

POLICIES AND PROCEDURES

Glenmore Park Early Learning Centre
Early Childhood Education

ABN 57 130 477 235



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Education and Care Services National Regulations (Reg 168)

Reg 168 Education and care service must have policies and procedures

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

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

Section of Regulation 168 (2)	NQF POLICY/PROCEDURE Where to locate
<i>(a) health and safety, including matters relating to—</i>	
(i) nutrition, food and beverages, dietary requirements; and	Nutrition and Food Safety Policy
(ii) sun protection; and	Sun Safety Policy Sun Safe Procedure
(iii) water safety, including safety during any water-based activities; and	Excursion/ Incursion Policy Water Safety Policy Water Safety Procedure
(iv) the administration of first aid;	Administration of First Aid Policy Administration of First Aid Procedure
(v) sleep and rest for children, including matters set out in regulation 84B	Sleep and Rest Policy Sleep and Rest Procedure
(b) incident, injury, trauma and illness procedures complying with regulation 85;	Incident, Injury, Trauma and Illness Policy Head Injury Guide and Procedure Illness Management Procedure Incident, Injury, Trauma and Illness Procedure
(c) dealing with Infectious diseases, including procedures complying with regulation 88;	Dealing with Infectious Diseases Policy Reporting Infectious Diseases Procedure
(d) dealing with medical conditions in children, including the matters set out in regulation 90;	Medical Conditions Policy Anaphylaxis Management Policy Asthma Management Policy Diabetes Management Policy Managing Medical Conditions Procedure
(e) emergency and evacuation, including the matters set out in regulation 97;	Emergency and Evacuation Policy Lockdown Policy Emergency Evacuation Procedure Lockdown Procedure Emergency Evacuation Rehearsal Procedure Bomb Threat Procedure
(f) delivery of children to, and collection of children from, education and care service premises, including procedures complying with regulation 99;	Delivery of Children to, and Collection from Education and Care Services Premises Policy Children's Arrival and Departure Procedure
(g) excursions, including procedures complying with regulations 100 to 102;	Excursions / Incursions Policy Excursion Risk Assessment and Management Plan Guide
(ga) if the service transports or arranges transportation of children other than as part of excursions, transportation including procedures complying with Division 7 of Part 4.2 of Chapter 4;	Safe Transportation Policy Safe Transport Procedure Missing Child During Regular Transportation Procedure
(gb) the safe arrival of children who travel between an education and care service and any other education or	Safe Arrival of Children Policy Safe Arrival of Children Procedure

early childhood service within the meaning of regulation 102AA, including the matters set out in regulation 102AAB	
(h) providing a child safe environment, including matters relating to the promotion of a culture of child safety and wellbeing within the service	Child Protection Policy Child Safe Environment Policy Child Protection Notification Procedure Child Safe Environment Procedure
(ha) the safe use of digital technologies and online environments at the service, including (i) the taking, use, storage and destruction of images and videos of children being educated and cared for by the service; and (ii) obtaining authorisation from parents to take, use and store images and videos of children being educated and cared for by the service; and (iii) the use of any optical surveillance device at the service; and Example The use of closed-circuit television. (iv) the use of any digital device issued by the service; and (v) the use of digital devices by children being educated and cared for by the service	Safe Use of Digital Technologies and Online Environments Policy Safe Use of Digital Technologies and Online Environments Procedure
<i>(i) staffing, including—</i>	
(i) a code of conduct for staff members; and	Code of Conduct Policy Code of Conduct – Staff Acknowledgement
(ii) determining the responsible person present at the service; and	Responsible Persons Policy Staffing Arrangement Policy
(iii) the participation of volunteers and students on practicum placements;	Student and Volunteer Policy Visitor Induction Procedure Checklist
(j) interactions with children , including the matters set out in regulations 155 and 156;	Interactions with Children Families and Staff Policy Behaviour Guidance - Bullying Policy Behaviour Guidance Policy Behaviour Guidance Procedure Bullying Response Procedure
(k) enrolment and orientation ;	Enrolment Policy Enrolment Procedure Casual Day Procedure Waitlist Procedure
(l) governance and management of the service, including confidentiality of records;	Governance Policy Privacy and Confidentiality Policy Record Keeping and Retention Policy
(m) the acceptance and refusal of authorisations ;	Acceptance and Refusal of Authorisations Policy Refusal of Authorisation Procedure
(n) payment of fees and provision of a statement of fees charged by the education and care service;	Fees Policy Fee Payment (Overdue) Procedure
(o) dealing with complaints , including matters relating to - (i) the provision of a complaint handling system at the service that is child focused; and (ii) the management of a complaint that alleges a child is exhibiting harmful sexual behaviours.	Dealing with Complaints Policy Dealing with Complaints Policy (Staff) Complaints / Grievance Procedure

POLICIES AND PROCEDURES

NQF POLICY

RELATED PROCEDURE

QA1 – EDUCATIONAL PROGRAM AND PRACTICE

Additional Needs Policy	Additional Needs Procedure
Celebrations Policy	
EC Intervention Practitioner Management Policy	
Educational Program Policy	Assessment and Planning Cycle Guide and Procedure Educational Leadership Guide Educational Program and Practice Procedure
Multicultural Policy	Multicultural Guide and Procedure

QA2 - CHILDREN'S HEALTH AND SAFETY

Acceptance and Refusal of Authorisations Policy	Refusal of Authorisation Procedure
Administration of First Aid Policy	Administration of First Aid Procedure
Administration of Medication Policy	Administration of Medication Procedure
Adventurous (Risky and Nature) Play Policy	
Anaphylaxis Management Policy	
Asthma Management Policy	
Bottle Safety and Preparation Policy	Formula Bottle Feeding Preparation
Breastfeeding Policy	Breast Milk Preparation Procedure
Bush Fire Policy	Bush Fire Response Procedure
Child Protection Policy	Child Protection Notification Procedure
Child Safe Environment Policy	Child Safe Environment Procedure
Children's Belongings Policy	
Clothing Policy	
Cystic Fibrosis Management Policy	
Dealing With Infectious Diseases Policy	Reporting of Infectious Diseases Procedure
Delivery of Children to, and Collection from Education and Care Service Premises Policy	Children's Arrival and Departure Procedure
Dental Health Policy	Dental Health and Dental Accident Procedure
Diabetes Management Policy	
Eczema Management Policy	
Emergency and Evacuation Policy	Bomb Threat Procedure Emergency Evacuation Procedure Emergency Evacuation Rehearsal Procedure
Epilepsy Management Policy	
Excursions/ Incursions Policy	Excursion/Incursion Procedure
Flood Management Policy	Flood Emergency Procedure
Furniture and Equipment Safety Policy	
Hand Washing Policy	Hand Washing Procedure
Head Lice Policy	
Health and Safety Policy	Bathroom Cleaning Procedure Indoor Cleaning Procedure Managing Spills of Blood and Body Fluids Procedure Safe Disposal Sharps Procedure
Immunisation Policy	
Incident, Injury, Trauma and Illness Policy	Head Injury Guide and Procedure Incident, Injury, Trauma and Illness Procedure Illness Management Procedure

Lockdown Policy	Lockdown Procedure
Managing an Aggressive Person or Visitor Policy	
Managing an Unidentified Dog Policy	
Medical Conditions Policy	Managing a Medical Condition Procedure
Multi-Storey Building Policy	Multi-Story Building Procedure
Nappy Change and Toileting Policy	Nappy Change Procedure Toileting Procedure
Nutrition and Food Safety Policy	Nutritional Practices Procedure
Out of Hours Babysitting Policy	
Road Safety Policy	Car Park Safety Management
Safe Arrival of Children Policy	Safe Arrival of Children Procedure
Safe Storage of Hazardous Chemicals Policy	Hazardous Substances Register Procedure
Safe Transportation Policy	Missing Child During Regular Transportation Procedure Safe Transport Procedure
Safe Use of Digital Technologies and Online Environments Policy	Safe Use of Digital Technologies and Online Environments Procedure
Sick Staff Policy	
Sleep and Rest Policy	Sleep and Rest Procedure
Snake Awareness Policy	
Sun Safety Policy	Sun Safe Procedure
Supervision Policy	Missing Child Procedure Supervision Guidelines and Procedure
Teething Policy	
Tobacco Drug Alcohol-Free Policy	
Unexpected Death of a Child or Staff Member at the Service Policy	
Water Safety Policy	Water Safety Procedure
Work Health Safety Policy	Work Health and Safety Manual
QA3 - PHYSICAL ENVIRONMENT	
Animal and Pet Policy	
Environmentally Responsible Policy	
Physical Environment Policy	Physical Environment and Parent Journey Procedure Risk Assessment Guide and Procedure Sand Pit Management Procedure
QA4 - STAFFING ARRANGEMENTS	
Bullying, Discrimination and Harassment Policy	Bullying, Discrimination and Harassment Procedure
Code of Conduct Policy	
Dealing with Complaints Policy (Staff)	
Performance Management Policy	Managing Staff Underperformance Procedure Staff Performance Review Procedure
Pregnancy in Early Childhood Policy	
Probation and Induction Orientation Policy	Probation Meeting Procedure
Recruitment Policy	
Responsible Persons Policy	Responsible Person Procedure
Staff Leave Entitlement Policy	Sick and Carers Leave Guidelines Procedure

Staff Wellness Policy	
Staffing Arrangements Policy	
QA5 - RELATIONSHIPS WITH CHILDREN	
Anti-Bias and Inclusion Policy	
Behaviour Guidance Policy	Behaviour Guidance Procedure Behaviour Guidance Biting Procedure
Behaviour Guidance-Bullying Policy	Bullying Response Procedure
Children in the Workplace Policy	
Interactions with Children, Families and Staff Policy	
Respect for Children Policy	
QA6 - COLLABORATIVE PARTNERSHIPS	
Enrolment Policy	Casual Day Procedure Enrolment Procedure Termination of Enrolment Procedure Waitlist Procedure
Family Communication Policy	Connecting with Parents and Children – Guide Family Conduct Guidelines
Open Door Policy	
Orientation of Families Policy	
Transition to School Policy	Transition to School Guide Transition to School Resources for Educators
QA7 - GOVERNANCE AND LEADERSHIP	
Child Care Subsidy (CCS) Accounts Policy	
Child Care Subsidy (CCS) Data Security Policy	
Child Care Subsidy (CCS) Governance Policy	CCS Approval Guide CCS Procedure Guide
Child Care Subsidy (CC) Notifications Policy	
Child Care Subsidy (CC) Personnel Policy	
Dealing with Complaints Policy	Complaints or Grievance Procedure Complaints / Grievance Investigation Guide and Form
Fraud Prevention Policy	Fraud Corruption Prevention Procedure
Governance Policy	Philosophy Development and Review Procedure
Payment of Fees Policy	Overdue Fee Payment Procedure
Privacy and Confidentiality Policy	Privacy and Confidentiality Procedure Privacy Law Compliance Procedure
Professional Development Policy	Mentorship Guide and Agreement Professional Development Guide and Procedure
Relief Staff Policy	
Record Keeping and Retention Policy	Record Keeping Quick Reference Guide and Checklist
Social Media Policy	
Student, Volunteer and Visitor Policy	Visitor Induction Procedure Checklist
Writing Reviewing and Maintaining Policies	Policy Evaluation Procedure

REGULATION 168 POLICIES AND PROCEDURES

ACCEPTANCE AND REFUSAL AUTHORISATION POLICY

Under the Education and Care Services National Law and Education and Care Services National Regulations, early childhood services are required to obtain written authorisation from parents or guardians for some circumstances, to ensure that the health, safety, wellbeing, and best interests of the child are met and upheld. An authorisation is given where a person who has legal responsibility for a child gives permission to another person to do something or to make a decision on that person's behalf. Authorisations are usually authenticated by a signature- either in written form or as an electronic signature. All authorisation and refusals are to be kept in the child's enrolment record.

