statement

HCCC is committed to providing a child care service that allows equal access for children aged between one and five years old.

HCCC has developed an enrolment process to ensure the allocation of places within the service is equitable and fair. A waiting list will be established when the number of available places has been filled.

HCCC will consider the information provided by families for the enrolment process as private and confidential.

There is a shared responsibility between the HCCC committee, the educators and families for the implementation of this *Admission Requirements and Enrolment Policy* as a priority.

Strategies and practices

Enrolment Process

- The enrolment process can be completed in one of two ways:
 - 1 a soft copy of the HCCC enrolment form to be signed and returned,
 - 2 a hard copy of the HCCC enrolment form to be signed and returned.
- HCCC enrolment forms can be obtained by visiting the centre during session times or accessing the website at www.hillschildcare.org.au
- Alternatively, contact the Enrolment Officer on 9728 3233 and an enrolment form can be emailed or posted out to interested families.
- Completed enrolment forms are to be:
 - given to Care Co-ordinator or the Enrolment Officer,
 - posted to HCCC, PO Box 5, Olinda VIC 3788 (marked Enrolments), or;
- Enrolments can only be confirmed once a fully completed enrolment form is provided.
- A separate enrolment form must be completed for each child enrolled in the program.
- Bookings are for a minimum period of one term.
- Within a calendar year a child's booking will roll over to the following term unless a parent has otherwise informed the HCCC enrolment officer.
- During 4th term each family will be asked for an expression of interest via email of places required for the following year's enrolment.
- The Enrolment Officer must be notified of any changes in personal details as soon as possible.

Mid-term transfers (moving a child to an **available** place in a different session) may be possible through negotiation with the Enrolment Officer.

Personal Information Required

The following information is required on the enrolment form:

- Child's name, address and date of birth;
- Parent's name and date of birth;
- Dept Human Services customer reference number (CRN) for the child and parent (optional for claiming Child Care Subsidy (CCS))
- Custody/Court Orders relating to custody and access, (if a parent has sole custody of the child, it is a legal requirement that a copy of the Court Order be kept with the child's enrolment records);
- Medical details of the child including action plans (e.g., asthma, allergies);
- Copy of child's immunisation certificate or a medical statement clarifying the situation;
- Details of people authorised to collect the child from the program;
- Name, address and phone numbers for parents at home and work including mobile phones;
- Health cover, Medicare Number and ambulance details and consent for emergency medical treatment; and
- Information regarding any special needs.

Attendance Requirements

- Children are eligible to attend HCCC when they have turned one year old. Occasionally there may be exceptions to this requirement that can be considered by the HCCC Committee on an individual basis.
- Completed enrolment form/s must have been returned to HCCC or enrolment officer.
- Allocation of places will be based on the following criteria in this order:
 1. Children of the HCCC committee members;
 2. The child has been actively attending the program the previous term;
 3. The child has siblings already enrolled in the program;
 4. Date of enrolment;

Establishment of Waiting List

- The number of sessions offered depends on the demand for places.
- HCCC is licensed for 16 children per session. A waiting list will be established for each session if bookings exceed licensed places.
- If all sessions are suitable, the child's name will be added to each separate session list.
- The Enrolment Officer will contact the parents of the next child on the waiting list when a place becomes available. When the child obtains a place, their name will be removed from the waiting list/s.
- The Enrolment Officer will contact parents on the waiting list if a cancellation occurs mid-term.
- The Enrolment Officer can be contacted to ascertain a child's position on the waiting list.
- If parents wish to change sessions or enrol children in further sessions, but the session is full, the child's name will be added to the waiting list for that session.

Cancellation of Booking

- Parents are required to provide **four weeks**' notice to the enrolment officer when cancelling a booking.

Policy review

HCCC will review the *Admission Requirements and Enrolment Policy* and procedures as required.

Educators are essential stakeholders in the policy review process and will be encouraged to be actively involved. Families are encouraged to collaborate with HCCC to review the policy and procedures.

Policy created date: May 2008

Review dates: April 2010, August 2015, June 2017, October 2021,
October 2023

Ongoing Policy review date: As required

Arrangement for the Payment of Fees Policy

Policy statement

HCCC strives to provide an affordable child care program for the local community.

HCCC has a duty of care to ensure that the program remains financially viable by setting the fees to meet the ongoing expenses of the service and adjusting the fees as necessary.

HCCC will respect the privacy of the families using the service and maintain the confidentiality of information gained from families as part of this policy.

There is a shared responsibility between the HCCC committee, the educators and families for the implementation of this *Arrangement for the Payment of Fees Policy* as a priority.

Strategies and practices

As a not-for profit service, in the interests of financial sustainability, HCCC operates an advance fee payment scheme. In effect, this means that all fees will be invoiced and required to be paid prior to the start of each invoiced period.

Issue of Invoice

Each invoice will be issued one week prior to the commencement of the next four-week period, with payment expected at the beginning of the billing period. The invoice is sent to each family by email from HCCC via the database Hubworks.

Fee Schedule

The following fees will apply for services provided by HCCC:

5-hour session one child	\$70.00 per child
5-hour session second or consecutive children	\$65.00 per child

Fees are per session and not by the hour.

Payment of fees

Direct transfer is the preferred method of payment. Account details are as follows:

Hills Community Child Care
Bendigo Bank
BSB: 633 000
Account No: 1324 87141

Please note the following conditions:

- **Cash is NOT an accepted method of payment;**
- There will be no refund of fees for non-attendance. A refund of fees may be negotiated for planned periods of extended leave from the service by approaching the Enrolment Officer, who will take the request to the HCCC committee;
- Any family experiencing financial difficulties can contact the Enrolment Officer who will liaise with the HCCC committee to discuss the suitability of a payment schedule;
- Children will not be able to attend the service unless the fees are up to date or a payment schedule has been negotiated with the HCCC committee; and
- Non-payment will result in forfeiture of the child's enrolment.

Child Care Subsidy (CCS)

All families using the centre are now eligible to be assessed for the Child Care Subsidy (CCS) from the government.

HCCC has no say as to whether any child or family will receive CCS– it is completely governed by the eligibility criteria as set the Department of Human Services. We recommend you read through these and direct any questions regarding your eligibility or potential level of benefits to the Department of Human Services:

- My child website www.mychild.gov.au
- Estimate your CCS on [this Centrelink estimator](#)

How does it work?

CCS is claimed automatically by our software system at the time of invoicing. The software connects directly with Centrelink to calculate what level of CCS each child is eligible for, and then we will invoice the family for the gap payment only.

In order to claim, we need each family to provide us with their child/s Centrelink customer reference number (CRN) and the CRN of the parent who is claiming the CCS.

Maintenance Levy

Every family using regular day care is charged a Maintenance Levy of \$25 per term.

Money generated from the levy from families goes to much needed repairs and maintenance of the centre.

Policy review

HCCC will review the *Arrangement for the Payment of Fees* policy and procedures, and related documents, as required.

Educators are essential stakeholders in the policy review process and will be encouraged to be actively involved. Families are encouraged to collaborate with HCCC to review the policy and procedures

Policy created date:

May 2008

Review date: April 2010, August 2015, June 2017, October 2021, October 2023

Ongoing Policy review date: As required

Arrangements for Delivery & Collection of Children Policy

Policy statement

HCCC is committed to:

- ensuring the safe delivery and collection of children using the service;
- encouraging parents to deliver and collect their child on time; and
- complying with all legislative requirements.

HCCC has a duty of care to provide clear guidelines for parents, educators and HCCC committee members about their responsibilities in relation to delivery and collection of children at the service.

There is a shared responsibility between the HCCC committee, the educators and parents for the implementation of *Arrangements for Delivery and Collection of Children* policy as a high priority.

Strategies and practices

Daily Arrival and Departure

For safety and legal reasons, the **Attendance Sheet** must be signed by the person who delivers the child to HCCC. This must include the time that the child is signed in and signed out. This person must also document who is collecting the child from that day's session and provide a telephone contact number for that day. The person delivering the child must remain with the child until the commencement of the session.

If the parent, (or a person authorised on the enrolment form by the parent) is unable to collect the child, the parent must inform staff in writing, in person or by telephone the name of the person who will be collecting the child. If this is conveyed to staff by telephone, another staff member will re-contact the parent to confirm the altered collection arrangement.

The authorised person will be asked by staff to show identification. Under no circumstances will a child be allowed to leave with an unauthorised person.

Each child must be signed out in the **Attendance Sheet** by the person collecting them. Once the child is signed out, they become the responsibility of the signer even if the child remains in the centre.

Inability to Attend

To assist with daily planning, it is appreciated that parents inform HCCC at the earliest possible time if their child will not be attending on their booked day. If it is known that the child will not be attending prior to their booked day, the Enrolment Officer must be contacted on 9728 3233 or 0439 800 490.

If parents decide that their child is unable to attend on the morning of their booked day, the Care Coordinator must be contacted on 9751 0001.

Late Collection

It is important that parents collect their child before the closing time of the centre. HCCC understand that there may be isolated occasions when parents are delayed. In these cases, parents must contact the educators at HCCC by telephone on 9751 0001 so that appropriate educator arrangements can be made.

To cover educator overtime, a **late collection fee of \$1 for every minute late applies**. Parents who are continually late may have their child's care arrangements reviewed.

Non-Collection of a Child

In the event of a child not being collected at the end of a session, all attempts to contact the parents will be made. If there is no response, all attempts will be made to contact the emergency contact person/s.

If there is no response, then two educators or two HCCC committee members or an educator and a HCCC committee member will stay at HCCC with the child until the parent or emergency contact is notified.

If the child is not collected and no message is received from the parents or emergency person after one hour, the police will be called. **It is the parent's responsibility to keep emergency contacts up to date.**

Access to the Service

- Entry to HCCC is via Charlemont Lane and exit is via Parsons Lane. This is necessary as Parsons Lane is a one-way street.
- 45-degree angle parking is situated directly outside the centre.
- Vehicle disabled parking is available via the driveway immediately before the centre.
- Personal disabled access from the disabled parking is via the sealed footpath between the centre and the primary school.
- For safety reasons, the external gates on Charlemont Lane must be closed before the internal gate can be opened.

Policy review

HCCC Committee will review the *Arrangements for Delivery and Collection of Children Policy* and procedures, as required

Educators are essential stakeholders in the policy review process and will be encouraged to be actively involved. Families are encouraged to collaborate with HCCC to review the policy and procedures.

Policy created date: May 2008

Review date: April 2010, August 2015, June 2017, October 2021

Ongoing Policy review date: As required

Anaphylaxis and Other Medical Conditions Policy

[\(NB: This policy is copied directly from the model policy developed by the Victorian Department of Human Services.\)](#)

1. Policy statement

Values

This children's service believes that the safety and wellbeing of children who are at risk of a medical condition is a whole-of-community responsibility. The service is committed to:

- providing, as far as practicable, a safe and healthy environment in which children at risk of anaphylaxis can participate equally in all aspects of the children's program and experiences.
- raising awareness about allergies and other medical conditions amongst the service community and children in attendance.
- actively involving the parents/guardians of each child at risk of anaphylaxis or other medical conditions in assessing risks, developing risk minimisation strategies and management strategies for their child.
- ensuring each educator and other relevant adults have adequate knowledge of allergies, anaphylaxis and emergency procedures.
- facilitating communication to ensure the safety and wellbeing of children at risk of anaphylaxis and other medical conditions.

Purpose

The aim of this policy is to:

- minimise the risk of an anaphylactic reaction or a medical condition occurring while the child is in the care of the children's service.
- ensure that educators respond appropriately to an anaphylactic reaction or a medical condition by initiating appropriate treatment, including competently administering an EpiPen®.
- raise the service community's awareness of anaphylaxis or other medical condition and its management through education and policy implementation.

2. Scope

This policy applies when a child diagnosed as being at risk of anaphylaxis or a medical condition by a qualified medical practitioner is enrolled at the children's service. It applies to children enrolled at the service, their parents/guardians, educators and licensee. It also applies to other relevant members of the service community, such as volunteers and visiting specialists.

3. Background and legislation

Anaphylaxis is a severe, life-threatening allergic reaction. Up to two per cent of the general population and up to five per cent of children are at risk. The most common causes in young children are eggs, peanuts, tree nuts, cow milk, bee or other insect stings, and some medications.

Children may also have a medical condition that has been diagnosed by a medical professional.

Young children may not be able to express the symptoms of anaphylaxis or a medical condition.

A reaction can develop within minutes of exposure to the allergen, but with planning and training, a reaction can be treated effectively by using an adrenaline auto-injector called an EpiPen®.

The licensee recognises the importance of all educators responsible for the child/ren at risk of anaphylaxis undertaking training that includes preventative measures to minimise the risk of an anaphylactic reaction, recognition of the signs and symptoms of anaphylaxis and emergency treatment, including administration of an EpiPen®.

Educators and parents/guardians need to be made aware that it is not possible to achieve a completely allergen-free environment in any service that is open to the general community. Educators should not have a false sense of security that an allergen has been eliminated from the environment. Instead the licensee recognises the need to adopt a range of procedures and risk minimisation strategies to reduce the risk of a child having an anaphylactic reaction, including strategies to minimise the presence of the allergen in the service.

All educators will be made aware of any existing medical conditions prior to a child commencing at the centre. Details will be recorded on the child's enrolment form including a management plan from the child's doctor. Management plans will be displayed in the kitchen for all staff to refer to as required. When required a risk assessment will be completed and placed in the child's record.

Legislation

Children's Services Act 1996

Children's Services Regulations 2020

Health Act 1958

Health Records Act 2001

Occupational Health and Safety Act 2004

4. Definitions

Allergen: A substance that can cause an allergic reaction.

Allergy: An immune system response to something that the body has identified as an allergen. People genetically programmed to make an allergic response will make antibodies to particular allergens.

Allergic reaction: A reaction to an allergen. Common signs and symptoms include one or more of the following: hives, tingling feeling around the mouth, abdominal pain, vomiting and/or diarrhoea, facial swelling, cough or wheeze, difficulty swallowing or breathing, loss of consciousness or collapse (child pale or floppy), or cessation of breathing.

Ambulance contact card: A card that the service has completed, which contains all the information that the Ambulance Service will request when phoned on 000. An example of this is the card that can be obtained from the Metropolitan Ambulance Service and once completed by the service it should be kept by the telephone from which the 000 phone call will be made.

Anaphylaxis: A severe, rapid and potentially fatal allergic reaction that involves the major body systems, particularly breathing or circulation systems.

Anaphylaxis action plan: a medical management plan prepared and signed by a Doctor providing the child's name and allergies, a photograph of the child and clear instructions on treating an anaphylactic episode. An example of this is the Australian Society of Clinical Immunology and Allergy (ASCIA) Action Plan.

Anaphylaxis management training: Comprehensive training provided by allergy nurse educators or other qualified professionals such as doctors or first aid trainers, which includes strategies for anaphylaxis management, recognition of allergic reactions, emergency treatment and practise with an EpiPen® trainer, and is reinforced at yearly intervals.

Children at risk of anaphylaxis: those children whose allergies have been medically diagnosed and who are at risk of anaphylaxis.

EpiPen®: A device containing a single dose of adrenaline, delivered via a spring-activated needle, which is concealed until administered. Two strengths are available, an EpiPen® and an EpiPen Jr®, and are prescribed according to the child's weight. The EpiPen Jr® is recommended for a child weighing 10-20kg. An EpiPen® is recommended for use when a child is in excess of 20kg.