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 2: CHILDREN'S HEALTH AND SAFETY		
2.2	Safety	Each child is protected.
2.2.1	Supervision	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.
2.2.2	Incident and emergency management	Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practiced and implemented.
2.2.3	Child Safety and Protection	Management, educators and staff are aware of their roles and responsibilities regarding child safety, including the need to identify and respond to every child at risk of abuse or neglect.
QUALITY AREA 7: GOVERNANCE AND LEADERSHIP		
7.1	Governance	Governance supports the operation of a quality service that is child safe
7.1.2	Management systems	Systems are in place to manage risk and enable the effective management and operation of a quality service that is child safe.

EDUCATION AND CARE SERVICES NATIONAL LAW AND NATIONAL REGULATIONS	
S. 2A	Paramount consideration—safety, rights and best interests of children
S. 3A	Paramount consideration NSW
S. 165	Offence to inadequately supervise children
S. 167	Offence relating to protection of children from harm and hazards
S. 175	Offence relating to requirement to keep enrolment and other documents

92	Medication record
93	Administration of medication
94	Exception to authorisation requirement- anaphylaxis or asthma emergency
99	Children leaving the education and care service
102	Authorisation for excursions
102C	Conduct a risk assessment for transporting children by the education and care service
102D	Authorisation for service to transport children
157	Access for parents
160	Child enrolment records to be kept by approved provider
161	Authorisation to be kept in enrolment record
168	Education and care services must have policies and procedures
170	Policies and procedures must be followed
171	Policies and procedures to be kept available
172	Notification of change to policies and procedures

RELATED POLICIES

Administration of First Aid Policy Administration of Medication Policy Anaphylaxis Management Policy Asthma Management Policy Child Protection Policy Child Safe Environment Policy Delivery of Children to, and Collection from Education and Care Service Premises Policy Diabetes Management Policy Emergency and Evacuation Policy Enrolment Policy Epilepsy Management Policy	Excursion/Incursion Policy Governance Policy Incident, Injury, Trauma and Illness Policy Medical Conditions Policy Nutrition Food Safety Policy Orientation of Families Policy Record Keeping and Retention Policy Safe Arrival of Children Policy Safe Transportation Policy Safe Use of Digital Technologies and Online Environments Policy Sun Safety Policy Water Safety Policy

PURPOSE

Our priority is ensuring the health, safety and wellbeing of children. We believe that children's safety, rights, and best interests are the paramount consideration for all Service operations, decisions and functions. We aim to ensure that all educators, staff, students and volunteers are consistent in how authorisations are managed and understand what does or does not constitute a correct authorisation, which consequently may lead to a refusal. Our governance and quality management processes are effective and transparent and meet all regulatory requirements. Decisions around refusing an authorisation will be made on a case-by-case basis by the service in accordance with the nominated supervisor, Police, regulatory authority or other authorities.

SCOPE

This policy applies to children, families, staff, educators, management, approved provider, nominated supervisor, student, volunteers and visitors of the Service.

IMPLEMENTATION

Our Service will ensure we comply with the current Education and Care Services National Regulations, and have policies and procedures in place in relation to the acceptance and refusal of authorisations which require parent or guardian written authorisation to be provided in matters including:

- Administration of medication to children (includes prescription, over the counter and complementary medication)
- Administration of medical treatment, dental treatment, and general first aid treatment
- Emergency ambulance transportation
- Transportation- including regular outings, regular transportation
- Safe arrival of children to the Service
- Excursions, including regular outings
- Incursion attendance
- Taking, using, storing and destroying digital documentation of children including images and videos
- Taking of photographs by people other than educators
- Water based activities (e.g. swimming)
- Enrolment of children, including providing details of persons nominated to authorise consent for medical treatment, to collect children from the service, or to provide authority for the child to be taken outside the service
- Children leaving the premises in the care of someone other than a parent or guardian.

THE APPROVED PROVIDER/MANAGEMENT/NOMINATED SUPERVISOR/RESPONSIBLE PERSON WILL ENSURE:

- obligations under the Education and Care Services National Law and National Regulations are met
- the *Acceptance and Refusal Authorisation Policy* is reviewed and maintained by Service management and adhered to at all times by educators and staff
- policies and procedures are readily accessible to families, nominated supervisors, educators, staff and students and available for inspection
- all educators and staff follow the policies and procedures of our Service
- parent/guardians are provided with a copy of relevant policies for our Service or are aware of how they can be accessed
- an enrolment record is kept for each child that includes all authorisations signed by a parent/guardian or a person authorised
 - to consent to seek medical treatment from a registered medical practitioner, hospital or ambulance service
 - transportation by an ambulance service
 - to authorise the education and care service to transport the child or arrange regular outings for the child
- documentation relating to authorisations contains:
 - the name of the child enrolled in the Service
 - date
 - signature of the child's parent/guardian and authorised nominee as named on the enrolment form
- all staff understand circumstances that may lead to refusal of an authorisation
- the right of refusal is exercised if written or verbal authorisations do not comply with the Education and Care Services National Regulations or Child Protection Legislation (see Refusal of Authorisation below). If an authorisation is refused by the Service, it is best practice to document:
 - the details of the authorisation
 - why the authorisation was refused, and
 - actions taken by the service. For example: if the service refused an authorised nominee named in the child's enrolment record to collect the child from the service as they were under the influence of alcohol, the action taken to ensure that the child was collected (Refer to *Refusal of Authorisation Record*)

- all parents/guardians have completed the authorised person's section of their child's enrolment form including authorised nominees (refer to *Enrolment Policy*), and that the form is signed and dated before the child commences at the Service
- attendance records are maintained for all children attending the Service
- written authorisation is requested from parents/guardians to take, use, store and destroy digital documentation including images and videos of children, in accordance with the *Safe Use of Digital Technologies and Online Environments Policy*
- a written record of all visitors to the Service, including time of arrival and departure and reasons for visit is documented on centre software OWNA
- educators/staff do not administer medication without the written authorisation of parent/guardian or authorised nominee named in the enrolment record as authorised to consent to the medical treatment of the child, except in the case of an emergency, including an asthma or anaphylaxis emergency (refer to *Enrolment Form, Administration of Medication Policy, Incident, Injury, Accident and Trauma Policy, Emergency Evacuation Policy, Asthma Management Policy, Anaphylaxis Management Policy, Diabetes Management Policy, and Epilepsy Management Policy*)
- where a child requires medication to be administered by educators/staff, that an *Administration of Medication Record* is completed, and authorisation provided by the parent/guardian or authorised nominee and included within the child's record (Refer to *Administration of Medication Policy*)
- when a child requires emergency medical treatment for conditions such as anaphylaxis or asthma compliance for authorisation is waived. In accordance with National Regulations (Reg. 93) the Service can administer medication in these circumstances without authorisation. If these situations occur the approved provider/management will be required to contact the parent/guardian as soon as practicable after the medication has been administered and emergency services. Notification to the regulatory authority is required within 24 hours of a serious incident.
- educators and staff only allow a child to participate in regular outings and regular transportation with the written authorisation of a parent/guardian or authorised nominee name in the child's enrolment record
- educators and staff allow a child to participate in excursions only with the written authorisation of a parent/guardian or authorised nominee named in the child's enrolment record is received and documented (refer to *Excursion Policy, Safe Transportation Policy and Safe Arrival of Children Policy*)
- educators/staff allow a child to depart the Service only:
 - with a person who is the parent/guardian or authorised nominee named in the child's enrolment record; or
 - with a person authorised by a parent or authorised nominee; or

- in accordance with the written authorisation of the parent; or authorised nominee; or
 - on an excursion; or
 - in the case of a medical emergency or another emergency (Refer to *Delivery of Children to, and collection from Education and Care Service Premises Policy* and *Emergency Evacuation Policy*).
- there are procedures in place if an inappropriate person, or a person who does not appear to be fit to take care of the child attempts to collect the child from the Service or poses a risk to the safety of children or staff (refer to *Delivery of Children to, and Collection from Education and Care Service Premises Policy*)
- notify families at least 14 days before changing the policy or procedures (Reg. 172)

EDUCATORS WILL:

- follow the policies and procedures of the Service
- check that parents/guardians or an authorised nominee sign the attendance record as their child arrives and departs from the Service
- allow a child to depart from the Service only:
 - with a person who is the parent/guardian or authorised nominee named in the child's enrolment record; or
 - in accordance with the written authorisation of the parent; or authorised nominee; or
 - on an excursion; or
 - in the case of a medical emergency or another emergency (Refer to *Delivery of Children to, and collection from Education and Care Service Premises Policy* and *Emergency Evacuation Policy*).
- follow procedures if an inappropriate person attempts to collect a child from the Service and poses a risk to the safety of the children and staff (for example, an intoxicated person) (Reg. 99)
- ensure images or videos of children are not taken, used or stored without prior parent/guardian authorisation
- administer medication only with the written authorisation of a parent/guardian or authorised nominee as per the *Administration of Medication Record*, except in the case of an emergency, including asthma or anaphylaxis
- ensure that written authorisation is provided by the parent/guardian or other person named in the child's enrolment record for a regular outing or regular transportation
- ensure that parents/guardians sign and date permission/authorisation forms for excursions prior to the excursion being implemented

- allow a child to participate in an excursion only with the written authorisation of a parent/guardian or authorised nominee
- inform the approved provider when a written authorisation does not meet the requirements outlined in Service's policies.

FAMILIES WILL:

- read and comply with the policies and procedures of the Service
- complete and sign the authorised nominee section of their child's enrolment form before their child commences at the Service
- ensure that changes to nominated authorised persons are provided to the Service in a timely manner
- advise nominated authorised persons that they will require photo identification (such as a driver's licence) in order to collect their child from the Service
- sign and date permission/authorisation forms for regular transportation and regular outings
- sign and date permission/authorisation forms for excursions
- sign the attendance record as their child arrives and departs from the Service
- provide written authorisation on the *Administration of Medication Form* when their child requires medication to be administered by educators/staff, including signing and dating it for inclusion in the child's medication records
- provide completed medical management plans and/or ASCIA Action Plans where relevant for their child
- be familiar with circumstances where authorisations may be refused/not applicable
- provide written authorisation indicating whether the Service may take, use, store or destroy images or videos of their child, and notify the Service in writing if they wish to withdraw this authorisation.

REFUSAL OF AUTHORISATIONS

All authorisations which are incomplete or incorrectly recorded are to be returned to the parent or guardian for required adjustments. Written or verbal authorisation may be refused if the authorisation does not comply with Education and Care Services National Regulations or child protection legislation. The approved provider or nominated supervisor will inform the parent or guardian the reason why the written or verbal authorisation does not meet national legislation or policy procedures.

The parent or guardian will be provided a copy of this *Acceptance and Refusal of Authorisation Policy* and procedure. Management will discuss an alternative arrangement with the family following the refusal of

authorisation. If an authorisation is refused by the Service, it is best practice to document details surrounding the refusal (See *Refusal of Authorisation Record*).

Examples when an authorisation may be refused include:

- requests relating to dietary restrictions that are not related to medical reasons
- an authorised person collecting the child appears to be under the influence of drugs or alcohol
- the authorisation breaches a parenting order
- the authorisation breaches a Service policy (authorised nominee under the age of 18 collecting a child)
- medication to be provided to a child that is not in original container or prescribed to the child or other breach of *Administration of Medication Policy*
- a breach of *Excursion/Incursion Policy* where the person providing consent for the excursion is not listed as a parent/guardian or authorised nominee on the enrolment form
- a breach of *Safe Transportation Policy* where authorisation for transportation has NOT been provided.

AUTHORISATION REQUIREMENTS

Authorisation documents are required for the following situations and must have details recorded as specified:

Administration of Medication	• Name of the child • <i>Administration of Medication Record</i> is signed by a parent or a person named in the child's enrolment record as authorised to consent to administration of medication • Name of the medication to be administered • Clearly indicate time and date medication was last administered • Clearly indicate time and date the medication is to be administered • Dosage of the medication to be administered • Method of dosage (e.g.: oral or inhaled) • Period of authorisation (actual days and dates: from and to) • Parent/Carer name and signature • Date the authorisation is signed • Medication must be in its original container and bearing the correct child's name • Medication is not past its expiry or use-by date • Medication is administered in accordance with any instructions attached to the medication or provided by a registered medical practitioner. • A second person checks the signed <i>Administration of Medication Record</i>, checks the dosage of the medication, and witnesses its administration • The educator administering medication and the witness must write their full name and sign the medication record • Details of the administration must be recorded in the medication record

Medical treatment of the child including transportation by an ambulance service (Included and authorised initially as part of the child's enrolment record)	• Name of the child • Authorisation to seek medical treatment for the child from a registered medical practitioner, hospital or ambulance service • Authorisation for the transportation of the child by an ambulance service • Name, address and telephone number of the child's registered medical practitioner or medical service • Child's Medicare number • Name of the parent or guardian providing authorisation
Emergency Medical Treatment (included and authorised initially as part of the child's enrolment record or as updates during enrolment)	• The Service is able to seek emergency medical assistance for a child as required (i.e., medical practitioner, ambulance or hospital) without seeking further authorisation from a parent or guardian in the case of an emergency, including for emergencies relating to medical conditions noted on the enrolment form.
Collection of Children (included and authorised initially as part of the child's enrolment record or as updated during enrolment)	• Name of the child • Name of the parent or the guardian of the child or the authorised nominee on the enrolment form providing authorisation • Name of the person/s authorised by a parent or authorised nominee named in the child's enrolment record to collect the child from the premises • Signature of the person providing authorisation and date of authorisation
Transportation (other than as part of an excursion)	If the transportation is 'regular transportation' the authorisation is only required to be obtained once in a 12-month period. The authorisation must state: • name of the child • the reason the child is to be transported • if the authorisation is for regular transportation, a description of when the child is to be transported and the date the child is to be transported • a description of the proposed pick-up location and destination • the means of transport • the period of time during which the child is to be transported • the anticipated number of children likely to be transported • the anticipated number of staff members and any other adults who will accompany and supervise the children during the transportation • any requirements for seatbelts or safety restraints under a law of each jurisdiction in which the children are being transported • that a risk assessment has been prepared and is available at the education and care service

	that written policies and procedures for transporting children are available at the education and care service
Excursions	The authorisation must state: - name of the child - date of the excursion - reason for the excursion - proposed destination for the excursion - method of transport to be used - route to be taken to and from the excursion - any requirements for seatbelts or safety restraints - period of time away from premise- include time leaving premise and time returning to premise - proposed activities to be undertaken by the child during the excursion - anticipated number of children likely to be attending the excursion - anticipated ratio of educators attending the excursion to the anticipated number of children attending the excursion - number of staff members and any other adults who will accompany and supervise the children on the excursion (including parents, students, volunteers) - statement that a risk assessment has been prepared and is available at the service - name of the parent or guardian-providing authorisation - relationship to the child - signature of the person providing authorisation and date of authorisation - details of any water hazards and risks associated with water-based activities (to be included in risk assessment) - items that should be taken on the excursion
Regular outing	A regular outing means a walk, drive or trip to and from a destination that the service visits regularly as part of its educational program and where the circumstances relevant to the risk assessment are the same on each outing. Written authorisation only needs to be given once in a specified 12-month period for a regular outing. (Reg. 102(5)). If the conditions of the regular outing change, a new authorisation is required. The written authorisation must include: - name of the child - a description of when the child is to be taken on the regular outings - a description of the proposed destination - method of transportation (including walking) - any requirements for seatbelts or safety restraints - proposed activities to be undertaken - proposed time the child will be away from the premises - anticipated ratio of educators to the anticipated number of children - that a risk assessment has been prepared and is available at the Service
Sunscreen	- Name of child - Permission authorised for staff to apply SPF 50+ broad-spectrum, water-resistant sunscreen supplied by the service or

and Insect Repellent application (Permission to apply sunscreen is included on enrolment form)	• Permission authorised for staff to apply SPF 50+ water-resistant sunscreen supplied by parent/guardian (for children who may have allergies) • Parent signature and date • Safety Data Sheet required for all products • Permission authorised for staff to apply insect repellent supplied by the service or, • Permission authorised for staff to apply insect repellent supplied by the parent/guardian- label with child's name must be attached [adjust for your own service requirements] Note: the use of sunscreen on babies under 6 months is not recommended due to their sensitive skin. Should parents not provide permission for educators to apply sunscreen to their child, the child will be required to play in an area protected from the sun (e.g. under shade, veranda or indoors)
Confirmation of Authorisation	• All authorisation forms received (including the initial enrolment form) are to be checked for completion • All authorisations (excluding the initial enrolment form) are checked to ensure that the authoriser (name and signature) is the nominated parent or guardian a person named on the enrolment form as having authority to authorise • If incomplete or inappropriately signed, the authorisation form should be returned to the parent or guardian for correction • Children will be suspended from any activity requiring authorisation until the appropriate form has been correctly completed and signed

CONTINUOUS IMPROVEMENT/REFLECTION

The *Acceptance and Refusal of Authorisations Policy* will be evaluated and reviewed on an annual basis or earlier if there are changes to legislation, ACECQA guidance or any incident related to our policy.

Feedback will be requested from children, families, staff, educators and management, and notification of any change to policies will be made to families within 14 days.

- RELATED RESOURCES

Authorisation to Collect Form Enrolment Form Enrolment Form Information Update	Refusal of Authorisations Procedure Refusal of Authorisations Record Refusal of Authorisations Register

SOURCES

Australian Children's Education & Care Quality Authority. (2021). Policy and procedure guidelines. [Acceptance and refusal of authorisations](#).

Australian Children's Education & Care Quality Authority. (2026). [Guide to the National Quality Framework](#)

Cancer Council. Preventing cancer: [Sun protections](#)

Children (Education and Care Services) National Law (NSW)

Early Childhood Australia. (2016). *Code of Ethics*.

Education and Care Services National Law Act 2010.

Education and Care Services National Regulations. (Amended 2025)

REVIEW

POLICY REVIEWED BY	Tracy Gill	Nominated Supervisor	04/02/2026
POLICY REVIEWED	FEBRUARY 2026	NEXT REVIEW DATE	FEBRUARY 2027
VERSION NUMBER	V2		
MODIFICATIONS	• annual policy maintenance -slight edit of policy title • added QA7 to policy • new law added (child safe reforms) • additional authorisation requirement added for taking, using, storing and destroying images and video of children • rearranged the order of responsibilities for educators • sources checked for currency and updated as required		
POLICY REVIEWED	PREVIOUS MODIFICATIONS		NEXT REVIEW DATE

REFUSAL OF AUTHORISATION PROCEDURE

Under the Education and Care Services National Law and Education and Care Services National Regulations, services are required to obtain written authorisation from parents/guardians for some circumstances, to ensure that children's safety, rights, and best interests are the paramount consideration for all Service operations. An authorisation is given where a person who has legal responsibility for a child gives permission to another person to do something or to make a decision on that person's behalf. Decisions around refusing an authorisation will be made on a case-by-case basis by the Service in discussion with the nominated supervisor, Police or other authorities.

Working in conjunction with the *Acceptance and Refusal of Authorisations Policy*, this procedure provides guidance for the service where authorisations are obtained and refused.