EpiPen® kit: An insulated container, for example an insulated lunch pack containing a current EpiPen®, a copy of the child's anaphylaxis action plan, and telephone contact details for the child's parents/guardians, the doctor/medical service and the person to be notified in the event of a reaction if the parent/guardian cannot be contacted. If prescribed an antihistamine may be included in the kit.

Intolerance: Often confused with allergy, intolerance is a reproducible reaction to a substance that is not due to the immune system.

No food sharing: The practice where the child at risk of anaphylaxis eats only that food that is supplied or permitted by the parent/guardian, and does not share food with, or accept other food from any other person.

Nominated educator: An educator nominated to be the liaison between parents/guardians of a child at risk of anaphylaxis and the licensee. This person also checks the EpiPen® is current, the EpiPen® kit is complete and leads educator practice sessions after all educators have undertaken anaphylaxis management training.

Risk minimisation: A practice of reducing risks to a child at risk of anaphylaxis by removing, as far as is practicable, major sources of the allergen from the service and developing strategies to help reduce risk of an anaphylactic reaction.

Risk minimisation plan: A plan specific to the service that specifies each child's allergies, the ways that each child at risk of anaphylaxis could be accidentally exposed to the allergen while in the care of the service, practical strategies to minimise those risks, and who is responsible for implementing the strategies. The risk minimisation plan should be developed by families of children at risk of anaphylaxis and educators at the service and should be reviewed at least annually, but always upon the enrolment or diagnosis of each child who is at risk of anaphylaxis.

Service community: all adults who are connected to the children's service.

Treat box: A container provided by the parent/guardian that contains treats, for example, foods which are safe for the child at risk of anaphylaxis and used at parties when other children are having their treats. Non-food rewards, for example stickers, stamps and so on are to be encouraged for all children as one strategy to help reduce the risk of an allergic reaction.

5. Procedures

The licensee shall:

- conduct an assessment of the potential for accidental exposure to allergens while child/ren at risk of anaphylaxis are in the care of the service and develop a risk minimisation plan for the centre in consultation with the educators and the families of the child/ren.
- ensure educators responsible for the child/ren at risk of anaphylaxis attend anaphylaxis management training, that is reinforced at yearly intervals.
- ensure that all relieving educators are aware of symptoms of an anaphylactic reaction, the child at risk of anaphylaxis, the child's allergies, anaphylaxis action plan and EpiPen® kit. If the relieving educator is not trained in anaphylaxis management, the licensee shall ensure at least one educator trained in anaphylaxis management is present at the service and that educator is aware that they are responsible for the administration of an EpiPen® in an emergency. If this is not possible parents/guardians must be informed of this situation before a child at risk of anaphylaxis is left at the centre.
- ensure that no child who has been prescribed an EpiPen® is permitted to attend the service or its programs without that EpiPen®.
- make parents/guardians aware of this policy, and provide access to it on request.
- encourage ongoing communication between parents/guardians and educators regarding the current status of the child's allergies, this policy and its implementation.
- display an ASCIA generic poster called *Action plan for Anaphylaxis* in a key location at the service, for example, in the children's room, the entrance or near the medication cabinet.

- display an ambulance contact card by telephones.
- comply with the procedures outlined in Schedule 1.

Educators responsible for the child at risk of anaphylaxis or other medical condition shall:

- ensure a copy of the child's anaphylaxis/medical condition action plan is visible to all educators.
- follow the child's anaphylaxis/medical condition action plan in the event of an allergic reaction, which may progress to anaphylaxis.
- in the situation where a child who has not been diagnosed as allergic, but who appears to be having an anaphylactic reaction:
 - Call an ambulance immediately by dialling 000.
 - Commence first aid measures.
 - Contact the parent/guardian.
 - Contact the person to be notified in the event of illness if the parent/guardian cannot be contacted.
- practise EpiPen® administration procedures using an EpiPen® trainer and "anaphylaxis scenarios" on a regular basis, preferably quarterly.
- ask all parents/guardians as part of the enrolment procedure, prior to their child's attendance at the service, whether the child has allergies and document this information on the child's enrolment record. If the child has allergies, ask the parents/guardians to provide a medical management plan signed by a Doctor.
- ensure that parents/guardians provide an anaphylaxis action plan signed by the child's Doctor and a complete EpiPen® kit while the child is present at the service.
- ensure that the EpiPen® kit is stored in a location that is known to all educators, including relief educators; easily accessible to adults (not locked away); inaccessible to children; and away from direct sources of heat.
- ensure that the EpiPen® kit for each child at risk of anaphylaxis is carried by a trained adult on excursions that this child attends.
- regularly check the EpiPen® expiry date. (The manufacturer will only guarantee the effectiveness of the EpiPen® to the end of the nominated expiry month.)
- provide information to the service community about resources and support for managing allergies and anaphylaxis.
- comply with the procedures outlined in Schedule 1.

Parents/guardians of children shall:

- comply with the procedures outlined in Schedule 1.

Parents/guardians of a child at risk of anaphylaxis or other medical condition shall:

- inform educators, either on enrolment or on diagnosis, of their child's allergies.

- provide educators with an anaphylaxis/medical condition action plan and written consent to use the EpiPen® in line with this action plan.
- provide educators with a complete EpiPen® kit.
- regularly check the EpiPen® expiry date.
- assist educators by offering information and answering any questions regarding their child's allergies.
- notify the educators of any changes to their child's allergy status and provide a new anaphylaxis action plan in accordance with these changes.
- communicate all relevant information and concerns to educators, for example, any matter relating to the health of the child.
- comply with the service's policy that no child who has been prescribed an EpiPen® is permitted to attend the service or its programs without that EpiPen®.
- comply with the procedures outlined in Schedule 1.

6. Related documents

Related documents at the service

- Enrolment checklist for children at risk of anaphylaxis or other medical condition
- Sample Risk Minimisation Plan
- Brochure titled "Anaphylaxis – a life threatening reaction", available through the Royal Children's Hospital, Department of Allergy.
- Relevant service policies such as:
 - Enrolment
 - Illness and Emergency Care
 - Nutrition
 - Hygiene and Food Safety
 - Asthma
 - Inclusion
 - Communication

Contact details for resources and support

- Australasian Society of Clinical Immunology and Allergy (ASCIA), at www.allergy.org.au, provides information on allergies. The Anaphylaxis Action Plan can be downloaded from this site. Contact details for Allergists may also be provided. Telephone 0425 216 402.
- Anaphylaxis Australia Inc, at www.allergyfacts.org.au, is a non-profit support organisation for families with food anaphylactic children. Items such as storybooks, tapes, EpiPen® trainers and so on are available for sale from the Product Catalogue on this site. Anaphylaxis Australia Inc provides a telephone support line for information and support to help manage anaphylaxis. Telephone 1300 728 000.
- Royal Children's Hospital, Department of Allergy, at www.rch.org.au, provides information about allergies and the services provided by the hospital. Contact may be made with the Department of Allergy to evaluate a child's allergies and if necessary, provide an EpiPen® prescription, as well as to purchase EpiPen® trainers. Telephone (03) 9345 5701.

Training

- There is a range of providers offering anaphylaxis training, including Royal Children's Hospital Department of Allergy, first aid providers and Registered Training Organisations. Ensure that the anaphylaxis management training provided is comprehensive, as described in this policy.
- Royal Children's Hospital Department of Allergy posts training dates on its website: www.rch.org.au, follow the prompts to the Community Allergy Education Service.

7. Authorisation

This policy was updated by Hills Community Child Care in October 2023.

8. Evaluation

The licensee shall:

- discuss with educators their knowledge of issues following educator participation in anaphylaxis and other medical condition management training.
- selectively audit enrolment checklists (e.g. annually) to ensure that documentation is current and complete.
- discuss this policy and its implementation with parents/guardians of children at risk of anaphylaxis or other medical conditions to gauge their satisfaction with both the policy and its implementation in relation to their child.
- respond to complaints.
- review the adequacy of the response of the service if a child has an anaphylactic reaction or other medical condition and consider the need for additional training and other corrective action.

The educators shall nominate an educator to:

- conduct 'anaphylaxis scenarios' and supervise practise sessions in EpiPen® administration procedures to determine the levels of educator competence and confidence in locating and using the EpiPen® kit.

(An EpiPen® trainer can be purchased for these practise sessions but it should be labelled as a 'trainer' and be stored separately from all other EpiPens®, for example in a file with anaphylaxis resources, so that the EpiPen® trainer is not confused with an actual EpiPen®.)

- routinely (e.g. monthly) review the EpiPen® kit to ensure that it is complete and the EpiPen® is not expired.
- liaise with the licensee and parents of children at risk of anaphylaxis or other medical conditions.

Parents/guardians shall:

- read and be familiar with the policy.

- identify and liaise with the nominated educator.
- bring relevant issues to the attention of both educators and licensee.

Schedule 1

The following procedures should be implemented to help protect the child at risk of anaphylaxis from accidental exposure to food allergens:

In relation to the child at risk:

- This child should only eat food that has been specifically prepared for him/her.
 - Where the service is preparing food for the child, ensure that it has been prepared according to the parent's instructions.
 - Some parents will choose to provide all food for their child.
- All food for this child should be checked and approved by the child's parent/guardian and be in accordance with the risk minimisation plan.
- Bottles, other drinks and lunch boxes, including any treats, provided by the parents/guardians for this child should be clearly labelled with the child's name.
- There should be no trading or sharing of food, food utensils and containers with this child.
- In some circumstances it may be appropriate that a highly allergic child does not sit at the same table when others consume food or drink containing or potentially containing the allergen. However, children with allergies should not be separated from all children and should be socially included in all activities.
- Parents/guardians should provide a safe treat box for this child.
- Where this child is very young, provide his/her own high chair to minimise the risk of cross-contamination.
- When the at-risk child is allergic to milk, ensure non-allergic babies are held when they drink formula/milk.
- Increase supervision of this child on special occasions such as excursions, incursions or family days.

In relation to other practices at the centre:

- Ensure tables and bench tops are washed down after eating.
- Ensure hand washing for all children upon arrival at the service, before and after eating.
- Restrict use of food and food containers, boxes and packaging in crafts, cooking and science experiments, depending on the allergies of particular children. Educators should discuss the use of foods in such activities with parents/guardians of this child and these foods should be consistent with the risk minimisation plan.
- All children need to be closely supervised at meal and snack times and consume food in specified areas. To minimise risk children should not 'wander around' the centre with food.
- Educators should use non-food rewards, for example stickers, for all children.
- The risk minimisation plan will inform the children's service's food purchases and menu planning.

- Food preparation personnel (educators and volunteers) should be instructed about measures necessary to prevent cross contamination between foods during the handling, preparation and serving of food – such as careful cleaning of food preparation areas and utensils.
- Where food is brought from home to the centre, all parents/guardians will be asked not to send food containing specified allergens or ingredients as determined in the risk minimisation plan.

Policy review

HCCC will review this *Anaphylaxis and Other Medical Conditions Policy* and procedures, as required

Educators are essential stakeholders in the policy review process and will be encouraged to be actively involved. Families are also encouraged to collaborate with HCCC to review the policy and procedures.

Policy created: May 2008

Review date: January 2009, June 2010, and August 2015, June 2017, October 2021, October 2023

Ongoing policy review: As required

Child Safe Environment Policy

Policy statement

HCCC will plan for and respond effectively to the child safe standards set out by the government at this time. Our aim is to keep all educators and children safe and well.

HCCC's *Child Safe Environment policy*, procedures and practices are designed to support educators to:

- Promote and ensure the safety, health and wellbeing of children and uphold all children's rights attending HCCC
- Seek, listen and value children's ideas and opinions
- Promote the cultural safety of children from all culturally and/or linguistically diverse backgrounds including Aboriginal and Torres Strait Islander people
- Promote the safety of children with a disability, understand and meet their needs
- Play an important role in the prevention of child abuse and neglect through their access to information about family functioning and the needs of children
- Provide education and care in a way that maintains at all times the dignity and rights of each child and has regard to the family and cultural values, age and physical and intellectual development of each child

The procedures relating to this policy are directed by the child safe standards as defined by the government and are clearly labelled and displayed in the service for all stakeholders to read.

There is a shared responsibility between the HCCC committee and educators for the implementation of this *Child Safe Environment policy* and procedures.

Strategies and practices

- Management and educators will promote safety for all children being cared for and educated by HCCC
- Every reasonable precaution will be taken to protect children being educated and cared for by HCCC from harm and from any hazard likely to cause injury
- Management, educators and staff are aware of their roles and responsibilities to identify and respond to every child at risk of abuse or neglect

Risk Management strategies

Educators will:

- inform parents, family or other responsible person of the procedures that are put in place
- provide adequate supervision of the children at all times while in the care of HCCC
- consider each child's individual development when providing care and education to promote engagement
- consider cultural diversity and be inclusive to promote safety for all children in their care

- take action if they suspect or are witness to any form of child abuse. This includes completion of necessary reports depending on the requirement of the reporting agency and notification to the HCCC committee.
- maintain relevant training on the reporting requirements under the child protection laws
- adhere to the expected behaviours (as outlined in the Behaviour & Interactions with Children Policy) to encourage positive interactions with the children in their care and promote a child safe environment
- respect and protect the privacy of children and their families by keeping all information about child abuse, neglect and harm concerns confidential

HCCC Committee will:

- operate in a way that ensures the safety of the children being cared for or educated, supports the health and wellbeing of those children and ensures the developmental needs of those children are met
- must ensure that every reasonable precaution is taken to protect children being cared for or educated by the service from harm and from any hazard likely to cause injury
- ensure processes are in place to respond and support staff to take action if they suspect or are witness to any form of child abuse

Policy review

HCCC will review this *Child Safe Environment policy* and procedures as required.

Educators are essential stakeholders in the policy review process and will be encouraged to be actively involved. Families are also encouraged to collaborate with HCCC to review the policy and procedures.

Policy created: April 2022

Review date: October 2023

Ongoing policy review: As required

Comfort & Sun Protection Policy

Policy statement

Effective clothing and comfort strategies, including sun protection clothing, are important factors in ensuring a child feels secure and safe in a child care service environment. This section also covers sun exposure considerations at HCCC.

There is a shared responsibility between educators, children and families for the implementation of this *Clothing and Comfort* policy and procedures.

Strategies and practices

Educators will do their best to protect children's clothing whilst at the centre. Parents are encouraged to dress their children in clothing suitable for messy and outdoor play. Items that children can easily manage are preferred, as they will encourage the development of children's independence.

All items of children's clothing must be clearly marked with their name. Soiled clothing will be placed in a plastic bag ready for parents to collect at the end of the session.

A complete change of clothes is to be provided for each child for each session at the centre.

Sun exposure

HCCC will provide shaded areas resulting in limited exposure to direct sunlight throughout the day in normal play routines. It is accepted that some sun exposure is required for normal healthy vitamin D absorption.

Sun safe clothing

Educators will consider the availability of shade and outdoor temperatures when planning and programming for outdoor play experiences.