Education and Care Services National Law and Regulations: (S2A, 3A, 165, 167, 168, 175, 170, 171, R. 99, 157, and 160) NQS QA 2 and 7: Element 2.2.1, 2.2.2, 2.2.3 and 7.1, 7.1.2 *Children's Health and Safety and Governance and Leadership*

Related Policy: *Acceptance and Refusal of Authorisations Policy*

IMPLEMENTATION		
The approved provider and nominated supervisor will:		
1	review and update the <i>Acceptance and Refusal of Authorisations Policy</i> annually	
2	collect written authorisations for collection of children in accordance with all relevant legislation and regulations	
3	ensure the name, address and contact details of each known parent and authorised nominee (including the types of authorisations given to them) are provided in the child's enrolment form	
4	inform parents/guardians who disclose they have a child related court order, parenting orders, parenting plan or other relevant legal documentation to immediately provide a copy of this to the Service for confirmation (copies of all documents must be kept in the child's enrolment record)	
5	develop and maintain a register of persons who are prohibited by any court order, parenting order or parenting plan from having contact or access to the child - <i>Refusal of Authorisations Register</i>	
6	if photographs of unauthorised persons are provided by the parent/guardians, attach these to the <i>Refusal of Authorisations Register</i>	
7	adhere to Privacy Laws regarding confidentiality and privacy of information	

8	ensure all staff are aware of their responsibility to adhere to all current court orders	
9	ensure all staff are aware of the procedure required in the event of an unauthorised person attempting to contact or collect a child from the Service	
10	ensure all staff are aware of and strictly adhere to legislative requirements related to taking images or videos of children, and that no images or videos are taken of children where a parent or authorised nominee has refused authorisation to do so	
11	document any authorisation refused by the Service (<i>See Refusal of Authorisations Record</i>)	
All staff and educators will:		
13	contribute to the review and update the <i>Acceptance and Refusal of Authorisations Policy</i> every year	
14	ensure effective supervision and line of sight for all entry/access points to the Service	
15	closely monitor visitors to the Service and refer to the unauthorised people listed on the <i>Refusal of Authorisations Register</i>	
16	ensure the <i>Refusal of Authorisations Register</i> is kept securely in a file at reception and locked away when leaving the area to avoid breaching privacy and confidentiality laws	
17	ensure any person attempting to collect a child is authorised on the child's record and can be verified by photo identification before permitting entry into the Service	
18	ensure written authority is provided for any additions or changes to people authorised to collect a child. This must be completed by the legally responsible parent/guardian.	
19	ensure that a child is not transported by the Service unless written authorisation has been provided by the parent/guardian or an authorised nominee listed on the child's enrolment form	
20	ensure that no images or videos of a child are taken, used, stored or shared where authorisation has been refused, withdrawn or not provided by a parent or authorised nominee	
21	refuse an authorisation that does not meet the requirements under the National Law and National Regulations, and the Service's <i>Acceptance and Refusal of Authorisations Policy</i>	
22	inform the approved provider of any authorisations which have been refused	

UNAUTHORISED PERSON ATTENDS THE SERVICE PREMISES

If an unauthorised person attends the Service, the staff at reception will:

1	discreetly alert the closest staff member available, and advise to implement the Service's protocol used and practised within drills to alert others in the Service to the presence of an unauthorised person	
2	calmly explain to the unauthorised person that they are unable to permit them into the premises and explain why	

3	avoid putting themselves or others at risk if the unauthorised person goes to collect the child. It is not always possible to prevent an unauthorised person taking a child.	
4	educators will not be expected to physically prevent any person from leaving the Service with a child	
5	if such an event occurs, pay attention to details such as: - the unauthorised person's appearance and clothing worn (hat, sunglasses, colour of clothing) - child's appearance and clothing - direction taken after leaving the premises - make, colour and registration of the car/vehicle	
6	provide information to any other staff member handling the situation to advise emergency services/Police	
7	complete an <i>Incident and Event Record</i> or <i>Incident, Injury, Trauma & Illness Record</i> as soon as practicable	
The nominated supervisor/responsible person or notified staff member will:		
8	stay within hearing range to provide support to the staff member dealing with the unauthorised person and seek other available assistance if possible	
9	alert other staff to action the Service's Emergency Procedures such as lock down or evacuation depending on the location of the unauthorised person	
10	call emergency services/Police on 000 immediately and provide details of the unauthorised person's details including any court order information	
11	follow Police or emergency services' instructions	
12	notify the parent/guardian, where appropriate, to advise that an incident has occurred and the Police have been notified and are responding accordingly	
13	in the instance that the child has been taken by the unauthorised person, contact the Police and parent/guardian and provide updates accordingly	
14	notify the regulatory authority of the serious incident within 24 hours through the NQA ITS	
15	provide emotional and wellbeing support to staff and children, if needed	
16	evaluate and review procedures and policies following a serious incident	

AUTHORISATION THAT DOES NOT MEET LEGISLATIVE AND SERVICE POLICY REQUIREMENTS

If an authorisation is provided that does not meet legislative or Service policy requirements, the nominated supervisor/responsible person will:

1	inform the parent/guardian that the authorisation cannot be accepted and explain why, referencing the Service policy and relevant legislation	

2	provide the parent/guardian with a copy of the Service's <i>Acceptance and Refusal of Authorisations Policy</i>
3	make arrangements for an appropriate written authorisation to be provided to the Service and (where required) ensure the authorisation is updated on the child's enrolment record
4	document any authorisation refused by the Service on the <i>Refusal of Authorisations Record</i>

REVIEW OF PROCEDURE			
Date procedure created	25/01/2026	To be reviewed	JANUARY 2027
Approved by	Tracy Gill	Signature	<i>Tracy Gill</i>
Location of procedure	Policies and procedure folder, QR code foyer & OWNA		
Procedure reviewed date	Modifications/Changes		
February 2026	Procedure review in line with regular policy review. Included additional points to strengthen child safe practices Updated procedure to include amendments to Education and Care Services National Law Additional related resources table added to end of procedure Update of policy and procedure title: from <i>Refusal of Authorisation Procedure</i> to <i>Refusal of Authorisations Procedure</i> and <i>Acceptance and Refusal Authorisation Policy</i> to <i>Acceptance and Refusal of Authorisations Policy</i>		

ADMINISTRATION OF FIRST AID POLICY

Under the Education and Care Services National Regulations the approved provider must ensure policies and procedures are in place for the administration of first aid (Reg. 168) and take reasonable steps to ensure policies and procedures are followed. First aid can save lives and prevent minor injuries or illnesses from becoming major. The ability to provide prompt basic first aid is particularly important in the context of an early childhood service where educators have a duty of care and obligation to assist children who are injured, become ill, or require support with administration of medication.

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 2: CHILDREN'S HEALTH AND SAFETY		
2.1.1	Wellbeing and comfort	Each child's wellbeing and comfort is provided for, including appropriate opportunities to meet each child's needs for sleep, rest and relaxation.
2.1.2	Health practices and procedures	Effective illness and injury management and hygiene practices are promoted and implemented.
2.2	Safety	Each child is protected.
2.2.1	Supervision	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.
2.2.2	Incident and emergency management	Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practiced and implemented.

EDUCATION AND CARE SERVICES NATIONAL LAW AND NATIONAL REGULATIONS	
S. 2A	Paramount consideration—safety, rights and best interests of children
S. 3A	Paramount consideration
S.165	Offence to inadequately supervise children
S.167	Offence relating to protection of children from harm and hazards
S.174	Offence to fail to notify certain information to Regulatory Authority
12	Meaning of serious incident
85	Incident, injury, trauma and illness policies and procedures
86	Notification to parents of incident, injury, trauma and illness
87	Incident, injury, trauma and illness record

88	Infectious diseases
89	First aid kits
90	Medical conditions policy
92	Medication record
93	Administration of medication
94	Exception to authorisation requirement-anaphylaxis or asthma emergency
97	Emergency and evacuation procedures
101	Conduct a risk assessment for excursions
102C	Conduct a risk assessment for transporting of children by the education and care service
136	First aid qualifications
137	Approval of qualifications
161	Authorisations to be kept in enrolment record
162	Health information to be kept in enrolment record
168	Education and care service must have policies and procedures
170	Policies and procedures to be followed
171	Policies and procedures to be kept available
175	Prescribed information to be notified to Regulatory Authority
176	Time to notify certain information to Regulatory Authority
183	Storage of records and other documents

RELATED POLICIES

Administration of Medication Policy Anaphylaxis Management Policy Asthma Management Policy Child Safe Environment Policy Dealing with Infectious Diseases Policy Diabetes Management Policy Emergency and Evacuation Policy Enrolment Policy Epilepsy Management Policy Family Communication Policy	Health and Safety Policy Incident, Injury, Trauma and Illness Policy Medical Conditions Policy Record Keeping and Retention Policy Responsible Person Policy Safe Transportation Policy Sun Safety Policy Supervision Policy Water Safety Policy Work Health and Safety Policy

PURPOSE

Our Service has a duty of care to provide and protect the health and safety of children, educators, and visitors of the Service. This policy aims to support educators to:

- Preserve life
- Ensure the environment is safe and other people are not in danger of becoming ill or injured
- Ensure that ill or injured persons are stabilised and comforted until medical assistance intervenes
- Relieve pain if possible
- Monitor ill or injured persons and promote recovery
- Provide immediate and effective first aid to children or adults
- Apply additional first aid if the condition does not improve

‘First aid can reduce the severity of an injury or illness and in extreme cases, could mean the difference between life and death.’ (Safe Work Australia).

SCOPE

This policy applies to children, families, educators, staff, approved provider, nominated supervisor, management, students, volunteers and visitors of the Service.

IMPLEMENTATION

First aid is the emergency aid or treatment given to persons suffering illness or injury following an accident and prior to obtaining professional medical services if required. It includes emergency treatment, maintenance of records, dressing of minor injuries, recognition and reporting of health hazards, and participation in safety programs.

Our Service is committed to ensuring that children’s safety, rights and best interests are the paramount consideration in all decisions, actions and practices. In the administration of first aid, this means that immediate and appropriate care is taken to protect children from harm and decisions guided by what is in the child’s best interests at all times.

Legislation governing the operation of approved education and care services is founded on the protection of children from harm and hazards. Our Service ensures that first aid practices are implemented in accordance with legislative requirements and embedded into daily practice, policies and procedures.

THE APPROVED PROVIDER/NOMINATED SUPERVISOR/MANAGEMENT RESPONSIBILITIES:

Governance and Compliance

- meet obligations under the Education and Care Services National Law and Education and Care Services National Regulations
- establish clear expectations for educators, staff, students, visitors and volunteers to understand ~~have~~ knowledge of and adhere to this policy and procedure
- ensure families are aware of this *Administration of First Aid Policy* and are advised on how and where the policy can be accessed
- obtain parents/guardians provide written authorisation (via the enrolment record) for service staff to administer first aid
- obtain parents/guardians provide written authorisation for the approved provider, nominated supervisor or educator to seek medical treatment for their child by a registered medical practitioner, hospital or ambulance service and if required, transport the child to hospital [Reg. 161(1)(a)]
- take every reasonable precaution to protect children at the Service from harm and/or hazards that can cause injury
- prioritise children's safety, wellbeing and best interests as the paramount consideration in all first aid decisions and actions
- maintain health information for each child is kept within their enrolment record
- ensure parents/guardians provide written consent (via the enrolment record) for educators or staff to administer first aid
- ensure parents/guardians provide written consent for the approved provider, nominated supervisor or educator to seek medical treatment for their child by a registered medical practitioner, hospital or ambulance service and if required, transport the child to hospital [Reg 161(1)(a)]
- keep up to date with any changes in procedures for administration of first aid and ensuring that all educators are informed of these changes
- ensure a risk assessment is conducted prior to an excursion or regular outing, to identify risks to health, safety, or wellbeing and specifying how these risks will be managed and minimised (NB: risk assessment for a regular outing or regular transportation is required at least annually) [Reg. 102B, 102D (4)]

Staffing and Regulatory Requirements

- ensure that the following qualified people are in attendance and immediately available in an emergency, **at all times** the service is providing education and care to children [Reg. 136]
 - at least one educator, staff member or nominated supervisor who holds a current ACECQA approved first aid qualification

- at least one educator, staff member or nominated supervisor of the service who has undertaken current approved anaphylaxis management training
- at least one educator, staff member or nominated supervisor of the service who has undertaken current approved emergency asthma management training

(One staff member may hold one or more of the three qualifications)

- ensure staff maintain current ACECQA approved first aid qualification and ACECQA approved anaphylaxis and asthma management training every 3 years and renew cardio-pulmonary resuscitation every 12 months
- plan and review the staff roster to ensure all first aid qualification requirements are met at all times

Induction, Training and Qualifications

- provide a comprehensive induction and orientation program for all new employees, students and volunteers
- ensure induction for all staff (including casual and relief educators) includes:
 - location of first aid kits
 - children's allergies and individual medical management plans and risk minimisation plans
- ensure staff maintain current ACECQA approved first aid qualification and ACECQA approved anaphylaxis and asthma management training every 3 years and renew cardio-pulmonary resuscitation every 12 months
- verify first aid qualification course codes against the ACECQA qualification list upon employment
- maintain accurate records of each staff member's first aid training
- plan and review the staff roster to ensure all first aid qualification requirements are met at all times
- appoint a nominated first aid officer.