Hats

- During terms 1 & 4, all children must wear a sun protective hat that adequately covers the face, back of the neck and ears. Either a broad-brimmed, bucket or legionnaire's style, are suitable.
- Due to the risk of children becoming entangled in hat cords and choking, HCCC recommends that cords are removed from hats.
- Due to the risk of head lice, children must bring their own hat to HCCC; **Hats will not be provided by the centre.**

Clothing

- Loose fitting and closely woven fabrics assist in protecting children from exposure to the sun.
- Clothing must cover the shoulders to protect from exposure to the sun.
- In the warmer months, it is recommended that shirts have a collar to protect the nape of the neck and long sleeves.
- Please note that for safety reasons, **Crocs or thongs are not to be worn to HCCC.**

Sunscreen

- It is recommended that SPF 30+ broad spectrum water resistant sunscreen is applied to exposed skin of children by parents **before** they arrive at the centre.
- A separate permission slip is part of the **Enrolment Forms** signed by parents to allow staff to apply additional chemical free sunscreen as necessary.

Maintaining hydration levels

- Infants and children's body/water ratio mass is significantly different from adults. Therefore the risk of dehydration from outdoor play and hot weather is high and can be dangerous.
- Children are expected to bring water bottles from home and will be encouraged to drink water throughout the day, regardless of indoor or outdoor play settings.

Role modelling by educators

- Children learn by example and role modelling is an important strategy in encouraging appropriate behaviours in children. Therefore, educators will participate and model the above sun protection practices whenever they are outdoors.

Clothing for messy play

- Smocks will be provided for messy play however, parents are advised to dress children in clothing suitable for messy and outdoor play.

Clothing and the indoor/outdoor environmental conditions/temperatures

- Considering the particularly cold conditions in the Hills in Terms 2 & 3, winter coats, hats, gloves and warm footwear must be worn or brought to the centre each day. **Parents are advised to clearly label each item of clothing.**

Policy review

HCCC will review this *Clothing and Comfort* policy and procedures as required

Educators are essential stakeholders in the policy review process and will be encouraged to be actively involved. Families are also encouraged to collaborate with HCCC to review the policy and procedures.

Policy created: May 2008

Review date: January 2009, June 2010, and August 2015, June 2017, October 2021

Ongoing policy review: As required

COVID19 Policy

Policy statement

HCCC will plan for and respond effectively to the rules and guidelines set out by the government at this time in relation to COVID19. Our aim is to keep all educators and children safe and well.

HCCC's COVID19 policy, procedures and practices are designed to support educators to:

- Limit infection
- Provide a safe and happy environment for the children in their care

The procedures relating to this policy are clearly labelled and displayed in the service for all stakeholders to read.

There is a shared responsibility between the HCCC committee, educators and parents for the implementation of this policy and required procedures.

HCCC will be guided by the direction of the Dept of Education and Training (DET) and the Chief Health Officer (CHO). The strategies used may vary at times dependent on the directive from the DET and the CHO.

Strategies and practices

- Hand sanitising on parent/children's arrival
- Temperatures taken and recorded upon arrival, must be under 37.5 degrees
- No parents to enter playrooms
- All parents to wear a mask at the centre
- All beds washed down after naps
- Bedding washed regularly
- All surfaces and equipment spray sanitised at the end of the day.

Risk Management strategies

Educators will:

- Take all precautions to reduce the spread of COVID19,
- Inform parents, family or other responsible person of the procedures that are put in place and ensure compliance,
- Sanitise when entering buildings, after wiping noses, after nappy changes, when preparing food and changing children, and
- Ensure that hand sanitiser is always available at the entrance.

HCCC Committee will:

- Ensure that all parents/educators are kept up to date with any changes relating to COVID19 and the impact on the operation of HCCC via email.
- Ensure compliance by educators with policy and required procedures.
- Support educators with communication to parents in circumstances of non-compliance.

COVID action response

If any symptoms of COVID evident, educators must:

- Contact parent to collect their child,
- Isolate the child until they are picked up,
- Monitor and document the progress of symptoms,
- Undertake a deep clean and sanitise of HCCC,
- Explain to the parent that they must get the child tested and let us know the result as soon as they receive the information.
- Inform the President of HCCC of the possible COVID19 Incident
- HCCC Committee to inform any relevant contacts with a positive case as per guidelines with DEECD.

Policy review

HCCC will review this COVID policy and procedures as required.

Educators are essential stakeholders in the policy review process and will be encouraged to be actively involved. Families are also encouraged to collaborate with HCCC to review the policy and procedures.

Policy created: September 2020, October 2021

Review date: As required

Ongoing policy review: As required

Diversity and Equity Policy

Policy statement

The purpose of the *Diversity and Equity* policy is to:

- ensure that all persons are treated equitably and with a level of mutual respect;
- reduce bias and prejudice;
- promote inclusive practices;
- encourage all persons to communicate respectfully and fairly; and
- avoid stakeholders making comparisons between children, families, educators, their backgrounds, abilities or additional needs.

HCCC's environment treats and respects people equally regardless of: gender, age, socio-economic status, race, language, beliefs, additional needs and family structure or lifestyle.

HCCC does not tolerate behaviours, language or practices that label, stereotype or demean others.

HCCC recognises and values the differences and similarities that exist in children, families, educators, volunteers and the wider community.

Policy review

HCCC will review this *Diversity and Equity* policy and procedures as required

Educators are essential stakeholders in the policy review process and will be encouraged to be actively involved. Families are also encouraged to collaborate with HCCC to review the policy and procedures.

Policy created: May 2008

Review date: January 2009, June 2010, and August 2015, June 2017, October 2021

Ongoing policy review: As required

Emergency Evacuation Procedures (DISPLAN)

Policy statement

HCCC will plan for and respond effectively to fire and emergency evacuations.

The *Emergency Evacuation Procedures* policy is critical for HCCC, due to the heightened risk of bush fire in the Dandenong Ranges area. This policy complements the Olinda Primary School DISPLAN, which has priority due to the Department of Education owning the HCCC building, which is situated on the grounds of Olinda Primary School.

Evacuations may be required in the event of a fire, chemical spill, bomb scare, earthquake, gas leak or bush fire. Planned responses and rehearsal of practices to emergency situations are important factors in ensuring children feel secure and remain safe at HCCC.

In meeting HCCC's duty of care, it is a requirement that the HCCC committee and educators implement and adhere to the *Emergency Evacuation Procedures* policy and procedures as a high priority.

Strategies and practices

This policy describes HCCC (and Olinda Primary School) and its environment, the emergencies to which it is likely to be exposed and the manner in which the emergencies will be managed.

Emergencies

An emergency is an unplanned, sudden or unexpected event or situation that requires immediate action to prevent harm, injury or illness to persons, or damage to the surrounding environment.

Emergencies can include the following events:

- A fatality,
- A serious injury or assault,
- A firearms or bomb threat,
- The collapse or major damage to the building,
- A fire in the HCCC or a school building,
- Bushfire,
- Impact by equipment, vehicle, aircraft to the building,
- Fumes or leak from hazardous chemicals, and
- The outbreak of disease.

All incidents which affect the safety and well-being of children, educators and visitors should be reported immediately and responded to in the appropriate way.

An emergency may affect those involved long after the crisis has passed. It is recognised that support should be provided to assist HCCC educators, children and the community to return to normal functioning.

Copies of this plan have been sent to the police and fire authorities for comment.

HCCC and Olinda Primary School

HCCC (and Olinda Primary School) are situated in a heavily forested area, surrounded by stands of mature mountain ash, eucalyptus and pine trees.

The building is an older style weatherboard cottage, on the northern boundary of the school, near the Charlemont Lane entrance. The cottage is surrounded by its own 1.5m external fence, separate to the Olinda Primary School.

Olinda Primary School buildings are on 2 levels. The lower-level building built in 1906, 4 rooms of timber construction, and a fire refuge built in 1989. The upper level has one brick double-classroom.

The Risks

The major danger to HCCC and the School occurs during the bush fire season. It was because of this danger that the fire refuge was built in 1989.

The closest hospital is 20 minutes' drive from the school and ambulance services would take at least this time to reach the school.

The other danger is the possibility of the water tanks situated in the north-west section of the school ground bursting.

Coordinating the Response

The Care Coordinator is responsible for advising the Olinda School Principal immediately by phone if an emergency situation has occurred or is possibly about to occur that will require evacuation of the entire school.

The School Principal will then notify the necessary authorities and the Regional Office, and coordinate the response

The Care Coordinator is responsible for coordinating the evacuation of the HCCC building and advising the DEECD at the earliest opportunity that an emergency situation has occurred.

In the event that HCCC is operating when no school staff or students are present, then the Care Coordinator is to notify the necessary authorities and coordinate the response.

Evacuation Alerts

The following alerts are sounded by the school to warn of an emergency;

EVACUATION: Continuous ringing of a hand bell

BUSHFIRE: Continuous blowing of a whistle or ringing of the school bell

The emergency will be managed from the Refuge Storeroom, in the case of a bushfire, and from the Principal's Office in the event of an evacuation

Evacuation Maps are to be displayed at the exits of the HCCC cottage showing the building layout and assembly areas.

Assembly Areas

The following areas are the only assembly areas to be used. Directions will be given at the time by the Care Coordinator (or senior educator on duty) as to where to assemble.

Safe Room – The refuge is located at the northern end of the main administration building and to be used in the event of bushfire threatening the school area.

School Oval – Located at the eastern end of the school and to be used as the primary assembly area when evacuating buildings.

Olinda Oval – Located the southern end of the school and to be an alternate assembly area if the primary assembly area is threatened by the emergency.

Roles and Responsibilities for Evacuation of HCCC to the Safe Room or Assembly Area

Care Coordinator - Co-ordinate the activity.

1. Ring the alarm, phone Emergency Services on 000.
2. Advise the School Principal or School Staff of the emergency – 9751 1181.
3. Collect the **Attendance Sheet** on the entrance shelf.
4. Check all rooms in HCCC are evacuated including the toilet block.
5. Liaise with School Principal and School Staff once in the Safe Room / Assembly Area to confirm all children are accounted for.
6. Notify the DEECD Duty Officer of the incident.
7. Take notes to assist in writing the incident report.

Educators

1. Assemble children and proceed calmly to the refuge.
2. If time permits turn off all appliances, close doors and windows before leaving the HCCC building.
3. Collect First Aid Kit and Disaster Kit from office and take to the refuge.
4. Mark the roll and advise the Care Coordinator of result.
5. Distribute children's tags.
6. Keep children calm and reassured.

Once HCCC educators and children are in the refuge, the School and its staff will coordinate the response. HCCC educators will assist as directed.

Communications

A warning will be sounded and, if practical, announcements will be made over the School P.A. system. If evacuation is initiated by the school, they will contact HCCC by phone to evacuate HCCC and advise which assembly area to proceed to.

The phone in the fire refuge storeroom will be used for emergency communication, when the evacuation is made to the Safe Room. This will be used to notify parents of the emergency and that all children are safe and accounted for.

Attempts to contact parents to advise them of the situation will be made at the first available opportunity. Children will be retained at the refuge until the emergency has passed and they are collected by their parents.

Children will be released only to a parent or emergency contact, and will be signed out in the Attendance Book.

Equipment Stored in the Disaster Kit

- Disaster Plan,
- Maps,
- Battery operated AM/FM radio,
- Contact lists,
- Name tags,
- Basic nappy supplies,
- Water,
- Toys,
- Stationery,

Equipment Stored in the Refuge

- Fire protective gear for 3 people - overalls, leather gloves, face mask and cartridge
- Large water containers filled with fresh water
- Individual masks for children and adults
- Supply of barley sugar and glucose
- Cassette radio with battery sound
- Bolt cutters
- Special First-Aid kit
- Portable P.A. system

Training of HCCC Educators

First Aid Training

All educators employed at HCCC are to hold a current first aid qualification.

Fire Extinguisher Training

All HCCC educators are aware of the location of the fire extinguisher and the fire blanket.

All HCCC educators are aware of the correct use of a fire extinguisher, and understand the following acronym:

- Pull pin or release lock
- Aim low at the base of fire
- Squeeze handle
- Sweep fire extinguishers from side to side at base of fire.

Emergency Evacuation Procedures

All educators commencing employment at HCCC for the first time will be trained and physically walked through the *Emergency Evacuation Procedures* as part of their induction/familiarisation training.

Areas to be familiarised by educators are;

- How to exit the building,
- Location of first aid kit and disaster kit,
- Location and best route to the Refuge Room,
- Refuge Room equipment,
- Location and best route to the Primary Assembly Area (School Oval); and
- Location and best route to the Secondary Assembly Area (Olinda Oval.)

Rehearsal of Emergency Evacuation Procedures

Rehearsals of the Emergency Evacuation Procedures will be conducted by HCCC educators with the children every term. Additional rehearsals will be undertaken as deemed necessary by the Care Coordinator.

Any feedback from rehearsal is to be given to the HCCC President in writing, to be taken to the next HCCC committee meeting for review.

HCCC educators will regularly incorporate fire evacuation training as part of play to encourage children to learn to reduce panic, make it a game to teach children "STOP, DROP, ROLL" - if their clothes catch fire and "GET DOWN LOW AND GO, GO, GO" - in case of a fire evacuation.

The following checks will be conducted by the HCCC committee and educators:

Building

Prior to the start of the fire danger period, to ensure roof and gutters are free of rubbish and reduce fuel loads around the building.

Smoke Detectors

Smoke detectors are to be tested regularly and batteries are to be replaced as required. Regardless of need, batteries will be replaced at the start of each year by the maintenance officer on the HCCC committee.

Fire Equipment

Ensure all fire protection equipment is tested in accordance with Australian Standard AS 1851.1 (1995) for level 1 service and kept in proper working condition.

Communications

A quarterly check will be made of the emergency list of telephone numbers displayed near the telephone and in the disaster kit.

Disaster Kit

An annual check is to be made of the disaster kit to ensure its contents are correct.

First Aid Kit

The First Aid kit is located in the office at HCCC. It will be checked monthly. Also each time it is used, the items used will be recorded, and the Care Coordinator will advise the HCCC committee of replenishment requirements.

Annual Calendar of Checks by Olinda Primary School Council

Building

The Refuge to be inspected annually before the fire danger season by the Buildings and Grounds Sub-Committee of School Council and any defects made good.

Grounds

Grounds surrounding the school buildings to be inspected annually before the fire danger season and every attempt made to ensure that the grounds are as fuel free as possible.

First Aid Equipment

A special First Aid Kit located in the refuge to be used in case of Bush Fire is to be checked annually before the fire danger season

Fire Ban Day Procedures

HCCC is required to close on all Catastrophic Fire Danger rated days as declared by DEECD in the Bushfire at Risk Register (BARR).

On days of Total Fire Ban that are **not rated** Catastrophic HCCC will remain open and If a child is not going to attend HCCC on the Fire Ban Day, parents are requested to ring HCCC by 9.00 a.m.

All children will wear emergency tags.

If parents wish to collect their child early on a Fire Ban Day, they need to inform the Care Coordinator, return the emergency tag and sign out the child in the **Attendance Book** at the entrance of the centre.

In an emergency situation, NO child will be allowed to leave the HCCC unless he/she is collected by his/her parents. Educators will remain at the HCCC and children will be supervised at all times.

Policy review

HCCC will review this *Emergency Evacuation Procedures* policy and procedures as required

The emergency plan will also be reviewed as soon as possible after an emergency, to make any necessary changes.

Educators are essential stakeholders in the policy review process and will be encouraged to be actively involved. Families are also encouraged to collaborate with HCCC to review the policy and procedures.

Policy created: May 2008

Review date: January 2009, June 2010, and August 2015, June 2017, October 2021, October 2023

Ongoing policy review: As required

Appendices: (To be displayed in the centre)

- A. Roles and Responsibility Poster
- B. Bushfire information Poster
- C. HCCC Building Plan – Emergency Exits
- D. School Site Plan – Refuge and Assembly Areas
- E. Emergency Contact List

Employment of Qualified Educators Policy

Policy statement

HCCC has a commitment to the employment of early childhood qualified educators, compliant with the *Children's Services Regulations 2020* and the *Children's Services Act 1996*. The below qualifications meet the requirements of the changes made to the regulations and commence on 1st January 2022.

NB: If only one educator is required to be caring for the children because of the small number of children present at the service, there is still a requirement for **two educators** to be on duty at the children's service.

Definitions

Qualified Educator: An educator who holds a qualification that is acceptable under the *Children's Services Regulations 2020* (Regulation 91 & 93).

To be considered qualified for the purposes of the "Regulations", an educator must:

- 50% of the educators required to meet the relevant educator to child ratio, must have, or be actively working towards an approved diploma level education and care qualification.
- All other educators required to meet the required educator to child ratio, must hold, or be actively working towards at least an approved Certificate III qualification.

OR

- Educators without approved qualifications whose historical minimum training was recognised under the 2009 Regulations will continue to have their training recognised (Regulation 151).

And

- Hold a current (valid) *Working with Children* check.
- Hold a current First Aid Certificate.
- Hold a current Mandatory Reporting Certificate and understand the responsibilities in reporting and managing allegations of child abuse.

HCCC Coordinator will conduct and record six monthly checks of all educators *Working with Children* checks to ensure they are current and valid.

Responsible Person:

- The HCCC coordinator will act as the Responsible Person when the centre is open. It is a requirement for HCCC to have an identified Responsible Person present at all times.
- The Centre Coordinator will identify an alternative staff member to be the Responsible Person in their absence

Strategies and practices

The HCCC committee, as the licensee, is responsible for ensuring that HCCC employs qualified educators. All overseas and interstate qualifications not listed in the *DHS Licensing and Operational Guide* will be assessed by the Australian Early Childhood

Association to ascertain whether they meet the requirements of a qualified educator in a children's service.

Policy review

HCCC will review this *Employment of Qualified Educators* policy and procedures as required.

Educators are essential stakeholders in the policy review process and will be encouraged to be actively involved. Families are also encouraged to collaborate with HCCC to review the policy and procedures.

Policy created: May 2008

Review date: April 2010, August 2015, June 2017, October 2021, April 2022, October 2023

Ongoing policy review: As required

Education / Recreation Program

Policy statement

By observing best practice programming principles, HCCC aims to provide all children with a recreational program that is; based on their individual interests, abilities, strengths and experiences; is sensitive to individual differences; and provides the best outcomes for all children.

This policy outlines how HCCC gathers information about children's development and interests, and plans and evaluates children's experiences.

The policy assists educators to consider, respond to and plan for children's:

- interests, strengths, ideas and opinions;
- relationships and interactions with their peers, families, educators and the community;
- ability to acknowledge and confidently express their emotions;
- need to investigate, negotiate, problem solve and think critically; and
- sense of identity and self-worth, and their relationship with the world.

HCCC recognises and acknowledges that educators and families have varying knowledge and skills regarding children's play experiences, and that all stakeholders' opinions, ideas and comments are respected and valued.

HCCC is committed to maintaining open, positive lines of communication when collaborating with children, families, educators and external agencies to meet the needs of children.

Philosophy Statement (or Statement of Principles)

In Relation to the Centre:

Hills Community Child Care (HCCC) aims to provide an environment where children and educators are happy, safe and feel comfortable.

In Relation to the Children:

HCCC aims for children to enjoy their time at the centre. Children will be encouraged to participate in a variety of activities both independently and in groups, with the intention of fostering the development of self-confidence and new and lasting friendships. Children are offered opportunities to explore discover and create.

In Relation to our Program:

HCCC's program is provided in a positive, warm, safe and caring environment where children's rights are acknowledged and the individuality of each child is recognised.

HCCC's planned activities are designed to foster and promote the best developmental outcomes for children. They support each child's physical growth and independence and the development of thinking, social communication and language skills.

HCCC will provide a structured, yet flexible program for each session, to support children to gain a sense of routine, which can help to reduce separation anxiety.

Education / Recreation Program Principles

The Education/Recreation Program is available to all children at HCCC and is based on the developmental needs, interests and experiences of each child. It is also sensitive to the individual differences of each child.

An outline of the Education/Recreation Program is displayed at the entrance of the centre and further information about the program is available for inspection.

The aims of HCCC's Education/Recreation Program are to encourage:

- children to feel secure, and to be happily and constructively engaged;
- rich and interesting environments;
- engaging experiences;
- families to feel connected and to be connected to their child's experience;
- educators to continually think and reflect, and to enjoy their work; and
- provision of resources and equipment that are plentiful and good quality.

Planning Principles

To ensure the Education/Recreation Program meets the needs of the children and families, planning is based upon the following:

- HCCC's Philosophy;
- A knowledge and understanding of child development and current research;
- Knowledge of each child including; observations, the child's interests, input from the child and family and reflects the "whole child" in the context of the family, culture and community;
- A record of each child's developmental progress, interests and experiences;
- Flexibility, allowing for spontaneous as well as planned experiences; the day is organised to allow children time to become meaningfully involved in learning experiences and transition times and routines are unhurried and enjoyable;
- The physical environment, both indoors and outdoors provides children with choices, challenges and encourages exploration and learning in a safe and supportive environment.
- The limitations and possibilities of the environment;
- Positive behaviour guidance and good role modelling;
- Encouraging and constructive interactions between educators and children; and
- Program evaluation is current, ongoing, reflective, inclusive and provides direction for future action.

Programming Principles

Structure

- Children have choices about what they are doing much of the time, and there are relatively few times when everyone is doing the same thing.

- Opportunities for individual and small group experiences as well as a few whole-group experiences are provided.
- Flexibility that allows for responsiveness to individuals and the group is evident. The session offers big 'chunks' of time rather little bits, allowing children time to become deeply involved in what they are doing.

Physical environment

- A variety of safe, interesting and appropriate equipment and materials are accessible to children to choose from.
- A balance between allowing the mess that comes with children's play and the need for safety, order and organisation.
- Equipment and materials are chosen in recognition that they are an important part of the program. The design, placement and variety of materials and equipment assist in creating an environment that allows children the opportunity to feel safe, welcome and comfortable; whilst also encouraging them explore, discover and make decisions.

Experiences and opportunities

- Educators recognise and value play as an excellent way for children to learn by actively supporting and encouraging it. Educators demonstrate enjoyment in play through interaction and involvement.
- The program caters for the 'whole child'. The child is seen in the context of the family and community and educators have a genuine commitment to working with the family. The program demonstrates an understanding of the interconnectedness between the child's development, the family and society. There is a range and balance of experiences and opportunities that meet children's developmental needs and support all areas of learning as well as individual interests and abilities.
- The outdoor space is an extension of indoors and is considered another space for learning. The outdoor program addresses the child as a whole. There are many opportunities for children to learn about themselves, each other, and their environment.
- There are a range of experiences within the outdoor environment that promote investigation, encourage exploration and movement, and enrich interactions. There are diverse materials that inspire children to be creative and express themselves in original ways.
- Educator's base what they provide largely on children's individual strengths, needs and interests. The program is based on what is happening with the children as they are in the present. not what may occur in the future. Children are learning new things and have the opportunity to practice newly acquired skills.

The program is reflective of educator's knowledge of the children, families and community. What is provided is linked to individual and group goals, current observations and documentation, what has been learned from what has been offered in the past, and the statement of principles.

- There are many opportunities for children to explore, investigate, experiment and pursue projects or experiences over time when appropriate.
- Children are empowered, given autonomy and independence and at the same time help is always available.

- There is a balance of child-initiated and adult-initiated experiences.
- There is available a rich array of materials and opportunities that both reflect and extend children's interests.
- There is a prevalence of open, familiar and enjoyable materials and experiences that allow each child to engage at her or his level according to interest and abilities.
- Routines and transitions are informed by children's needs and best outcomes for children. They are unhurried, and provide children with opportunities for socialization and learning experiences.

Context

- There is evidence of sensitivity to cultural, family and community contexts in every component of the program. The environment, experiences, materials and equipment, interactions and communication reflect the families, cultures and communities of the children. Children's lives outside the service are linked to the program.
- The program needs to reflect on-going critical thinking by educators about what children, families and the community are indicating is important and therefore provides the best outcomes for the child.
- There is a balance of variety and change on the one hand and sameness or predictability on the other. Variety maintains interest, while predictability helps children to feel secure.
- There are achievable challenges for children to meet.

Relationships and interactions

- Value is given to relationships, both adult-child and child-child relationships.
- Adults demonstrate respect for each child in their communication and interactions.
- Children are given support for positive interactions, and helped to get along.
- Every effort is made to encourage a positive self-image in children as well as respect and caring for others.
- Educators have appropriate expectations for children's behaviour and do all that they can to support children to learn to guide their behaviour.
- The program is inclusive, with the aim that every child feels a sense of belonging and contributing to the group. This allows children to feel confident and extend themselves to meet challenges.
- Parents are viewed as valued partners with educators in the program. A variety of ways of working together are evident, and parents are encouraged to make suggestions, voice concerns, and share in decision making about their child's experience. Educators make active efforts to find out what parents want and to take this into consideration.
- Behaviour guidance is seen as a particularly important area of teaching and learning. Adults use positive, constructive, helpful and appropriate ways to support children to learn to guide their own behaviour and to understand what behaviours are acceptable and desirable.

Adult role

- Adults are engaged with children, either by being actively involved, through communication, or by standing back and observing. In other words, adults are providing thoughtful supervision and are focussed on children.
- Adults demonstrate awareness of the power of modelling, and display in their communication and interactions the kinds of behaviour they want to support in children.
- In planned and spontaneous experiences, educators scaffold children's learning, and are able to recognise opportunities for extending play. How adults set up the environment can influence outcomes for children.
- Adults provide a secure, caring and supportive environment and encourage children to have a positive attitude towards learning.

Program Documentation

Program documentation refers to the numerous ways that HCCC plans for and records children's learning. Documentation provides information about each child including their development, interests and experience, the planning for children's learning and development and the program evaluation.

Documentation is required as evidence to ensure that the program is meeting the requirements of **regulation 42** and **regulation 43** of the *Children's Service Regulations 2020* and; that children's developmental needs are met.

Aim of documentation

To provide:

- evidence that the program reflects the statement of principles
- a program responsive to the developmental and learning needs of individuals and groups of children.
- a program that is unique to the children's service and the community.
- the basis for effective planning and assist in understanding and improving learning outcomes for children.
- to provide effective communication with parents or guardians, educators and management
- identification of children who may need further assessment or have a developmental delay.

Type of information to be recorded about each child

To provide an accurate assessment of a child's development and learning, the information collected may include multiple forms of evidence from many sources such as:

- the child in a variety of settings;
- the child's interactions with other children and adults;
- information from parents or guardians about a child's interests and prior experiences;
- records of a child's conversations with other children and adults;

- samples of a child's work, such as drawings, paintings and constructions;
- observations made by other educators and parents or guardians; and
- photographs.

Method for recording observations

Recorded observations are factual, objective, unbiased descriptions of what is observed. Observations are recorded on a weekly basis for each child and recorded in their section of the observations folder.

Educators are required to listen, ask open-ended questions, structure experiences that encourage children's active participation and focus on children's achievements rather than their failures.

Observations are analysed and used for continuous improvement in planning outcomes for children.

To ensure accuracy and to provide an ongoing picture of the child all records, samples, photos and comments are dated on the day they are collected.

Evaluation

HCCC aims to assess the effectiveness of the Education/Recreation Program with regular, ongoing, objective and reflective evaluation. Effective evaluation involves continually assessing what is being provided for children and whether it is meeting the developmental needs and individual differences of the children.

Evaluation will involve reflection of the following questions by the educators:

(NB: The HCCC Management Committee, parents and where possible and practicable, the children are encouraged to participate in the evaluation process.)

- Does the program reflect HCCC's Philosophy Statement?
- Do materials, resources and experiences foster culturally responsive and developmentally appropriate practice? What could be added to assist and enhance?
- How does the program allow children the opportunity and time to explore and achieve?
- Are children being challenged and extended? How?
- Is there a balance of individual, large and small group experiences?
- How are children's background, home life and interests taken into account?
- What role did adults and children play in these experiences? How were adults engaged and interacting with children?
- How does the evaluation and reflection influence future planning?
- Have children been included in the planning process? Have children been asked what they want in the program?

Aims of evaluation

- Provide an effective program which has positive developmental outcomes for children.
- Evaluation is to be flexible and continuous.
- Evaluations are gathered from a variety of sources.
- Evaluations respond to learning and can be used for continuous improvement.
- Evaluations are used to develop observations.
- Educators reflect on and evaluate their practice and techniques, in terms of: their body language, facial expressions, what they say, their behaviour guidance techniques and language, whether they extend children's interests and learning, or suggestions.
- Children, parents and educators contribute to the assessment and evaluation of the program and learning experiences.

HCCC aims to establish open relationships with parents so that they can feel confident that their opinion is listened to and valued. When feedback from parents, educators and children is incorporated as part of the planning process, it provides evidence that evaluation is meaningful and actually used to make changes.

Example of a Typical Daily Education/Recreation Program

Whilst this program is structured, it is **flexible** and will be adapted to the needs of the children as required on the day. A variety of age appropriate activities are planned, educators will use their own judgment to support children.

9.15am		Welcome and play
9.30 – 10.30am		Creative Activities (and rest for little ones) Painting – at easels with a variety of paints, at tables with two colours and two stamps Modelling – using play dough, rollers, cutters Pasting – material pieces onto cards
10.30 – 10.50am	–	Morning Tea – all to wash hands prior to
10.50 – 12.00pm	–	Intellectual Activities Road map & cars Puzzles Toddler toys Building blocks Book corner
12.00 – 12.30pm	–	Outdoor play Sandpit - buckets, spades, sieves, hiding objects Balls – throw & catch Nature discovery

12.30 – 1.00pm	Lunch
1.00 - 1.45pm	Fire drill
1.45 – 2.15pm	Quiet time, music & pack up
2.15pm	HOMETIME!

Social and Emotional Development

- Wash hands before & after eating, after toilet, after outdoor play
- Asking children what activities they enjoy
- Frequent toilet reminders given
- Children to eat own lunch and own drink
- Encourage sharing of toys & games
- Dressing self for outdoors (for those old enough)

Policy review

HCCC will review this *Education/Recreation Program* as required
Educators are essential stakeholders in the policy review process and will be encouraged to be actively involved. Families are also encouraged to collaborate with HCCC to review the policy and procedures.

Policy created: May 2008

Review date: January 2009, June 2010, and August 2015, June 2017, October 2021

Ongoing policy review: As required

Excursion Policy

Policy statement

HCCC will plan for and respond effectively to the rules and guidelines set out by the government at this time. Our aim is to keep all staff and children safe and well.

HCCC's *Excursion* policy, procedures and practices are designed to support educators to:

- Provide a safe and happy environment for the children in their care
- Build connections with our local community
- Contribute to the children's sense of belonging and connections with the world around us.