First Aid Equipment and Resources

- provide and maintain an appropriate number of up-to-date, fully equipped first aid kits, that meet Australian Standards [Reg. 89]
- provide and maintain a transportable first aid kit that can be taken to excursions and other activities [Reg. 89]
- monitor the contents of all first aid kits and arrange replacement of stock, including when the use-by date has been reached
- dispose of out-of-date materials and supplies appropriately
- ensure safety signs showing the location of first aid kits are clearly displayed

- ensure a resuscitation flow chart is displayed in a prominent position in the indoor and outdoor environments of the Service

Incident Response and Notifications

- notify families/parents as soon as practicable or within 24 hours if their child is involved in an incident, injury, trauma or illness at the Service and that details are recorded on the *Incident, Injury, Trauma and Illness Record* [Reg. 86, 87]
- notify the regulatory authority within 24 hours if a child is involved in a serious incident, injury, trauma or illness at the Service [S.174, Reg. 12, 176]
- contact families immediately (e.g. phone call) if a child has had a head injury while at the Service
- conduct a review of practices following a serious incident, including an assessment of areas for improvement
- ensure that staff members are offered support and debriefing subsequent to a serious incident requiring the administration of first aid.

EDUCATORS WILL:

- prioritise children's safety, wellbeing and best interests as the paramount consideration for all first aid decisions and actions
- implement appropriate first aid procedures, when necessary, by adhering to the Service's *Administration of First Aid Procedure*
- maintain active supervision of all children whilst administering first aid
- maintain current ACECQA approved first aid qualification, and qualifications for approved anaphylaxis management and emergency asthma management every 3 years
- renew cardio-pulmonary resuscitation every 12 months
- ensure that the details of any incident requiring the administration of first aid are recorded on the *Incident, Injury, Trauma and Illness Record* accurately
- conduct a risk assessment prior to an excursion, regular outing or when providing regular transportation of children to identify risks to health, safety, or wellbeing and specifying how these risks will be managed and minimised (NB: risk assessment for a regular outing or regular transportation is required at least annually) [Reg. 102B, 102D (4)]

FAMILIES WILL:

- read and comply with the policies and procedures of the Service
- sign the *Incident, Injury, Trauma and Illness Record* acknowledging they have been made aware of the

incident and the first aid that treatment that was given to the child

- provide accurate and up-to-date information for the required Service's medication record
- notify the Service upon enrolment of any specific health care needs of their child- including medical conditions and allergies
- provide a medical management plan for their child where required and ensure these are kept up to date at all times
- provide written authorisation (via the enrolment record) for service staff to administer first aid
- provide written authorisation for the approved provider, nominated supervisor or educator to seek medical treatment for their child by a registered medical practitioner, hospital or ambulance service and if required, transport the child to hospital
- be contactable, either directly or through emergency contacts listed on the child's enrolment record
- notify educators of any change in condition of their child's health that may impact the child's care and require the administration of first aid.

INCIDENT, INJURY, TRAUMA AND ILLNESS RECORD

Any incidents, injuries trauma or illness, including first aid provided, must be recorded and include the following details, as per Education and Care Services National Regulation 87:

- name and age of the child
- circumstances leading to the incident, injury, trauma, or illness (including any symptoms)
- time and date
- details of action taken by the service including any medication administered, first aid provided or
- medical personnel contacted
- details of any witnesses
- names of any person the service notified or attempted to notify, and the time and date of this
- signature of the person making the entry, and time and date of this.

FIRST AID KIT

The approved provider of the Service will ensure that first aid kits are kept in accordance with Education and Care Services National Regulations [Reg. 89].

ALL FIRST AID KITS AT THE SERVICE MUST:

- be suitably equipped
- not be locked
- not contain paracetamol

- be suitable for the number of employees and children and sufficient for the immediate treatment of injuries at the Service
- be easily accessible to staff and educators
- be constructed of resistant material, be dustproof and of sufficient size to adequately store the required contents
- be capable of being sealed and preferably be fitted with a carrying handle as well as have internal compartments
- contain a list of the contents of the kit
- be regularly checked using the *First Aid Kit Checklist* to ensure the contents are as listed and have not degraded or expired
- have a white cross on a green background with the words 'First Aid' prominently displayed on the outside
- be easily recognisable
- be easy to access and if applicable, located where there is a risk of injury occurring
- include emergency telephone numbers, and location of the nearest first aid trained educators
- display a photograph of the first aid trained educators, along with contact details to assist in the identification process
- be provided in each work vehicle (if applicable)
- be stocked with precautionary items such as sunscreen and water if using outdoors.
- be taken on excursions and during regular transportation
- be maintained in proper condition and the contents restocked as required.

Our nominated First Aid Officer responsible for maintaining all First Aid kits at the Service is:

FIRST AID OFFICER	
Name	Alexandra Psaras
Role	Lead educator
Number of First Aid Kits responsible for at the Service:	8
Additional First Aid Officer:	Tracy Gill

These individuals are responsible for conducting and maintaining each first aid kit by complying with the *First Aid Kit Checklist*, certifying each kit has the required quantities, items are within their expiry dates, and sterile products are sealed. This will occur after each use or if unused, at least annually.

Individuals, along with the nominated supervisor will also consider whether the first aid kits and components are appropriate and effective for the Service's hazards and the injuries that have occurred. If the kit requires additional resources, these individuals will advise and follow up with the nominated supervisor.

Our Service will display a well-recognised, standardised first aid sign to assist in easily locating first aid kits. Signage will comply with AS 1319:1994 – Safety Signs for the Occupational Environment.

FIRST AID KIT CHECKLIST

Our Service will use the checklist provided by the *Childcare Centre Desktop*. The checklist will be completed annually to ensure first aid kits are equipped and maintained.

Safe Work Australia's [First Aid in the Workplace Code of Practice](#) also provides a guide to what to include in a First Aid Kit.

We will determine the need for additional items to those in the checklist, or whether some items are unnecessary, after analysing the number of children at our Service and what injuries children or adults may incur. We will review our incident, injury, trauma and illness records to assist us in making an informed decision about what to include.

CONTINUOUS IMPROVEMENT/REFLECTION

Our *Administration of First Aid Policy* will be evaluated and reviewed on an annual basis or earlier if there are changes to legislation, ACECQA guidance or any incident related to our policy. Feedback will be requested from children, families, staff, educators and management, and notification of any change to policies will be made to families within 14 days.

RELATED RESOURCES

Administration of First Aid Procedure	Head Injury Guide and Procedure
Dental Accident Procedure	Illness Management Procedure
First Aid Checklist	Incident, Injury, Trauma or Illness Record
First Aid Kit Fact Sheet Guide	Incident Injury Report Register
First Aid Certificate Register	Incident Injury Report Record Staff
	Tick Bite Procedure

SOURCES

Australian Children's Education & Care Quality Authority. (2026). [Guide to the National Quality Framework](#)

Australian Children's Education & Care Quality Authority. (2025). [Managing and Responding to Injury, Trauma and Illness Incidents](#)

Australian Children's Education & Care Quality Authority. (2026). Policy and procedure guidelines- [Administration of First Aid Policy Guidelines](#)

Children (Education and Care Services) National Law (NSW)

Early Childhood Australia. (2016). *Code of Ethics*

Education and Care Services National Law Act 2010

Education and Care Services National Regulations 2011

Education and Care Services National Regulations (NSW) (2025)

Safe Work Australia First Aid in the Workplace Code of Practice: [First Aid in the Workplace](#)

REVIEW

POLICY REVIEWED BY	Tracy Gill	Nominated Supervisor		11/06/2026
POLICY REVIEWED	MAY 2026	NEXT REVIEW DATE	MAY 2027	
VERSION NUMBER	V2			
MODIFICATIONS	• annual policy review • added paramount consideration into policy • subheadings introduced within responsibilities sections to improve clarity, reduce duplication and support consistent understanding and implementation of policy • sources updated as required			
PREVIOUS MODIFICATIONS				

ADMINISTRATION OF FIRST AID PROCEDURE

First aid can save lives and prevent minor injuries or illnesses from becoming major. The ability to provide prompt basic first aid is particularly important in the context of an early childhood service where educators have a duty of care and obligation to assist children who are injured, become ill, or require support with administration of medication.

Working in conjunction with the *Administration of First Aid Policy* and *Incident, Injury, Trauma and Illness Policy*, this procedure provides detailed steps for educators to follow if they witness or is made aware of a medical emergency involving a child or adult at the Service.

Education and Care Services National Law or Regulations (R.12, 85, 86, 87, 88, 89, 94, 97, 136, 161 and 162) NQS QA 2: Element 2.1.1, 2.1.2, 2.2.1 and 2.2.2 Health practices and procedures

Related Policies: *Administration of First Aid Policy* and *Incident, Injury, Trauma and Illness Policy*

FIRST AID POLICY, QUALIFICATIONS AND FIRST AID KITS		
1	The approved provider, nominated supervisor and educators will review the Service's <i>Administration of First Aid Policy</i> annually to ensure an awareness of appropriate actions to undertake during a medical emergency	
2	The approved provider or nominated supervisor will ensure the staff roster is planned to ensure an educator is available at the Service premises at all times who holds required first aid qualifications	
3	The approved provider or nominated supervisor will keep a register of first aid certificates, including expiry dates of training for each educator, recorded on the <i>First Aid Certificate Register</i>	
4	The nominated supervisor will remind educators of upcoming expiry of first aid certificates to ensure	
5	The approved provider, nominated supervisor or first aid officer will ensure the Service first aid kits are fully stocked and checked every 6 months documented using the <i>First Aid Kit Checklist</i>	
6	The nominated supervisor or first aid officer will ensure out of date first aid contents are disposed of safely	
7	The approved provider, nominated supervisor and first aid officer will review the <i>Incident/Injury Report Register</i> to ensure first aid kits are located in easily accessible areas where incidents may be likely to occur	
8	The nominated supervisor will ensure the first aid kits are clearly labelled and recognisable	
9	The approved provider, nominated supervisor and excursion coordinator will ensure a fully stocked first aid kit is taken on all excursions, including regular transportation	
10	The approved provider, nominated supervisor and excursion coordinator will ensure an educator who holds required first aid qualifications attends the excursion	