The procedures relating to this *Excursion* policy are clearly labelled and displayed in the service for all stakeholders to read.

There is a shared responsibility between the HCCC committee and educators for the implementation of this *Excursion* policy and procedures.

Strategies and practices

- Have all children dressed appropriately for the weather conditions ie. hats, coats, sunscreen
- Have water available
- Take any supplies that may be needed according to the ages of the children going.
- As with evacuations, attendance list and mobile phone to be taken.
- Children will all wear evacuation name tags
- Any children walking will be required to hold the donut rope at all times
- Children not walking will be in the evacuation pram

Risk Management strategies

Educators will:

- inform parents, family or other responsible person of the procedures that are put in place
- ensure that each excursion has a risk assessment completed before each excursion
- ensure all parents have signed to say their child can participate. This form will include activity, date, time and destination.
- ensure staff have a clear outline of their responsibilities during the excursion
- carry out a head count of children regularly during the excursion.

HCCC Committee will:

- ensure compliance by educators with policy and required procedures.

Policy review

HCCC will review this *Excursion* policy and procedures as required.

Educators are essential stakeholders in the policy review process and will be encouraged to be actively involved. Families are also encouraged to collaborate with HCCC to review the policy and procedures.

Policy created: April 2022

Review date: October 2023

Ongoing policy review: As required

First Aid Policy

Policy statement

HCCC will plan for and respond effectively to accidents and medical emergencies.

HCCC's *First Aid* policy, procedures and practices are designed to support educators to:

- preserve life;
- ensure that ill or injured person/s are stabilised and comforted until medical help intervenes;
- monitor ill or injured persons in the recovery stage;
- apply further first aid strategies if the condition does not improve; and
- ensure that the environment is safe and that other persons are not in danger of becoming ill or injured.

The procedures relating to this *First Aid* policy are clearly labelled and displayed in the service for all stakeholders to read.

There is a shared responsibility between the HCCC committee and educators for the implementation of this *First Aid* policy and procedures.

Strategies and practices

All qualified educators employed at HCCC are to hold a current first aid qualification.

Risk Management strategies

Educators will:

- take all precautions to reduce the incidence of accidents and injuries, by recognising and removing potential hazards;
- ensure at least one person who has a current approved First Aid Certificate is on the premises at all times,
- ensure regular practice of emergency procedures with children;
- display current emergency contact numbers near all centre telephones;
- ensure an appropriate person accompanies an injured child in an ambulance to hospital until the family arrives,
- ensure the centre is adequately staffed at all times, including having a plan in place in case staff have to take a child to the doctor or hospital;
- inform parents, family or other responsible person of the incident/accident/emergency;
- have an accessible, fully stocked First Aid Kit.

HCCC Committee will:

- ensure the First Aid Kit is replenished on request by educators; and
- monitor the currency of educators' First Aid qualifications.

Emergency action response

In any medical emergency, educators should:

- administer First Aid,
- implement their usual emergency and notification procedures,
- administer appropriate medical emergency treatment for which they have been given consent and for which they have been appropriately trained, and,
- call for an ambulance by dialling 000.
- record accident and action taken in the **Accident, Injury & Illness book**,

First aid kits

The First Aid kit is located in the office at HCCC. It will be checked monthly. Also each time it is used, the items used will be recorded, and the Care Coordinator will advise the HCCC committee of replenishment requirements.

Policy review

HCCC will review this *First Aid* policy and procedures as required.

Educators are essential stakeholders in the policy review process and will be encouraged to be actively involved. Families are also encouraged to collaborate with HCCC to review the policy and procedures.

Policy created: June 2008

Review date: April 2010, August 2015, June 2017, October 2021

Ongoing policy review: As required

Food Safety and Healthy Eating Policy

Policy statement

HCCC encourages children to eat healthy, balanced and nutritious food and ensures that meals and snack times are experienced in a safe, clean, positive environment that promotes meaningful interactions between children and educators.

HCCC also supports effective food safety practices, which:

- reduce the risk of potential food-borne illnesses;
- identify potentially hazardous foods; and
- comply with legislative requirements whilst maintaining a flexible approach to meet best practice.

HCCC has a duty of care outlined in the *Food Standards Australia New Zealand Act 1991* to ensure that all persons are provided with food safety knowledge and/or practices during the hours of the service's operation.

It is understood by educators, children and families that there is a shared responsibility between HCCC and its stakeholders to implement the *Food Safety and Healthy Eating* policy as a priority.

Strategies and practices

Food safety practices

Effective hand-washing with soap and water is vital to minimise the spread of food-borne illnesses and the cross-contamination of different foods. Educators and children are required to wash their hands before and after handling food, and before and after mealtimes. Children will be regularly reminded of the importance of good hygiene.

Tables will be washed before and after meals.

(Please refer to the Hygiene and Infection Control policy within this document for detailed information.)

Bringing food to HCCC

HCCC is a nut free centre – parents are not to provide nut products in their children's snack and lunch provisions.

Children are required to bring their own food to HCCC. There are no cooking facilities; however a microwave for reheating food is available. A morning tea and a lunch break will be scheduled for each five hour session.

Morning Tea

Morning tea is shared by all the children. Parents are to provide a healthy snack such as fruit, crackers, kabana, cheese, dip, dried fruit, carrot sticks.

Educators will prepare share platters and the children use tongs to place their choice of snacks into their individual bowls. Smaller children are assisted by the educators.

Healthy eating practices

Parents/Guardians will

- at the time of enrolment - notify educators if their children have any food allergies or sensitivities, special nutritional requirements, or any religious or cultural beliefs regarding food;
- update this information as required;
- pack healthy snacks for lunch which include nutritionally valuable food (e.g. sandwiches, fruit, vegetables, crackers, etc) and a drink of water; and
- send all food **in a plastic container, clearly labelled with the child's name and the meal for which the food is intended**, (e.g. morning tea or lunch.)

In the interests of promoting fairness and equity, unhealthy foods high in sugar and fat (e.g. chocolate cake, sweet biscuits, lollies, cordial, flavoured milk, etc) are not recommended and **will be sent home**, unless there is enough for each child to share, such as a birthday cake.

HCCC will provide:

- on an occasional basis, food which has been produced through food related activities with the children (only allergy-free ingredients will be used); and
- water at snack times and as required.

Educators will:

- record food allergies on the relevant child's record;
- list the names of children with special dietary requirements and food allergies in the kitchen and specify the foods/dietary requirements specific to the child;
- take all precautions to avoid a child coming in contact with a food they are allergic to; and
- encourage children to develop independence in self-feeding, serving and clearing away their food and drinks.

Birthday cakes and blowing out candles

Many children like to bring a birthday cake to share with their friends. In the interests of minimising the spread of droplet infection, birthday candles will not be blown out over the cake. Educators may use a make-believe cake and candles for blowing out.

Policy review

HCCC will review this *Food Safety and Healthy Eating* policy and procedures as required.

Educators are essential stakeholders in the policy review process and will be encouraged to be actively involved. Families are also encouraged to collaborate with HCCC to review the policy and procedures.

Policy created: June 2008

Review date: January 2009, June 2010, and August 2015, June 2017, October 2021

Ongoing policy review: As required

Governance & Management Policy

Policy statement

HCCC will plan for and respond effectively to the rules and guidelines set out by the government at this time. Our aim is to keep all staff and children safe and well.

HCCC's *Governance & Management policy*, procedures and practices are designed to support educators to:

- Provide care underpinned by the standards and operational requirements identified by the Education & Care Services National Law Act 2010 and Education & Care Services National Regulations.
- Provide care underpinned by the child safe standards
- Assist HCCC to comply with the requirements of the National Quality Framework (NQF). The NQF provides a national approach to regulation, assessment and quality improvement for early childhood education and care services across Australia.
- Assist HCCC to comply with the regulatory requirements of the Victorian Children's Services Act 1996 (CS Act) and Children's Services Regulations 2020.
- Ensure that the delivery of care by HCCC is provided in keeping with the criteria to meet the licensing agreement

The procedures relating to this *Governance & Management policy* are clearly labelled and displayed in the service for all stakeholders to read.

There is a shared responsibility between the HCCC committee and educators for the implementation of this *Governance & Management policy* and procedures.

Strategies and practices

Risk Management strategies

Educators will:

- inform parents, family or other responsible person of the procedures that are put in place
- provide comprehensive childcare supported by the policies and guidelines of the centre
- be responsible for maintaining current practice and training requirements to fulfil their roles and responsibilities

HCCC Committee will:

- ensure that policies and procedures are in place to guide the provision of child care services to meet the requirements of the licensing agreement, the National Quality Framework and the regulatory requirements of the Victorian Children's Services Act 1996 (CS Act) and Children's Services Regulations 2020.

- ensure that all educators meet the training and qualification requirements outlined under the Education and Care Services National Regulations 2011

Policy review

HCCC will review this **Governance & Management policy** and procedures as required.

Educators are essential stakeholders in the policy review process and will be encouraged to be actively involved. Families are also encouraged to collaborate with HCCC to review the policy and procedures.

Policy created: April 2022

Review date: October 2023

Ongoing policy review: As required

Grievances and Complaints Management Policy

Policy statement

HCCC's *Grievances and Complaints Management* policy ensures that all persons are presented with procedures that:

- value the opportunity to be heard;
- promote conflict resolution;
- encourage the development of harmonious relationships;
- ensure that conflicts and grievances are mediated fairly; and
- are transparent and equitable.

A mutually respectful relationship between educators and families is essential in the development of a caring environment for children, which is central to the vision and philosophy of HCCC.

In order to enhance and maintain this relationship, any complaints, concerns or differences of opinion will be dealt with as soon as is practicable. Prompt and effective resolution will lead to minimal disruption to the day to day running of the centre.

As specified in the *Children's Services Regulations 2020*, the HCCC Committee of Management will "*deal with, and respond to, complaints relating to the service as soon as practicable after the complaint is made; as discreetly as practicable in the circumstances; and in a way that deals with the complaint.*"

The HCCC President will also notify the Secretary of the DEECD within 48 hours after a complaint is made, if the complaint alleges that:

- (a) the health, safety or well-being of any child within HCCC may have been compromised; or
- (b) there may have been a contravention of the *Children Services Act 1996*, or the *Children's Services Regulations 2020*.

Strategies to resolve grievances and complaints

Grievances and complaints management procedure

All parties should begin with an attitude of respect and acceptance of differences.

Parents with a complaint

1. In the first instance, speak to the Care Co-ordinator **Jenny Oakley - 9751 0001**
2. The Care Coordinator will suggest possible resolution strategies in consultation with all parties;
3. The Care Coordinator will also maintain confidentiality and ensure that conflict does not take place in the presence of children.
4. Should it be necessary, the Care Coordinator may ask the parent to record the complaint in writing;

5. If the complaint is serious, the Care Coordinator will contact the HCCC President as soon as is practicable to discuss possible resolution strategies and required actions;
6. The HCCC President will notify the Secretary of the DEECD within 48 hours after a complaint is made, if the complaint alleges that:
 - (a) the health, safety or well-being of any child within HCCC may have been compromised; or
 - (b) there may have been a contravention of the *Children Services Act 1996*, or the *Children's Services Regulations 2020*.
7. If the complaint is not resolved through the above procedures, it will be taken to the next meeting of the HCCC Management Committee for resolution.
8. A response will be given to the parent in writing within 30 days. *(If a quicker response is necessary, the HCCC President may consult with the committee's executive members and arrive at an earlier resolution.)*
9. The decision of the committee on the matter is final and will be made only after due consultation with the parent, educators and any relevant authorities.
10. The issue will then be monitored by the Care Coordinator to ensure it has been fully resolved.

Educator with a complaint

1. In the first instance, speak to the Care Co-ordinator **(Jenny Oakley - 9751 0001)**;
2. *If the complaint is regarding the Care Coordinator, contact the HCCC President and progress to number 5 of these procedures.*
3. The Care Coordinator will suggest possible resolution strategies in consultation with all parties;
4. The Care Coordinator will also maintain confidentiality and ensure that conflict does not take place in the presence of children.
5. Should it be necessary, the Care Coordinator and/or HCCC President may ask the educator to record the complaint in writing;
6. If the complaint is serious, the HCCC President will discuss possible resolution strategies and required actions;
7. The HCCC President will notify the Secretary of the Department of Human Services within 48 hours after a complaint is made, if the complaint alleges that:
 - (a) the health, safety or well being of any child within HCCC may have been compromised; or
 - (b) there may have been a contravention of the *Children Services Act 1996*, or the *Children's Services Regulations 2020*.
8. If the complaint is not resolved through the above procedures, it will be taken to the next meeting of the HCCC Management Committee for resolution.
9. A response will be given to the educator in writing within 30 days. *(If a quicker response is necessary, the HCCC President may consult with the committee's executive members and arrive at an earlier resolution.)*

10. The decision of the committee on the matter is final and will be made only after due consultation with the parent, educators and any relevant authorities.
11. The issue will then be monitored by the Care Coordinator (and/or the HCCC President) to ensure it has been fully resolved.

Policy review

HCCC will review this *Grievances and Complaints Management* policy and procedures as required.

Educators are essential stakeholders in the policy review process and will be encouraged to be actively involved. Families are also encouraged to collaborate with HCCC to review the policy and procedures.

Policy created: May 2008

Review date: April 2010, August 2015, June 2017, October 2021, October 2023

Ongoing policy review: As required

Hygiene and Infection Control Policy

Policy statement

HCCC promotes effective hygienic practices to prevent the spread of infections by implementing the following strategies:

- effective hand-washing;
- safe handling, storage and disposal of body fluids;
- maintenance of a clean and hygienic environment;
- identifying and excluding sick children and educators; and
- promoting and maintaining records of children's and educators immunisation.

HCCC has a duty of care to ensure that all persons are provided with a high level of protection during the hours of the service's operation. It is understood by educators, children and families that there is a shared responsibility between the service and other stakeholders to accept and implement the *Hygiene and Infection Control Policy* as a high priority.

Strategies and practices

1. Effective Hand-washing

Effective hand-washing is the most important method of controlling infection. It is the responsibility of HCCC educators to regularly remind children of the importance of hand-washing throughout the day and to implement the following procedures:

Educators must wash their hands with soap and water and dry with clean paper towel:

- before handling food;
- before eating;
- after using the toilet or assisting a child to use the toilet;
- after each nappy change;
- after handling faeces, vomit or blood;
- after wiping a nose – a child's, or their own; and
- before and after administering medication or first aid.

Children must wash their hands with soap and water and dry with clean paper towel;

- before eating;
- after using the toilet;
- after outdoor play; and
- after touching nose secretions.

2. Safe handling, storage and disposal of body fluids or materials in contact with body fluids

Educators are required to wear plastic disposable gloves when:

- changing a child with wet or soiled clothing;
- when changing a nappy; and
- when cleaning up faeces, urine, vomit or blood.

Soiled clothing will be placed in a sealed plastic bag ready for parents to collect at the end of the session.

3. Maintenance of a clean and hygienic environment

HCCC is committed to effective hygienic practices in all play and learning areas of the centre.

The frequency of cleaning of different areas of the centre will depend on the type of usage the area has, for example:

- Children's toilet seats, nappy change area and mealtime areas will always be cleaned after each use;
- Kitchen, play and common areas will be cleaned as necessary, at least once per day;
- Tea towels, facecloths, cushion covers, etc will be washed weekly; and
- A "spring clean" will be undertaken every 6 months by educators, committee members and other volunteers.