11	The approved provider will ensure a fully stocked first aid kit is located in each Service vehicle at all times	
12	The approved provider will ensure parents/guardians acknowledge, via the enrolment form, in the case of an anaphylaxis or asthma emergency educators will administer first aid and medication as required	
13	Educators will notify the child's parent/guardian in the event emergency first aid has been provided for anaphylaxis or asthma as soon as possible, but no later than 24 hours	

EMERGENCY RESPONSES

1	The educator who witnesses or is made aware of a medical emergency involving a child or adult at the Service will assess the situation and begin to administer immediate first aid. If the educator does not hold a first aid certificate, they will inform the first aid officer and assist where necessary.	
2	The first aid responder will ensure the safety of themselves and others and implement first aid following the DRSABCD • Danger • Response • Send for Help • Airway • Breathing • CPR • Defibrillation	
3	The first aid responder is to assess if emergency services are required. The first aid responder will send for help for emergency services by calling triple zero 000 .	
4	The medical emergencies listed below may require emergency services, however this is not an exhaustive list. • chest pain or chest tightness • sudden onset of weakness, numbness or paralysis of the face, arm or leg • breathing difficulties for any reason • unconsciousness • uncontrollable bleeding • a sudden collapse or unexplained fall • unexplained fitting in adults • injury from a major car accident • a fall from a great height • has an injury to their head, neck or back • serious assault • severe burns, particularly in young children • infants under 3 months old who have a temperature above 38°C • poisoned from hazardous chemicals, substances, plants or snake or spider bite	
5	The nominated supervisor/responsible person or first aid responder will arrange for the ambulance or emergency services to be met at the front of the Service and shown to the area where the child or adult is located	

6	The nominated supervisor/responsible person and educators will ensure the child or adult is in no immediate danger and assist to remove other children from the area, if required	
7	The nominated supervisor/responsible person will ensure adequate supervision for other children within the Service	
8	The nominated supervisor/responsible person will arrange for an educator to accompany the child or adult in the ambulance to the hospital, whilst ensuring ratios are maintained at the Service	
9	The nominated supervisor/responsible person or first aid responder will review the child's medical information including any medical information divulged on the child's enrolment form, medical management plan before the first aid responder attends to the injury or ill child or adult if applicable. If the illness or incident involves asthma or anaphylaxis, an educator with approved asthma or anaphylaxis training will attend to the child or adult following their medical management plan or Action Plan. If the illness or incident involves a pre-existing medical condition the educator will attend to the child or adult following their medical management plan or Action Plan.	
10	The nominated supervisor/responsible person will notify the parent or emergency contact, informing them that the child or adult requires medical attention. The parent/authorised person will be requested to either: • come immediately to the Service premises or place of incident/injury/illness or • meet the ambulance at the hospital	
11	The nominated supervisor/responsible person will ensure the <i>Incident, Injury, Trauma and Illness Record</i> is completed in its entirety and the parent and the regulatory authority are notified as soon as possible and within 24 hours of the injury, illness or trauma	

MINOR ILLNESS, INCIDENT OR INJURY

1	The educator who witnesses, or is made aware of an incident, injury, trauma or illness involving a child or adult at the Service will begin to administer immediate first aid If the educator does not hold a first aid certificate, they will inform the first aid officer and assist where necessary	
2	The first aid responder is to administer first aid utilising the first aid kit as required	
3	The first aid responder will closely monitor any child who appears unwell and if any symptoms described below are noticed, or the child is not well enough to participate in normal activities, parents or an emergency contact person will be contacted to collect the child as soon as possible. Behaviour that is unusual for the individual child may include: • high temperature or fevers • loose bowels • faeces that are 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 muscles or joint pain • difficulty in swallowing or complaining of a sore throat • persistent, prolonged or severe coughing • difficulty breathing • a stiff neck or sensitivity to light	
4	The first aid responder will move any child who is displaying symptoms of a contagious illness or virus (vomiting, diarrhoea, fever) away from the rest of the group and supervise until he/she is collected by a parent or emergency contact person	
5	The nominated supervisor/responsible person will notify the parent or emergency contact, informing them that the child has received medical attention by the first aid responder	
6	If emergency services are not required, however the first aid responder determines the child should seek medical attention, the parent or emergency contact will be notified and requested to collect the child and advised medical attention should be sought by a medical practitioner	
7	In the case of a serious incident, the nominated supervisor/responsible person will ensure the <i>Incident, Injury, Trauma and Illness record</i> is completed in its entirety and the parent and the regulatory authority is notified as soon as possible and within 24 hours of the injury, illness or trauma.	

CALLING FOR AN AMBULANCE

1	All staff have a duty of care to contact an ambulance immediately in case of an emergency	
2	Dial 000 and be prepared to answer the following: • the address of where the ambulance is required and the nearest cross street • the details of the incident/injury • how many people are injured • the child/person's age • the child/person's gender • if the child/person is conscious and • if the child/person is breathing	
3	The call taker may ask additional questions and provide assistance or medical advice depending on the emergency. Staff are to follow these instructions where possible.	
4	Where possible arrange for a staff member to meet the ambulance and paramedics at the entrance of the Service and take to where the patient is located	
5	Educators will ensure any medical condition plans, asthma plans, anaphylaxis plans, or regular medication are available for the paramedics	
6	The first aider will notify paramedics of any allergies or special requirements the patient may have	
7	When practical, the responsible person will notify families or emergency contact	

8	The responsible person will ensure an <i>Incident, Injury, Trauma and Illness Record</i> is completed and signed by the parent/guardian within 24 hours of the incident	
9	The approved provider will ensure the regulatory authority is notified via the NQA ITS system within 24 hours if a child is involved in a serious incident, injury, trauma or illness at the Service	

REVIEW OF PROCEDURE			
Date procedure created	17.11.25	To be reviewed	17.11.25
Approved by	Tracy Gill	Position	Nominated Supervisor
Location of procedure	Office		
Procedure reviewed date	Modifications/Changes		

ANAPHYLAXIS MANAGEMENT POLICY

The *Education and Care Services National Regulations* requires approved providers to ensure services have policies and procedures in place for medical conditions including anaphylaxis. Anaphylaxis is a severe and sometimes sudden allergic reaction which is **potentially life threatening**. It can occur when a person is exposed to an allergen (such as food or an insect sting). Reactions usually begin within minutes of exposure and can progress rapidly over a period of up to two hours or more. Anaphylaxis should always be treated as a medical emergency, requiring immediate treatment. Most cases of anaphylaxis occur after a person is exposed to the allergen to which they are allergic, usually a food, insect sting or medication. Any anaphylactic reaction always requires an emergency response.

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 2: CHILDREN'S HEALTH AND SAFETY		
2.1.1	Wellbeing and comfort	Each child's wellbeing and comfort is provided for, including appropriate opportunities to meet each child's needs for sleep, rest and relaxation.
2.1.2	Health practices and procedures	Effective illness and injury management and hygiene practices are promoted and implemented.
2.2	Safety	Each child is protected.
2.2.1	Supervision	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.
2.2.2	Incident and emergency management	Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practiced and implemented.

EDUCATION AND CARE SERVICES NATIONAL LAW AND NATIONAL REGULATIONS	
S. 165	Offence to inadequately supervise children
S. 167	Offence relating to protection of children from harm and hazards
S. 172	Failure to display prescribed information
12	Meaning of a serious incident
85	Incident, injury, trauma and illness policies and procedures
86	Notification to parents of incident, injury, trauma and illness
87	Incident, injury, trauma and illness record
89	First aid kits

90	Medical conditions policy
90(1)(iv)	Medical Conditions Communication Plan
91	Medical conditions policy to be provided to parents
92	Medication record
93	Administration of medication
94	Exception to authorisation requirement—anaphylaxis or asthma emergency
95	Procedure for administration of medication
101	Conduct of risk assessment for excursion
136	First aid qualifications
162	Health information to be kept in enrolment record
168	Education and care service must have policies and procedures
170	Policies and procedures to be followed
171	Policies and procedures to be kept available
173(2)(f)	Prescribed information to be displayed- a notice stating that a child who has been diagnosed as at risk of anaphylaxis is enrolled at the service
175	Prescribed information to be notified to Regulatory Authority

RELATED POLICIES

Acceptance and Refusal of Authorisations Policy Administration of First Aid Policy Administration of Medication Policy Excursion/ Incursion Policy Enrolment Policy Family Communication Policy Incident, Injury, Trauma and Illness Policy	Medical Conditions Policy Nutrition Food Safety Policy Privacy and Confidentiality Policy Record Keeping and Retention Policy Safe Transportation of Children Policy Supervision Policy

PURPOSE

We aim to minimise the risk of an anaphylactic reaction occurring at our Service by following the *Anaphylaxis Management Policy*, developing and implementing risk minimisation strategies and following the child's ASCIA Action Plan. We will ensure that all staff members are adequately trained to respond appropriately and competently to an anaphylactic reaction.

SCOPE

This policy applies to children, families, staff, management, the approved provider, nominated supervisor, students, volunteers and visitors of the Service.

DUTY OF CARE

Our Service has a legal responsibility to take reasonable steps to ensure the health needs of children enrolled in the service are met. This includes our responsibility to provide:

- a. a safe environment for children free of foreseeable harm *and*
- b. adequate supervision of children at all times.

Our focus is keeping children safe and promoting the health, safety and wellbeing of children attending our Service. Staff members, including relief staff, need to be aware of children at the Service who suffer from allergies that may cause an anaphylactic reaction. Management will ensure all staff are aware of the location of children's Australasian Society of Clinical Immunology and Allergy (ASCI) Action Plans, risk minimisation plan and required medication. This policy supplements our *Medical Conditions Policy*.

BACKGROUND

Anaphylaxis is a severe, rapidly progressing allergic reaction that is potentially life threatening.

The most common allergens in children are:

- Peanuts
- Eggs
- Tree nuts (e.g., cashews, pistachios, almonds)
- Cow's milk/dairy
- Fish and shellfish
- Wheat
- Soy
- Sesame
- Certain insect stings (particularly bee stings)
- Latex

Signs of anaphylaxis (severe allergic reaction) include any 1 of the following:

- difficult/noisy breathing
- swelling of tongue

- swelling/tightness in throat
- difficulty talking/and or a hoarse voice
- wheeze or persistent cough
- persistent dizziness or collapse
- pale and floppy (young children)
- abdominal pain and/or vomiting (signs of a severe allergic reaction to insects)

The key to the prevention of anaphylaxis, and response to anaphylaxis within the Service, is awareness and knowledge of those children who have been diagnosed as at risk, awareness of allergens that could cause a severe reaction, and the implementation of preventative measures to minimise the risk of exposure to those allergens. It is important to note however, that despite implementing these measures, the possibility of exposure cannot be completely eliminated. Communication between the Service and families is vital in understanding the risks and helping children avoid exposure.

Adrenaline given through an adrenaline autoinjector (such as an EpiPen® or Anapen®) into the muscle of the outer mid-thigh is the most effective first aid treatment for anaphylaxis.

IMPLEMENTATION

We will involve all educators, families and children in regular discussions about medical conditions and general health and wellbeing throughout our curriculum. Children at risk of anaphylaxis will not be enrolled into the Service until the child's personal ASCIA Action Plan is completed and signed by their medical practitioner. A site-specific risk minimisation and communication plan must be developed with parents/guardians to ensure risks are minimised and strategies developed for minimising any risk to the child.

The [ASCIA Action Plans](#) meet the requirements of Regulation 90 as a medical management plan. It is imperative that all educators and volunteers at the Service follow a child's ASCIA Action Plan in the event of an incident related to a child's specific health care need, allergy, or medical condition.

The Service will adhere to privacy and confidentiality procedures when dealing with individual health needs, including having families provide written authorisation to display the child's ASCIA Action Plan in prominent positions within the Service.

THE APPROVED PROVIDER/ NOMINATED SUPERVISOR WILL ENSURE:

- obligations under the *Education and Care Services National Law and National Regulations* are met
- that a copy of this policy is provided and reviewed during each new staff member's induction process
- all staff, educators, students, visitors and volunteers have knowledge of and adhere to this policy and the Service's *Medical Condition Policy*
- the [Best practice guidelines](#) for anaphylaxis prevention and management in children's education and care services are implemented
- that as part of the enrolment process, **all** parents/guardians are asked whether their child has been diagnosed as being at risk of anaphylaxis or has severe allergies and clearly document this information on the child's enrolment record
- if the answer is *yes*, the parents/guardians are required to provide an ASCIA Action Plan signed by a registered medical practitioner **prior** to their child's commencement at the Service
- parents/guardians of an enrolled child who is diagnosed with anaphylaxis are provided with a copy of the *Anaphylaxis Management Policy, Medical Conditions Policy and Administration of Medication Policy* via email and a copy of this email will be saved in the child's enrolment record [best practice- not mandatory]
- parents/guardians are informed the service may administer emergency anaphylaxis treatment if required, with advice from emergency services. Parents are advised of this at time of enrolment and orientation to the Service.
- at least one educator, staff member or nominated supervisor is in attendance and immediately available at all times children are being cared for by the service who:
 - holds a current ACECQA approved first aid qualification
 - undertaken current ACECQA approved emergency asthma management and
 - current ACECQA approved emergency anaphylaxis management training
- all staff and educators have completed ACECQA approved first aid training at least every 3 years and cardiopulmonary resuscitation (CPR) at least every 12 months [best practice- not mandatory]
- that staff are provided with ASCIA anaphylaxis e-training (every two years) to provide consistent and evidence-based approaches to prevention, recognition and emergency treatment of anaphylaxis including training in the administration of the adrenaline auto-injection device [not mandated, but recommended as best practice]
- staff responsible for preparing, serving and supervising food for children with food allergies should undertake the *All about Allergens for Cooks and Chefs* and *All about Allergens for Children's Education and Care (CEC)* online courses- [Food Allergy Aware Training](#)
- staff training is kept up to date in each staff member's record

- that all staff members are aware of
 - any child 'at risk' of anaphylaxis enrolled in the Service
 - the child's individual ASCIA Action Plan and its location
 - symptoms and recommended immediate action for anaphylaxis and allergic reactions and,
 - the location of their EpiPen® / Anapen® device
- risk minimisation strategies are discussed regularly at staff meetings
- that the child's risk minimisation plan is reviewed following exposure to a known allergen while attending our Service
- that updated information, resources, and support for managing allergies and anaphylaxis are regularly provided for families
- risk assessments are developed prior to any excursion or incursion consistent with Reg. 101
- that at least one general use adrenaline injector is available at the Service in case of an emergency- Reg. 89. First Aid Kits [National Allergy Best Practice Guidelines]
- that medication is administered in accordance with the *Administration of Medication Policy*
- a risk assessment is completed to determine if additional general use adrenaline devices are required [National Allergy Council's Best Practice Guidelines]
- that when medication has been administered to a child in an anaphylaxis emergency, emergency services (in the first instance) and the parent/guardian of the child are notified as soon as is practicable but no later than 24 hours after the incident (Reg.94)
- that they notify the regulatory authority of any serious incident of a child while being educated and cared for at the Service within 24 hours.

MANAGEMENT STRATEGIES WHERE A CHILD IS DIAGNOSED AT RISK OF ANAPHYLAXIS.

THE APPROVED PROVIDER/ NOMINATED SUPERVISOR WILL:

- meet with the parents/guardians to begin the communication process for managing the child's medical condition
- not permit the child to begin education and care until an ASCIA Action Plan is provided by the family and signed by a medical practitioner
- ensure the ASCIA Action Plan includes:
 - child's name, date of birth
 - a recent photo of the child
 - confirmed allergen(s)- specific details of the child's diagnosed medical condition
 - family/emergency contact details (name and phone number)
 - supporting documentation (if required)

- triggers for the allergy/anaphylaxis (signs and symptoms)
- administration of adrenaline autoinjectors
- first aid/emergency action that will be required
- contact details and signature of the registered medical practitioner
- date the plan should be reviewed
- develop and document a risk minimisation plan in collaboration with parents/guardian, by assessing the potential for accidental exposure to allergens while the child at risk of anaphylaxis is in the care of the Service (particular attention should be given to mealtimes as this is a significant risk for children with food allergies)
- ensure the risk minimisation plan is specific to our Service environment, activities, incursions and excursions, and the individual child and is reviewed annually
- ensure that a child who has been prescribed an adrenaline auto-injection device is **not** permitted to attend the Service without a complete auto-injection device kit (which must contain a copy the child's anaphylaxis medical management plan)
- ensure that all staff in the Service know the location of the auto-injection device kit and the child's ASCIA Action Plan
- collaborate with parents/guardians to develop and implement a communication plan and encourage ongoing communication regarding the status of the child's allergies, this policy, and its implementation
- request parental authorisation to display a child's ASCIA Action Plan in key locations at the Service, where educators and staff are able to view these easily whilst ensuring the privacy, safety and wellbeing of the child (for example, in the child's room, the staff room, kitchen, and / or near the medication cabinet)
- ensure that a notice is displayed prominently in the main entrance of the Service stating that a child diagnosed at risk of anaphylaxis is being cared for or educated at the Service, and providing details of the allergen/s (Reg. 173(2)(f)) [note: this notice should not identify the child]
- display ASCIA First Aid Plan for Anaphylaxis (ORANGE) in key locations in the Service
- ensure that all staff responsible for the preparation of food are trained in managing the provision of meals for a child with allergies, including high levels of care and close attention to preventing cross contamination during storage, handling, preparation, and serving of food. Training will also be given in planning appropriate menus including identifying written and hidden sources of food allergens on food labels.
- implement a colour code system for all meals prepared/served at the Service including cutlery, plates, placemats [best practice]

- implement a two person check to ensure the '*right child gets the right meal*' for example: a checklist is developed to record children's names, their allergies, health needs. The cook lists the children's names and the meal to be served. An educator checks this prior to giving the food to the child listed. A photograph may be taken as a record [best practice] [*Right Child Right Meal Form*]
- ensure supervision is managed consistently across mealtimes to maintain effective risk minimisation strategies
- ensure that all relief staff members in the Service have completed training in anaphylaxis management including the administration of an adrenaline auto-injection device, awareness of the symptoms of an anaphylactic reaction and awareness of any child at risk of anaphylaxis, the child's allergies, the individual anaphylaxis medical management plan and the location of the auto-injection device kit
- display an emergency contact card by the telephone
- ensure risk assessments for excursions consider the risk of anaphylaxis
- ensure that risk assessments for transporting children by the Service consider potential risks of anaphylaxis
- ensure that a staff member accompanying children outside the Service carries a copy of the child's ASCIA Action Plan with the auto-injection device kit e.g., on excursions that this child attends, transporting the child, or during an emergency evacuation
- ensure an up-to-date copy of the ASCIA Action Plan is provided whenever any changes have occurred to the child's diagnosis or treatment- [note ASCIA Action Plans do not expire and are valid beyond their review date]
- provide information to the Service community about resources and support for managing allergies and anaphylaxis.

EDUCATORS WILL:

- read and comply with the *Anaphylaxis Management Policy*, *Medical Conditions Policy* and *Administration of Medication Policy*
- maintain current approved *Emergency Anaphylaxis Management* qualifications [recommended as best practice]
- ensure that a complete auto-injection device kit (which must contain a copy the child's ASCIA Action Plan signed by the child's registered medical practitioner) is provided by the parent/guardian for the child while at the Service
- ensure a copy of the child's ASCIA Action Plan is visible and known to staff and students in the Service
- always follow the child's ASICA Action Plan in the event of an allergic reaction, which may progress to anaphylaxis

- practice the administration procedures of the adrenaline auto-injection device using an auto-injection device trainer and ‘anaphylaxis scenarios’ on a regular basis, preferably quarterly
- ensure the child at risk of anaphylaxis only eats food that has been prepared according to the parents’ or guardians’ instructions
- always check a meal before it is given to a child with anaphylaxis by implementing the two-person check- right child gets right meal [see: *Right Child Right Meal Form*]
- ensure tables and bench tops are washed down effectively before and after eating
- ensure all children wash their hands upon arrival at the Service and before and **after eating**
- ensure children do not share drink bottles or food with other children
- increase supervision of a child at risk of anaphylaxis on special occasions and events such as excursions, incursions, parties, and family days
- ensure that the auto-injection device kit is:
 - stored in a location that is known to all staff, including relief staff
 - NOT locked in a cupboard
 - easily accessible to adults but inaccessible to children
 - stored in a cool dark place at room temperature
 - NOT refrigerated
 - contains a copy of the child’s ASCIA Action Plan
- ensure that the auto-injection device kit containing a copy of the ASCIA Action Plan for each child at risk of anaphylaxis is carried by a staff member accompanying the child when the child is removed from the Service e.g., on excursions that this child attends, transporting the child, or during an emergency evacuation
- regularly check and record the adrenaline auto-injection device expiry date. (The manufacturer will only guarantee the effectiveness of the adrenaline auto-injection device to the end of the nominated expiry month).