4. Identifying and excluding sick children and educators

Please refer to HCCC's Immunisation and health related exclusion policy within this document for a specific policy and procedures.

5. Promoting and maintaining records of children's and educators immunisation

Please refer to HCCC's Immunisation and health related exclusion policy within this document for specific policy and procedures.

Policy review

HCCC will review this *Hygiene and Infection Control* policy and procedures as required.

Educators are essential stakeholders in the policy review process and will be encouraged to be actively involved. Families are also encouraged to collaborate with HCCC to review the policy and procedures.

Policy created: May 2008

Review date: April 2010, August 2015, June 2017, October 2021

Ongoing policy review: As required

Illness Policy

Policy statement

HCCC has a duty of care to ensure that all persons at the centre are provided with a high level of protection from illness during the hours of the service's operation.

The health and well-being of children is of the highest priority at the centre. In the best interests of an ill child and other children at the centre, children who are unwell should not attend the centre.

The purpose of this policy is to guide HCCC educators to **identify and manage illness.**

This policy will assist HCCC to:

- meet children's needs when they are unwell;
- identify symptoms of illness;
- monitor and document the progress of an illness;
- guide educators' actions when symptoms change;
- notify families or emergency contact/s when a symptom of an illness has been observed; and
- assess when an illness is an emergency.

HCCC aims to prevent the spread of illnesses by implementing the following strategies:

- effective hand-washing and maintaining clean and hygienic environments (*refer to the **Hygienic and Infection Control** policy within this document for details*);
- identifying and excluding children and educators with symptoms of infection (*refer to the **Immunisation and Health Related Exclusion** policy within this document for details*); and

It is understood by educators, children and families that there is a shared responsibility between HCCC and other stakeholders that this *Illness* policy and procedures are implemented as a high priority.

Strategies and practices

1. Access to resources

A copy of the National Health and Medical Research Council's (NHMRC) *Staying Healthy in Child Care – 4th edition* will be kept in the office at HCCC for access by educators as necessary. This Australian Government publication provides simple and effective strategies for the prevention of infectious diseases in child care.

2. Supporting children's individual health needs

Upon enrolment and orientation, the HCCC Care Co-ordinator will discuss with families their children's general and current health and behaviour status. This information will be documented on the enrolment form, or if required, on an individual health plan, which assists educators when observing and monitoring children's health and behavioural needs.

Individual health plans will be developed for children with allergies or other medical conditions such as anaphylaxis or asthma. Parents are required to update these plans every twelve months.

3. Identifying signs and symptoms of illness

It is important for families to remember that educators are not health care professionals and are unable to diagnose an illness. Diagnosis is primarily the responsibility of medical practitioners. To ensure that symptoms are not infectious and to minimise the spread of an infection, medical advice should always be sought.

A reference list of signs and symptoms indicating illness will be displayed for educators' reference in the HCCC office at the centre (refer [Appendix 1.](#))

Any medical management plans developed during enrolment will be followed as necessary.

4. Monitoring symptoms of an illness

Different people can interpret the severity of the same symptoms differently. For this reason, the Care Coordinator will nominate one educator to care for an ill child. The nominated educator will record any changes in breathing, colour of skin, levels of consciousness, etc.

5. Documenting symptoms of an illness

In order to effectively monitor the illness, the nominated educator will document the symptoms displayed. Documentation will assist the Care Coordinator to clearly communicate symptoms and management of the illness to parents and medical practitioners.

Symptoms will be recorded in the **Accident, Injury & Illness Book** in a clear, objective and readable manner, indicating details about:

- the identity of the individual being monitored;
- who is recording the information;
- how frequently is information recorded;
- the date and time;
- whether medication has been administered;
- any first aid or care-giving strategies implemented; and
- if adverse reactions are observed.

6. Notifying families or emergency contacts when an illness is suspected

If a child is displaying signs or symptoms of illness, the Care Coordinator will contact parents as soon as is practicable. The Care Coordinator will exercise judgement about the health, safety and wellbeing of the child who is ill, as well as the other children, in determining how quickly the ill child needs to be removed from the centre.

The criteria for this decision may be the nature of the illness and the capacity of HCCC to care for the ill child, while at the same time providing adequate supervision to the other children.

If the Care Coordinator deems necessary, parents/guardians or emergency contacts will be requested to collect the ill child from the centre as soon as possible.

If the parents cannot immediately collect the child and their condition is unstable or worsening, their family doctor will be contacted for medical advice.

7. Assessing an infectious illness

A list of symptoms for infectious illness will be displayed in the HCCC office at the centre (refer [Appendix 2](#).) If a child is displaying any of these symptoms, the Care Coordinator will contact parents as soon as possible.

8. Assessing when an illness is an emergency

Educators will exercise judgment about the severity of the child's illness and the need to contact ambulance services.

It is always preferable to transport children requiring urgent medical intervention by ambulance, as specialist support is available to the child during the journey and HCCC is better placed to maintain the correct educator ratios at the centre.

9. Exclusion guidelines for an infectious illness

If a medical practitioner determines the illness to be infectious, HCCC educators will refer to the ***Immunisation and Health-related Exclusion*** policy and procedures within this document.

10. Administration of Medications

*Please refer to HCCC's **Medication** policy within this document.*

Signs and symptoms indicating an illness

Signs and symptoms of illness may include:

- **behaviour that is unusual for the individual child, such as a child who is normally active and who suddenly becomes lethargic or drowsy;**
- **high temperature or fever;**
- **loose bowels;**
- **faeces which is grey, pale or contains blood;**
- **vomiting;**
- **discharge from the eye or ear;**
- **skin that displays rashes, blisters, spots, crusty or weeping sores;**
- **loss of appetite;**
- **dark urine;**
- **headaches;**
- **stiff neck or other muscular and joint pain;**
- **continuous scratching of scalp or skin;**

- difficulty in swallowing or complaining of a sore throat;
- persistent, prolonged or severe coughing; or
- difficulty in breathing.

Procedures for dealing with illness

When an illness is suspected, the HCCC Care Coordinator will:

1. Nominate one educator to make child comfortable, monitor and document symptoms in the **Accident, Injury & Illness book**.
2. Contact the child's parent as soon as possible to arrange collection of the child from the centre.
3. If the parent cannot be reached, the child's nominated emergency contacts will be telephoned.
4. If none of the child's emergency contacts can be reached, the child's family doctor will be contacted for advice.
5. If the illness is determined an emergency, first aid will be administered and an ambulance will be called.

Signs and symptoms of **INFECTIOUS** illness

To minimise the spread of potentially infectious diseases, HCCC will exclude a child or educator with any of the following symptoms which might indicate they have an infectious illness:

- diarrhoea,
- generalised rash,
- enlarged or tender lymph glands,
- severe cough with fever,
- head lice, nits, scabies, tinea ('ringworm'), impetigo ('school sores'), or mouth ulcers not yet treated,
- mouth ulcers due to herpes simplex virus or coxsackie virus,
- infection or yellow or green discharge of the eyes or ears,
- excessive yellow or green discharge of the nose,
- if any other infectious disease is suspected.
- COVID 19 symptoms

Procedures for dealing with infectious illness.

When an infectious illness is suspected the HCCC Care Coordinator will:

1. Assess need for first aid or emergency treatment & administer;
2. Nominate one educator to make child comfortable, monitor and document symptoms in the **Accident, Injury & Illness book**;
3. Contact parent/emergency contact/family doctor;
4. Isolate child if necessary;
5. Advise parents to take child to doctor OR call ambulance;
6. Ensure that educators with infectious symptoms are not caring for children and advise them to seek medical advice; and
7. Ensure that educators with infectious symptoms are replaced to provide appropriate supervision for children.

If a medical practitioner confirms an infectious illness the HCCC Care Coordinator and HCCC Committee will:

- Notify parents/educators of infectious disease (ensuring confidentiality) by telephoning all educators and families involved with the centre;
- Follow exclusion guidelines recommended by DHS;
- Notify DHS if outbreak of infectious disease is confirmed; and
- Wash all toys, equipment and utensils at the centre.

Policy review

HCCC will review this *Illness* policy and procedures as required.

Educators are essential stakeholders in the policy review process and will be encouraged to be actively involved. Families are also encouraged to collaborate with HCCC to review the policy and procedures.

Policy created: May 2008

Review date: April 2010, August 2015, June 2017. October 2021

Ongoing policy review: As required

Immunisation and Health-related Exclusion Policy

Policy statement

HCCC has a duty of care to ensure that all persons are provided with a high level of protection during the hours of the service's operation.

The purpose of this policy is to **manage and prevent the spread of infectious illnesses and diseases**.

This policy will assist HCCC to:

- notify families or emergency contact when a symptom of an excludable infectious illness or disease has been observed;
- notify stakeholders when an excludable infectious illness or disease has been confirmed by a medical practitioner;
- identify and comply to exclusion guidelines and timeframes;
- identify when an illness or disease is no longer excludable or infectious; and
- maintain immunisation records of children and educators.

This *Immunisation and Health Related Exclusion Policy* is applicable to children and adults.

HCCC prevents the spread of illness and disease by implementing the following strategies:

- promote effective hand-washing and other hygienic practices;
- identify and exclude children and educators with symptoms of an excludable infectious illness or disease; and
- encourage child and adult immunisation.

It is understood by educators, children and families that there is a shared responsibility between the service and other stakeholders that the *Immunisation and Health Related Exclusion* policy and procedures are accepted as a high priority.

Strategies and practices

1. Hygiene and infection control

It is important to implement hygienic practices and procedures at all times in the centre. Please refer to HCCC's *Immunisation and Health Related Exclusion Policy* within this document for details.

2. Immunisation

Children who are immunised

All children attending HCCC must have an Immunisation History Statement of their immunisation records on file at HCCC.

Each child's current immunisation status is collected upon enrolment. Immunisation records are maintained and monitored yearly upon re-enrolment, or updated via a

copy of the child's immunisation record provided by parents following an immunisation during the year.

Failure to provide a current Immunisation History Statement will result in suspension from attendance at HCCC until one is provided.

*The most common form of Immunisation Status Certificate is an **Immunisation History Statement** from the Australian Childhood Immunisation Register (ACIR).*

Children who are not immunised

HCCC as per Government Policy is unable to accept children who are not current in their immunisation schedule or who have never been immunised. The exception to this policy is if the child has a written medical exemption from their GP or treating specialist.

More information is available on the following website- [Department of Human Service's website](#).

Educators

Educators are encouraged to maintain their immunisation status against immunisable diseases.

Educators must be immunised against COVID 19 as per the DHS (unless a medical exemption is obtained and a copy given to HCCC).

3. Identifying symptoms of an excludable infectious illness or disease

A reference list of symptoms and procedures to manage infectious diseases will be displayed for educators' reference in the HCCC office at the centre. *(Please refer to Appendix 2 of HCCC's **Illness** policy within this document for details.)*

4. Exclusion guidelines for infectious illnesses and diseases

Exclusion of infectious children and/or educators significantly reduces the risk of the spread of diseases. Exclusion periods are recommended by the Department of Human Services (DHS), based on the time a child is infectious to others.

A copy of DHS's exclusion guidelines will be provided to parents at the time of enrolment and will also be displayed at the centre.

5. Exclusion procedures

As per the *Children's Services Regulations 2020*, if a child appears unwell (*displaying symptoms listed in Appendix 1 & 2 of HCCC's **Illness** policy*) while at the centre parents will be contacted and asked to collect their child as soon as possible.

If possible, the child will be isolated from other children. If the parents cannot be contacted, emergency contacts will be used.

Medical advice or emergency services will be contacted as necessary if the child's condition worsens.

6. Notification of infectious diseases

If a child or educator at HCCC is confirmed by a medical practitioner as having an infectious disease, HCCC will notify parents and educators via a sign, indicating details of the illness, which will be displayed at the entrance of the centre.

HCCC will also:

- Follow exclusion guidelines recommended by DHS;
- Notify DHS if outbreak of infectious disease is confirmed; and
- Wash all toys, equipment and utensils at the centre.

Policy review

HCCC will review this *Immunisation and Health-related Exclusion* policy and procedures as required.

Educators are essential stakeholders in the policy review process and will be encouraged to be actively involved. Families are also encouraged to collaborate with HCCC to review the policy and procedures.

Policy created: May 2008

Review date: April 2010, August 2015 and April 2016, June 2017, October 2021

Ongoing policy review: As required

Medication Policy

Policy statement

HCCC's *Medication* policy reflects the following principles:

- safe principles and practices to administer medication;
- hygiene practices;
- an acute attention to detail;
- the maintenance of accurate records;
- open communication between educators, families and children; and
- the accountability of educators when administering medication.

Only First Aid medication will be kept on the HCCC premises. Medication can only be administered when HCCC's medication authorisation form (refer [Appendix 1](#)) has been completed and signed by the child's parent or legal guardian.

It is understood by educators and families that there is a shared responsibility between the service and other stakeholders that the *Medication* policy and procedures are implemented.

HCCC reserves the right to contact a health care professional if educators are unsure about administering medication to a child, even if the parent or legal guardian has requested the medication to be administered.

Strategies and practices

Definition of medication

The term 'medication' can be defined either as prescribed or non-prescribed. For the purpose of this policy, 'prescribed' medication is:

- authorised by a healthcare professional; and
- dispensed by a pharmacist with a printed label, which includes the name of the child being prescribed the medication, the medication dosage and expiry date.

Examples of prescribed medication include antibiotics, Ventolin for asthma, or Ritalin for Attention-Deficit Hyperactivity Disorder.

All medication that does not meet the criteria for prescribed medication, can be considered non-prescribed. This includes over-the-counter medication; medication dispensed by a naturopath/homeopath; or considered complementary or alternative, such as vitamins and cultural herbs or remedies.

Examples of non-prescribed medication include topical or antifungal creams for nappy rash or eczema; paracetamol; ibuprofen; antihistamine for an allergy; or teething gel.

Nappy rash cream and teething gel are the only non-prescribed medications that can be administered by educators.

Procedures for administering prescribed medication

Educators will:

- check that there is a current signed medication authorisation form (*refer Appendix 1*) for the child;
- follow effective hand-washing and hygiene practices, (*as described in the Hygiene and Infection Control policy within this document.*)
- ensure medication has been checked by two educators, check that the following details exactly match those on the medication authority form:
 - child's name;
 - medication name;
 - recommended dosage;
 - method;
 - date and time; and
 - expiry date of the medication.
- only administer medication that is in its original container with the dispensing label attached listing the child as the prescribed person and the dosage to be given.
- ensure medication is administered promptly at the prescribed intervals;
- document all medication administered, including child's name, time, date and dose both on the medication authorisation form and in the **Medication Book**;
- monitor the child after medication is administered, in case of reaction.

Educators will ensure that all medication is stored out of reach of children and at the recommended temperature.

Educators are unable to administer a medication at a different dosage or frequency other than that recommended on the medication label, unless alternative **written advice** is received from a medical practitioner.

Parents will:

- accurately complete/review a medication authorisation form (*refer Appendix 1*) at least weekly when the child attends HCCC and medication is required;
- hand the medication directly to the Care Coordinator upon arrival at the centre. **Parents must not leave medication in the child's bag;**
- collect remaining medication on departure from each session at the centre; and,
- confirm the child was given the required medication by speaking with appropriate staff on collection of the child.

Policy review

HCCC will review this *Medication* policy and procedures as required.

Educators are essential stakeholders in the policy review process and will be encouraged to be actively involved. Families are also encouraged to collaborate with HCCC to review the policy and procedures.

Policy created: June 2008

Review date: April 2010, August 2015, June 2017, October 2021

Ongoing policy review: As required

Appendix 1

Hills Community Child Care Medication Authorisation Form

In the interest of children's safety and well-being, HCCC Educators shall only administer medication if it is in its original container with the dispensing label attached listing the child as the prescribed person and the frequency it is to be given. This applies to prescription medications.

Child's full name: _____

Medical Practitioner/Chemist etc: _____

Medication:

Name of medication: _____

Date prescribed: _____

Expiry date of medication _____

Reason for medication: _____

Storage requirements: _____

Time and date of last dose given: _____

I request that the above medication be given in accordance with the following instructions:

Please complete the table below and list any detailed instructions such as route (e.g. oral, inhaler), dose (e.g. thin layer, no. of drops/mls/tablets), before or after food, etc.

Parent's full name: _____ Date: ___/___/___

Signature _____

Date	Dosage	Time to be given	<i>Signature of staff administering medication</i>	<i>Signature of staff cross checking medication</i>	<i>Comments</i>

NB: This form should be reviewed weekly if administration of medication continues.

Occupational Health and Safety (OH&S) Policy

Policy statement

HCCC is committed to:

- providing a duty of care that's protects persons from harm, injury, illness or abuse
- developing and administering OH&S risk management systems
- developing policies as OH&S legislation changes
- ensuring that all OH&S policies are transparent and available for any person to access

HCCC's OH&S policy applies to all hazardous chemicals, events, situations, tasks, buildings, equipment, methods, materials, substances and products used within the day-to-day running of the centre.

Strategies and practices

HCCC promotes a work environment in which risk management is a holistic process that identifies, assesses, controls, minimises or eliminates risks that can potentially cause harm, injury or illness to persons or damage to the service's environment.

Risks are identified by considering the following questions:

- What is the risk?
- What is the nature of the risk?
- What is the history of the risk almost occurring?

These risks are then assessed by considering the probability of the risk occurring either normal or abnormal conditions, the history of incidents and the past, current and planned strategies to control the risk.

Once risks are identified and assessed, they are controlled, minimised or eliminated. The following steps will be taken:

- eliminate the risk;
- find a substitute to the risk;
- engineer control management to diminish the likelihood of the risk; and
- administer controls to minimise or eliminate the risk.

Protective Behaviours and Practices

As children learn through example and modelling, HCCC educators will always practice and teach children about health and safety practices and behaviours.

Maintaining Safe Environments

Administering Medication

Please refer to HCCC's Medication Policy within this document.

Behaviour Management

Please refer to HCCC's Behaviour Management Policy within this document.

Dangerous Products

All dangerous products kept on site at the centre, such as cleaning products, will be kept in a locked cupboard in the kitchen which will be a child free zone. The key will be held by the Care Coordinator and will be inaccessible to children. Craft products and paint will be kept in a locked cupboard in Playroom Three, which will be monitored by the educator in that room at all times.

Emergency

Please refer to HCCC's Emergency Evacuation policy within this document.

First Aid

Please refer to HCCC's First Aid and Illness policies within this document.

Food Safety

Please refer to HCCC's Food Safety and Healthy Eating policy within this document.

Infection Control

Please refer to HCCC's Hygiene & Infection Control policy within this document.

Manual Handling and Back Care

HCCC will minimise the risk of back injury by applying principles of back care and correct lifting and carrying techniques.

The following practices will apply:

- Sinks and Change tables will be kept at adult heights;
- Step Stools and self-help toilets will be provided for children;
- Adults chairs will be used for feeding infants;
- Shelving, cabinets and storage cupboards will be at suitable heights to avoid stretching to reach them;
- All office furniture will be adult size;
- Educators will kneel rather than bend down where possible;
- Children will only be carried when necessary. When required one arm will be under the child's buttocks and the other arm will support the child's back; and
- All equipment and furniture will be easy to move and slide around. Assistance will be provided on request.

Stress Management

HCCC recognises that stress in child care educators can negatively impact on the quality of care provided and will work to minimise the risk of burnout and stress.

HCCC acknowledges that the main causes of stress and burnout are:

- lack of holidays or sick leave;
- inadequate recognition;
- conflict with families over policy issues especially in relation to a sick child; and
- responsibility for children's welfare.

To ensure that the above issues are recognised and minimised HCCC will:

- assist staff to make arrangements in regards to taking leave and ensure relief staff are available;
- involve staff in committee meetings to ensure that they have a forum in which to discuss any issues with the day-to-day running of the centre;
- effectively and fairly deal with and resolve both the educators and family complaints and conflicts through a grievances and complaints policy; and
- provide adequate training in all health and safety issues when required.

Sun Protection

Please refer to HCCC's Clothing & Comfort Policy within this document.

Supervision

Please refer to HCCC's Arrangement for Delivery and Collection of Children and Supervision policies on within this document.

Policy review

HCCC will review this OH&S policy and procedures as required.

Educators are essential stakeholders in the policy review process and will be encouraged to be actively involved. Families are also encouraged to collaborate with HCCC to review the policy and procedures.

Policy created: June 2008

Review date: April 2010, August 2015, June 2017, October 2021

Ongoing policy review: As required

Participation of Volunteers & Students Policy

Policy statement

HCCC will plan for and respond effectively to the rules and guidelines set out by the government at this time. Our aim is to keep all staff and children safe and well.

HCCC has limited ability to offer placements/work experience to students. All applications for student placements/work experience opportunities will be considered by the HCCC committee in consultation with the Care Coordinator.

HCCC's *Volunteers & Students policy*, procedures and practices are designed to support educators to:

- Provide a safe and happy environment for the children in their care
- Ensure that all volunteers and students that attend HCCC have been through a screening process to assess suitability to work with children.
- Processes are in place to provide appropriate learning opportunities and supervision of students.

The procedures relating to this *Volunteers & Students policy* are clearly labelled and displayed in the service for all stakeholders to read.

There is a shared responsibility between the HCCC committee and educators for the implementation of this *Volunteer & Students policy* and procedures.

Strategies and practices

Risk Management strategies

Educators will:

- inform parents, family or other responsible person of the procedures that are put in place
- provide appropriate support and supervision of students while working with the children
- provide feedback to the student and their education setting
- offer an appropriate learning environment for students while on placement at HCCC

HCCC Committee will:

- ensure that volunteers and students working at HCCC have completed the screening process including Working with Children checks, Police checks and Reference checks if required
- support the educators to provide a suitable environment with learning opportunities suited to each student's level of training

Policy review

HCCC will review this *Volunteer & Students policy* and procedures as required.

Educators are essential stakeholders in the policy review process and will be encouraged to be actively involved. Families are also encouraged to collaborate with HCCC to review the policy and procedures.

Policy created: April 2022

Review date: As required

Ongoing policy review: As required

Philosophy Statement

Philosophy statement

In Relation to the Centre:

Hills Community Child Care (HCCC) aims to provide an environment where children and educators are happy, safe and feel comfortable.

In Relation to the Children:

HCCC aims for children to enjoy their time at the centre. Children will be encouraged to participate in a variety of activities both as individuals and in groups, with the intention of fostering the development of self-confidence and new and lasting friendships. Children are offered opportunities to explore discover and create.

In Relation to our Program:

HCCC's program is provided in a positive, warm, safe and caring environment where children's rights are acknowledged and the individuality of each child is recognised.

HCCC's planned activities are designed to foster and promote the best developmental outcomes for children. They support each child's physical growth and independence and the development of thinking, social communication and language skills.

HCCC will provide a structured, yet flexible program for each session, to support children to gain a sense of routine, which can help to reduce separation anxiety.

Aims

HCCC aims to:

- provide a community child care facility within the Dandenong Ranges where similar facilities are limited;
- provide a child care service which promotes creative, social, physical and intellectual development for children of a variety of ages;
- provide a safe facility where parents can leave their children to allow them to return to the workforce or have "time-out";
- cater to individual differences including a wide range of children with different needs and abilities;
- provide a range of experiences to all children without gender bias;
- provide children with a warm, caring and secure environment where their self esteem is developed and encouraged;
- encourage parental involvement in all aspects of management and fundraising.
- encourage and make sound environmental choices.
- ensure that its services are as affordable as possible.
- provide an environment where educators feel comfortable and confident in all areas of their duties.
- provide educators with adequate resources and support for the implementation of their program.

- encourage and build relationships between HCCC and other community groups.

Policy review

HCCC will review this *Philosophy Statement* as required.

Educators are essential stakeholders in the policy review process and will be encouraged to be actively involved. Families are also encouraged to collaborate with HCCC to review the policy and procedures.

Policy created: May 2008

Review date: April 2010, August 2105, June 2017, October 2021

Ongoing policy review: As required

Privacy and Confidentiality Policy

Policy statement

HCCC is committed to best practice procedures for collecting, storing, disclosing and disposing of the personal information of persons appropriately.

The personal information that HCCC collects are:

- contact details of children, families, educators, and management;
- children's emergency contact details;
- children's health status, immunisation and developmental records and plans, external agency information, custodial arrangements, incident records, and medication records;
- educators documentation relating to recruitment and selection, tax, performance reviews, qualifications, work history, child protection checks, health status, immunisation records and workers' compensation claims;
- information relating to families' Child Care Subsidy (CCS) status and any other additional funding arrangements.

HCCC ensures that all information collected from persons will be considered private and confidential and not disclosed without the prior knowledge or consent from the individual or legal representative.

It is understood by Educators and the Committee that there is a shared responsibility for the implementation of the *Privacy and Confidentiality* policy and procedures as a high priority.

Strategies and practices

HCCC will only collect the information we need, and for which we have a purpose that is legitimate and related to one of our functions or obligations.

Use of Personal Information

HCCC will use the personal information collected for the primary purpose of collection. The information may also be used for secondary purposes which are related to the primary purpose of collection and can be reasonably expected, or to which the individual has consented.

Disclosure of Personal Information, including Health Information

HCCC may disclose some personal information held about an individual to:

- government departments or agencies as part of our legal obligations;
- insurance providers in relation to specific claims;
- law enforcement agencies;
- health organisations and or family, in circumstances where the person requires urgent medical assistance and is incapable of giving permission; and
- anyone to whom the individual authorises the service to disclose the information.

Treatment of Sensitive Information

Sensitive information will be used and disclosed only for the purpose for which it was collected, or a directly related secondary purpose, unless the individual agrees otherwise or the use or disclosure of the sensitive information is allowed by law.

Management and Security of Information

To protect personal information from misuse, loss, unauthorised access, modification or disclosure, the Educators and Committee will ensure that in relation to personal information:

- access will be limited to educators who require the information to do their jobs;
- it will not be left in areas that allow for unauthorised access;
- the physical storage of all materials will be in a secure cabinet or area;
- security in transmission including:
 - emails will only be sent to a person authorised to receive the information;
 - only limited personal information will be provided over the telephone to persons authorised to receive that information.
- transfer of information interstate and overseas will only occur with the permission of the person concerned or their parent/guardian.

Data Quality

HCCC will endeavour to ensure that the personal information held by the service is accurate, complete, current and relevant to the service.

Access to Information and Updating Personal Information

Individuals have the right to ask for access to personal information held about them without providing a reason for requesting access. Under privacy legislation, an individual has the right to:

- ask for access to the personal information that the service holds about them;
- to access the information; and
- to make corrections if they consider the data is not accurate, complete or current.

Disposal of Information

HCCC will not store personal information longer than necessary. In disposing of personal information HCCC will ensure that it is either shredded or destroyed in such a way that no one can access the information.

Key Responsibilities and Authorities

Both the Committee and Educators are responsible for the collection, use, disclosure, access, storage and disposal of information in line with this policy and the Privacy Principles set out in the Victorian Health Records Act (2001) and the Information Privacy Act (2000).

Policy review

HCCC will review this *Privacy and Confidentiality* policy and procedures as required.

Educators are essential stakeholders in the policy review process and will be encouraged to be actively involved. Families are also encouraged to collaborate with HCCC to review the policy and procedures.

Policy created: June 2008

Review date: April 2010, August 2015, June 2017, October 2021

Ongoing policy review: As required



Sleep and Rest Policy

Policy statement

HCCC will plan for and respond effectively to the rules and guidelines set out by the government at this time. Our aim is to keep all staff and children safe and well.

HCCC's *Sleep and Rest* policy, procedures and practices are designed to support educators to:

- Provide a safe and happy environment for the children in their care
- Ensure appropriate opportunities are provided to meet each child's need for sleep, rest and relaxation.
- Confidently refer to this policy and procedures if families make a request that is contrary to the safety of the child.

HCCC's safe sleep and rest procedures and practice follow Red Nose guidelines, the recognised national authority in this area.

The procedures relating to this *Sleep and Rest policy* are clearly labelled and displayed in the service for all stakeholders to read.

There is a shared responsibility between the HCCC committee and educators for the implementation of this *Sleep and Rest* policy and procedures.

Strategies and practices

- Ensure adequate lighting to enable effective supervision by staff.
- Ensure adequate ventilation for children while sleeping or resting.
- Educators will consult with families about their child's sleep and rest routine at home and carry this out at HCCC where possible and safe to do so.
- Bedding is to be kept in separate bed bags that are clearly named with child's name.
- All beds to be sanitized after each sleep before storing.
- All bedding and bed bags to be washed regularly.
- Sleep and wake up times to be recorded for parent information.
- Children not sleeping/resting will be supervised outside. Undercover area if cold and wet. Quiet activities will be offered when needed.

Risk Management strategies

Educators will:

- inform parents, family or other responsible person of the procedures that are put in place
- stay informed of all current recognised guidelines and up-to-date information
- always be within sight and hearing distance so that they can monitor children's safety and wellbeing.

HCCC Committee will:

- ensure that all staff have up to date first aid training
- ensure compliance by educators with policy and required procedures.

Policy review

HCCC will review this *Sleep and Rest* policy and procedures as required.

Educators are essential stakeholders in the policy review process and will be encouraged to be actively involved. Families are also encouraged to collaborate with HCCC to review the policy and procedures.

Policy created: April 2022

Review date: As required

Ongoing policy review: As required

Smoke Free Environment Policy

Policy statement

Passive smoking (the inhalation of environmental tobacco smoke) increases risks to health (*Cancer Council Australia, 2004*).

Under occupational health and safety legislation, HCCC has a duty of care to provide a safe and healthy environment for all persons who utilise the service for child care requirements and/or employment.

HCCC **does not permit the smoking of any substance in any areas** it utilises for child care requirements or employment of persons.

This *Smoke Free Environment* policy protects all persons from the effects of environmental tobacco smoke. Parents, family members or relatives of children enrolled at the service will not be permitted to smoke in the environment.

The 'environment' refers to; HCCC buildings and outdoor areas, including the service's car park, located at Charlemont Lane, Olinda.

Strategies and practices

Educators employed by HCCC and parents/family members are not permitted to smoke in front of, or in the sight of children at HCCC.

No persons will be allowed to promote cigarette smoking in the workplace, or advertise the fact they smoke to other educators, children or families.

The responsibility for enforcing this policy rests with educators. All are obliged under the occupational health and safety legislation to protect the health of their fellow educators, and visitors, while at the service.

Policy review

HCCC will review this *Smoke Free* policy and procedures as required.

Educators are essential stakeholders in the policy review process and will be encouraged to be actively involved. Families are also encouraged to collaborate with HCCC to review the policy and procedures.

Policy created: June 2008

Review date: April 2010, August 2105, June 2017, October 2021

Ongoing policy review: As required

Staff Code of Conduct Policy

Policy statement

HCCC will plan for and respond effectively to the rules and guidelines set out by the government at this time. Our aim is to keep all staff and children safe and well.

HCCC's *Staff Code of Conduct policy*, procedures and practices are designed to support educators to:

- Provide a safe and happy environment for the children in their care
- Provide a fair and equitable workplace with opportunity for educators to contribute to the development of the education program, provide feedback to the HCCC committee and the wider staff group
- Have an awareness of roles, expectations and responsibilities of educators

The procedures relating to this *Staff Code of Conduct policy* are clearly labelled and displayed in the service for all stakeholders to read.

There is a shared responsibility between the HCCC committee and educators for the implementation of this *Staff Code of Conduct policy* and procedures.

Strategies and practices

Risk Management strategies

Educators will:

- inform parents, family or other responsible person of the procedures that are put in place by HCCC
- adhere to the *Staff Guidelines* provided on commencement of employment

HCCC Committee will:

- annually review the *Staff Guidelines* in consultation with staff feedback and amend as necessary
- ensure staff are provided with a copy of the *Staff Guidelines* when commencing employment with HCCC
- ensure a signed copy of the *Staff Guidelines* are retained in each educator's file

HCCC Staff Guidelines

Introduction:

The aim of this document is to provide a framework guide for staff to follow in relation to responsibilities for administrative and daily routines at Hills Community Child Care (HCCC). It is not an exhaustive list but covers the main roles and outlines the expectations of committee.

It needs to be read in conjunction with:

- HCCC Employment Contracts,
- HCCC Policies, and
- HCCC Parent Booklet.

The outcome desired is to ensure that a full understanding of roles and responsibilities is developed by committee and staff. Consistency in approach by both committee and staff is required to eliminate any confusion or ambiguity. Any clarification by staff should be sought initially from the HCCC Coordinator. If further clarification is required then it needs to be requested in writing (email – info@hillschildcare.org.au) through the President of HCCC. Issues will then be researched, investigated and a decision communicated as they arise.

Like HCCC Policies this is a document that requires regular review and amendment as required. Suggestions for any amendments can be forwarded to the email address above.

Committee has an important role to play in governance and will be active in ensuring compliance with these Staff Guidelines and associated instructions.

HCCC Statement of Purpose:

The statement of purpose for HCCC as originally submitted to Consumer Affairs Victoria is;

1. To provide a community child care facility within the Dandenong Ranges where similar facilities are limited,
2. To provide a child care service which promotes creative, social, physical and intellectual development for children of a variety of ages, and
3. To provide a safe facility where parents can leave their children to allow them to return to the workforce or have 'time out'.

Key Responsibilities - HCCC Committee:

The HCCC Committee are volunteers holding positions as required under the model rules for an Incorporated Association (as per Consumer Affairs Victoria). The main role is to provide strategic planning, governance, and administrative support to assist staff in delivering the child care program to the children and families.

There is a deliberate separation from staff in the management of the enrolment process and collection of monthly fees. The financial management is the sole responsibility of the committee.

Committee also have oversight and responsibility for liaison with DEECD and Olinda Primary School, emergency planning, management of complaints, marketing of HCCC within the community, recruitment of staff and facilitation of staff professional development. These will all be done in consultation and liaison with the HCCC Coordinator.

Key Responsibilities - HCCC Coordinator:

The HCCC Coordinator is the conduit between committee and staff ensuring the delivery of the program at HCCC is run within the DEECD framework and regulations for the type of licence held. Other key responsibilities are;

- Coordination and planning of the HCCC program with consultation of all staff,
- Daily management of staff duties,
- Liaison with families as needed,
- Facilitation of initial enquiries by new families,
- Managing emergency procedures and rehearsals,
- Ensuring staff qualifications are current and recorded
- Maintain current contemporary practice at HCCC
- Coordination of Staff Professional Development
- Associated administrative duties;
 - Management and reporting of daily attendances in Hubworks,
 - Recording staff hours each day,
 - Quarterly immunisation checks of children,
 - Management of observation notes on each child, and
 - Management of petty cash.

Key Responsibilities - HCCC Staff:

The staff involvement at HCCC plays a critical role in supporting the HCCC Coordinator, by developing and delivering quality childcare in a safe and respectful environment for the children and each other as staff. Other key responsibilities are;

- Involvement in planning term and daily programs,
- Participate in professional development,
- Maintain current contemporary practice and required qualifications,
- Assist with liaison and feedback to families as required,
- Contribution and input into observation notes on each child,
- Support in introductions and marketing HCCC to new families

Committee Expectations for HCCC Staff:

The expectations listed below have been developed through consultation and form the basis on how staff will operate and conduct themselves while performing duties at HCCC. Communication, teamwork and the support of each other as staff is critical in working within a small team environment and committee encourage you to make HCCC your workplace of choice.

1. Respect each other's abilities, experience and strengths to help build a strong team,
2. Be inclusive in all communication with each other,
3. Allow people to be heard,
4. Put forward ideas and opinions,
5. Respect differing opinions, and
6. Support decisions once finalised and agreed on as staff or ratified by committee.

Core Operational Guidelines:

Committee have reviewed current practice and provide the following core operational guidelines for staff to follow which are not included in the HCCC Policies. Committee do not want to make it too prescriptive and reduce your input or creative thought in the programs run at HCCC.

1. All staff (including Co-ordinator) are active hands on carers during operational hours,
2. Administrative tasks are to be completed outside of operational hours,
3. Operational hours are defined as 9.15am to 2.15pm,
4. Staff start/finish times are 8.45am to 2.45pm. Flexibility is possible but the hours worked are to be respected and all staff are to start no later than 9.00am. That ensures some communication and coordination at the start of each day.
5. Hours need to be reflected accurately in the Staff Hours Book. The HCCC Co-ordinator is to email to the treasurer fortnightly.
6. Rotation of daily tasks is expected practice to ensure familiarity in all areas and to provide variety to staff,
7. Emergency rehearsals are to be conducted each term, for each day, ensuring that staff and children are familiar with the procedures. They are to be recorded as conducted in the back of the 'Emergency Procedures' folder along with any debrief points.
8. Mobile phones are not to be used for personal use during operational hours. Phones may to be used for the following;
 - Enhancing the daily program – ie playing music or taking photos.

- Emergency calls/contacts.
 - During a break.
9. Personal use of the HCCC lap top is permissible during a break or outside of operational hours only.
10. Planning – is to involve all staff and be ratified at staff meetings with final decisions and direction to be confirmed by the HCCC Coordinator. Themes and special events will be supported by Committee and are encouraged.
- A 'Daily Plan' is to be discussed between the staff during set up each day
 - A 'Fortnightly Program' is to be displayed at HCCC
11. Observations to be done at least once per term for each child. If an issue is developing then additional observations are to be recorded.
12. Issues with families are to initially be brought to the attention of the HCCC Co-ordinator and if required escalated to HCCC Committee – ie. Continual late pick-ups.
13. Staff meetings are to be regular and minuted with agendas (initially monthly then reviewed)
14. Breaks to be planned and coordinated to respect EBA requirements and prevent breaches.
15. Reporting of staff absence is to be done to the HCCC Co-ordinator and expected to be done in a timely fashion and at the earliest possible occasion. This allows a plan to be initiated to cover the absence.
16. The following priority is to be used to cover staff absence;
- Existing HCCC qualified staff member,
 - Casual qualified staff member,
 - Casual unqualified staff member, and
 - Commercial temps.
17. Committee will coordinate invites to some HCCC Committee meetings throughout the year for staff to attend if able. Hours are to be recorded for payment.
18. A Cottage 'Spring Clean' is to be co-ordinated once per term to be undertaken by staff with hours to be recorded for payment.
19. Routine maintenance issues are to be notified to HCCC Committee by the Co-ordinator.

20. Urgent maintenance/utility issues are to be managed by the Co-ordinator if committee are not contactable. The recommended trades list is to be followed in the first instance.

Conclusion:

Any amendments or reviews to this guideline document need to be managed and endorsed through the HCCC Committee. Any staff member is able to make suggestions in writing/email to the President of HCCC for review by the HCCC Committee. If endorsed and ratified this document will be amended and redistributed.

Signed By Employee

_____ **Date** _____

Policy review

HCCC will review this *Staff Code of Conduct policy* and procedures as required including the HCCC Staff Guidelines.

Educators are essential stakeholders in the policy review process and will be encouraged to be actively involved. Families are also encouraged to collaborate with HCCC to review the policy and procedures.

Policy created: April 2022

Review date: October 2023

Ongoing policy review: As required

Supervision Policy (including Toileting)

Policy statement

HCCC has a duty of care to provide all persons with a safe and healthy environment. Supervision is not only preventing or responding to potential hazards but also is essential in developing an understanding of the child learning in the social setting of a children's service.

Thoughtful supervision provides the opportunity to record observations about each child, their particular abilities, their approaches in relating to their children and staff and to set goals for their program.

It is understood by educators, children and families that there is a shared legal responsibility and accountability between, and a commitment by, all persons to implement the *Supervision* policy and its procedures as a high priority.

Strategies and practices

Educators will ensure that every child at the centre is supervised constantly, actively and diligently. Each child will be within sight of educators at all times. All educators will be alert to and aware of the potential for accidents and injury through the centre, not just within their own immediate area.

HCCC promotes active supervision which is a combination of listening to and watching children play, being aware of the environment and its potential risk, the weather conditions, the time of day, managing small and large groups of children and an understanding of child development including theories about how children play.

Educator/ Child Ratios

The licence held by HCCC allows for no more than 16 children to be cared for in the centre at one time. Based on that number, the following rules regarding educator / child ratios will apply:

- When attendance numbers at the centre are between 11 and 16 children per session, at all times 3 educators will be on site, with at least 1 of those educators being qualified; (from 1st January 2022 all educators will be required to be qualified or actively working toward qualification).
- If a session has 10 or less children, 2 educators will be on site at all times, with one or more of those educators being qualified; (from 1st January 2022 all educators will be required to be qualified or actively working toward qualification).
- **Playroom 1** will hold no more than 7 children at one time, with one educator in attendance;
- **Playroom 2** will hold no more than 4 children at one time, with one educator in attendance;
- **Playroom 3** will hold no more than 4 children at one time, with one educator in attendance.

The Environment – Setting Up / Scanning / Transitioning

Setting Up

The three playrooms at the HCCC have been designed to be used as differing play spaces. This will help educators look after each child's specific needs and control the play environments.

- **Playroom 1** is to be used as a general play space. As it is the larger room it will include tables and chairs, general toys, musical play, etc.
- **Playroom 2** is to be used as a reading / quiet space. It will include a couch, cushions, blankets and books.
- **Playroom 3** is to be used as a painting / craft space. It will include easels and craft supplies.

Scanning

All play spaces are single rooms which allow for easy scanning by each educator. An educator will have excellent visibility of each room when in attendance.

Any food preparations required in the kitchen will be done by the educator looking after Playroom 3 as this playroom is visible from the kitchen area.

When an educator is required to watch Playroom 1 and 2 for a brief period of time, they will position themselves in the hallway between the two rooms allowing visibility of both play spaces.

Transitioning

Children will be moved from one play space to another as the toileting procedures occur. (see below)

Children's Arrival and Departure from the Centre

The centre has only one entry point for children to enter and depart the centre. Parents will bring children through either one of two external self latching gates before entering the centre.

There is a single door entry point at which parents must sign their children in on the **Attendance Sheet** before they enter the rest of the premises. Parents may then enter through the child safety gate and hang their child's bag.

Please refer to the *Arrangements for Delivery & Collection of Children* policy within this document for more detailed information regarding children's arrival and departure procedures.

Nappy Changing and Toileting Children

As the centre has an outdoor toilet, the following procedures will be used:

- On every hour, each playroom will visit the toilet as a group for an approximate ten minute period.
 - Playroom 3 will go first
 - Playroom 2 will go second
 - Playroom 1 will go third. This room will attend the toilet in two groups. The educator from Playroom 2 will watch the remaining children in Playroom 1.
- At each visit each child will go to the toilet or have their nappy checked / changed.
- The toilet area has a bench space for children to sit and wait their turn.
- The toilet area is heated and will remain warm in winter.
- The door to the outdoor space will be kept shut and latched so children cannot leave the toilet area without the educator in attendance.
- If an emergency visit to the toilet or nappy change is required the following will occur:
 - If the child is in Playroom 1, the educator from Playroom 2 will attend to both rooms
 - If the child is in Playroom 2, the educator from Playroom 1 will attend to both rooms.
 - If the child is in Playroom 3, the educator from Playroom 2 will attend Playroom 3 and the educator from Playroom 1 will attend to Playroom 1 and 2.

Policy review

HCCC will review this *Supervision* policy and procedures as required.

Educators are essential stakeholders in the policy review process and will be encouraged to be actively involved. Families are also encouraged to collaborate with HCCC to review the policy and procedures.

Policy created: May 2008

Review date: April 2010, August 2015, June 2017, October 2021

Ongoing policy review: As required

Water Safety Policy

Policy statement

HCCC will plan for and respond effectively to the rules and guidelines set out by the government at this time. Our aim is to keep all staff and children safe and well.

HCCC's *Water Safety* policy, procedures and practices are designed to support educators to:

- Ensure the safety and wellbeing of all children will be protected in and around water through supervision and education.
- Provide opportunities for children to learn and develop by including water play and incorporating water safety awareness into our educational program.

The procedures relating to this *Water Safety* policy are clearly labelled and displayed in the service for all stakeholders to read.

There is a shared responsibility between the HCCC committee and educators for the implementation of this *Water Safety* policy and procedures.

Strategies and practices

- Ensuring water safety is talked about between the educators and children on a regular basis, especially when the river is on.
- Ensure a safety/risk check is done on the river before using, rocks placed safely, no moss on rocks, check for sharp or broken rocks.
- A check is carried out on hose placement at top of the river and drainage at bottom regularly during use to ensure water stays in the river and doesn't cause puddles to form in the playground.
- Ensure areas where water can gather, ie the bathroom, floors are kept dry to avoid slipping accidents.
- When using the water trough, an educator will be supervising play at all times and the lid is on and secure when not in use.

Risk Management strategies

Educators will:

- inform parents, family or other responsible person of the procedures that are put in place
- ensure no children are left unsupervised when in proximity of water-based play experiences.
- make sure all precautions will be taken to safeguard children during these experiences.
- take all precautions to prevent the incidence of accidents and injuries.

HCCC Committee will:

- ensure that all educators have up to date first aid training

- ensure compliance by educators with policy and required procedures.
- ensure that maintenance is kept up to date in regards to the river and flow of water

Policy review

HCCC will review this *Water Safety* policy and procedures as required.

Educators are essential stakeholders in the policy review process and will be encouraged to be actively involved. Families are also encouraged to collaborate with HCCC to review the policy and procedures.

Policy created:	April 2022
Review date:	As required
Ongoing policy review:	As required