FAMILIES WILL:

- inform management and staff at the Service, either on enrolment or on diagnosis, of their child’s allergies and/or risk of anaphylaxis
- read and be familiar with the Service’s *Anaphylaxis Management Policy and Medical Conditions Policy*
- provide staff with their child’s ASCIA Action Plan giving written authorisation to use the auto-injection device in line with this action plan and signed by a registered medical practitioner
- develop a risk minimisation plan in collaboration with the nominated supervisor and other service staff

- develop a communication plan in collaboration with the nominated supervisor and lead educators
- provide staff with a complete auto-injection device kit **each day** their child attends the Service
- comply with the Service's policy that a child who has been prescribed an adrenaline auto-injection device is **not** permitted to attend the Service or its programs without that device
- maintain a record of the adrenaline auto-injection device expiry date to ensure it is replaced prior to expiry
- provide an updated plan at least annually or whenever medication or management of their child's allergy or anaphylaxis changes
- assist staff by offering information and answering any questions regarding their child's allergies
- communicate all relevant information and concerns to staff, for example, any matter relating to the health of the child
- notify the Service if their child has had a severe allergic reaction while not at the Service- either at home or at another location
- notify staff in writing via email or through the *Notification of Changed Medical Status* form of any changes to their child's allergy status and provide a new ASCIA Action Plan in accordance with these changes
- review the risk minimisation plan annually with the nominated supervisor and other service staff (recommended best practice)
- encourage their child to learn about their allergy or anaphylaxis, and to communicate with Service staff if they are unwell or experiencing allergy symptoms.

IF A CHILD SUFFERS FROM AN ANAPHYLACTIC REACTION THE SERVICE AND STAFF WILL:

- Follow the child's ASICA Action Plan - administer an adrenaline injector
- Call an ambulance immediately by dialling 000
- Commence first aid measures
- Record the time of administration of adrenaline autoinjector
- If after 5 minutes there is no response, a second adrenaline autoinjector should be administered to the child if available
- Ensure the child experiencing anaphylaxis is lying down or sitting with legs out flat and is not upright
- Do not allow the child to stand or walk (even if they appear well)
- Contact the parent/guardian when practicable
- Contact the emergency contact if the parents or guardian cannot be contacted when practicable
- Notify the regulatory authority within 24 hours

IN THE EVENT WHERE A CHILD WHO HAS **NOT BEEN DIAGNOSED AS AT RISK OF ANAPHYLAXIS, BUT WHO APPEARS TO BE HAVING AN ANAPHYLACTIC REACTION:**

- Call an ambulance immediately by dialling 000
- Commence first aid measures
- Administer an adrenaline autoinjector
- Contact the parent/guardian when practicable
- Contact the emergency contact if the parents or guardian cannot be contacted when practicable
- Notify the regulatory authority within 24 hours.

[Authorisation for emergency medical treatment for conditions such as anaphylaxis or asthma is not required and medication may be administered- as per Reg. 94]

REPORTING PROCEDURES

Any anaphylactic incident is considered a serious incident (Reg. 12).

- staff members involved in the incident are to complete an *Incident, Injury, Trauma and Illness Record* which will be countersigned by the nominated supervisor of the Service at the time of the incident
- ensure the parent or guardian signs the *Incident, Injury, Trauma and Illness Record*
- place a copy of the record in the child's individual record
- the nominated supervisor will inform the Service management about the incident
- the nominated supervisor or the approved provider will inform regulatory authority of the incident within 24 hours through the [NQA IT System](#) (as per regulations)
- staff will be debriefed after each anaphylaxis incident and the child's individual ASICA Action Plan and risk minimisation plan evaluated, including a discussion of the effectiveness of the procedure used
- staff will discuss the exposure to the allergen and the strategies that need to be implemented and maintained to prevent further exposure
- a review of practices is conducted following an incident involving anaphylaxis at the Service, including an assessment of areas for improvement.

EDUCATING CHILDREN ABOUT ALLERGIES AND ANAPHYLAXIS

'Allergy awareness' is regarded as an essential part of managing allergies in early childcare services. Our Service will:

- educate children about allergies and the risk of anaphylaxis in an age-appropriate way

- talk to children about foods that are safe and unsafe for the anaphylactic child. They will use terms such as *'this food will make _____ sick', 'this food is not good for _____', and '_____ is allergic to that food'*.
- help children understand the seriousness of allergies and the importance of knowing the signs and symptoms of allergic reactions (e.g., itchy, furry, or scratchy throat, itchy or puffy skin, hot, feeling funny)
- educators will talk about strategies to avoid exposure to unsafe foods, such as taking their own plate and utensils, effectively washing their hands before and after eating and not sharing food or drinks/drink bottles
- encourage empathy, acceptance and inclusion of the child with an allergy
- implement Food Allergy Smart Education Program- Food Allergy Awareness Events for Schools and Childcare

CONTACT DETAILS FOR RESOURCES AND SUPPORT

[Allergy Aware- A hub for allergy awareness resources](#) A project developing national Best Practice Guidelines and supporting resources for the prevention and management of anaphylaxis in schools and children's education and care services (2023)

[Australasian Society of Clinical Immunology and Allergy \(ASCIA\)](#) provide information on allergies. The [ASCIA Action Plans](#) for Anaphylaxis are device-specific and must be completed by a medical practitioner.

There are three types of ASCIA Action Plans for Anaphylaxis and a First Aid Plan.

- ASCIA Action Plan **(RED)** are for children or adults with medically confirmed allergies, who have been prescribed adrenaline autoinjectors (Plans are available for EpiPen® or Anapen®)
- ASCIA Action Plan for Drug (Medication) Allergy **(DARK GREEN)** for children or adults with medically confirmed drug (medication) allergies, who have NOT been prescribed adrenaline injectors.
- ASCIA Action Plan for Allergic Reactions **(GREEN)** is for children or adults with medically confirmed food or insect allergies who have not been prescribed adrenaline autoinjectors and
- ASCIA First Aid Plan for Anaphylaxis **(ORANGE)**

[Allergy & Anaphylaxis Australia](#) is a non-profit support organisation for families with food anaphylactic children. Items such as storybooks, tapes, auto-injection device trainers and other resources are available for sale from the Product Catalogue on this site.

Allergy & Anaphylaxis Australia also provides a telephone support line for information and support to help manage anaphylaxis: Telephone 1300 728 000.

[Royal Children's Hospital Anaphylaxis Advisory Support Line](#) provides information and support about anaphylaxis to school and licensed children's services staff and parents. Telephone 1300 725 911 or Email: anaphylaxisadvice@rch.org.au

[NSW Department of Education](#) provides information related to anaphylaxis, including frequently asked questions related to anaphylaxis training.

ADDITIONAL INFORMATION

NEW SOUTH WALES (NSW)

[Allergy and anaphylaxis in early childhood education and care](#)
[Anaphylaxis and Allergy Prevention and Management](#)

CONTINUOUS IMPROVEMENT/REFLECTION

Our *Anaphylaxis Management Policy* will be reviewed on an annual basis in consultation with children, families, staff, educators and management.

CHILDCARE CENTRE DESKTOP- RELATED RESOURCES

Administration of First Aid Procedure	Medical Communication Plan
Administration of Medication Form	Medication Update Letter to parents
Adrenaline Auto Injector Expiry Record	Medical Conditions Register
Anaphylaxis Letter to Families	Medical Management Plan
Authorisation to Display Medical Management Plan	Medical Risk Minimisation Plan
Managing a Medical Condition Procedure	Notification of Changed Medical Status
	Right Child Right Meal Form

SOURCES

Allergy Aware. (2023). [Best practice guidelines for anaphylaxis prevention and management in children's education and care.](#)

Australian Children's Education & Care Quality Authority. (2021). [Dealing with Medical Conditions in Children Policy Guidelines](#)

Australian Children's Education & Care Quality Authority. (2025). [Guide to the National Quality Framework](#)

ASCIA [Action Plans, Treatment Plans, & Checklists for Anaphylaxis and Allergic Reactions:](#)

Early Childhood Australia Code of Ethics. (2016).

Education and Care Services National Law Act 2010. (Amended 2023).

[Education and Care Services National Regulations](#). (Amended 2023).
National Health and Medical Research Council. (2024). [Staying Healthy: preventing infectious diseases in early childhood education and care services \(6th Ed.\)](#). NHMRC. Canberra.
[Western Australian Legislation Education and Care Services National Regulations \(WA\) Act 2012](#)

[Western Australian Legislation Education and Care Services National Law \(WA\) Act 2012](#)

REVIEW

POLICY REVIEWED BY	Tracy Gill		Approved Provider	15/11/25
POLICY REVIEWED	JULY 2025	NEXT REVIEW DATE	JULY 2026	
VERSION NUMBER	V15.07.25			

ASTHMA MANAGEMENT POLICY

Asthma is a chronic health condition, which is one of the most common reasons for childhood admission to hospital. Correct asthma management will assist to minimise the impact of asthma. Children under the age of six usually do not have the skills or ability to recognise and manage their own asthma effectively. With this in mind, our Service recognises the need to educate its staff and families about asthma and to implement responsible asthma management strategies.

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 2: CHILDREN'S HEALTH AND SAFETY		
2.1.1	Wellbeing and comfort	Each child's wellbeing and comfort is provided for, including appropriate opportunities to meet each child's needs for sleep, rest and relaxation.
2.1.2	Health practices and procedures	Effective illness and injury management and hygiene practices are promoted and implemented.
2.2	Safety	Each child is protected.
2.2.1	Supervision	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.
2.2.2	Incident and emergency management	Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practiced and implemented.

EDUCATION AND CARE SERVICES NATIONAL LAW AND NATIONAL REGULATIONS	
S. 165	Offence to inadequately supervise children
S. 167	Offence relating to protection of children from harm and hazards
S. 172	Failure to display prescribed information
12	Meaning of a serious incident
85	Incident, injury, trauma and illness policies and procedures
86	Notification to parents of incident, injury, trauma and illness
87	Incident, injury, trauma and illness record
88	Infectious diseases
89	First aid kits
90	Medical conditions policy
90(1)(iv)	Medical Conditions Communication Plan

91	Medical conditions policy to be provided to parents
92	Medication record
93	Administration of medication
94	Exception to authorisation requirement—anaphylaxis or asthma emergency
95	Procedure for administration of medication
101	Conduct of risk assessment for excursion
136	First aid qualifications
162	Health information to be kept in enrolment record
168	Education and care service must have policies and procedures
170	Policies and procedures to be followed
175	Prescribed information to be notified to Regulatory Authority

RELATED POLICIES

Administration of First Aid Policy Administration of Medication Policy Excursion/ Incursion Policy Enrolment Policy Family Communication Policy Handwashing Policy	Incident, Injury, Trauma and Illness Policy Medical Conditions Policy Privacy and Confidentiality Policy Record Keeping and Retention Policy Supervision Policy

PURPOSE

The *Education and Care Services National Regulations* requires approved providers to ensure their services have policies and procedures in place for medical conditions including asthma management. We aim to create and maintain a safe and healthy environment for all children enrolled at the Service where all children with asthma can fully participate by ensuring all staff and educators follow our *Asthma Management Policy* and procedures and children's medical management plans.

SCOPE

This policy applies to children, families, staff, management, the approved provider, nominated supervisor, students, volunteers and visitors of the Service.

DUTY OF CARE

Our Service has a legal responsibility to take reasonable steps to ensure the health needs of children enrolled in the service are met. This includes our responsibility to provide

- c. a safe environment free from foreseeable harm and
- d. adequate Supervision for children.

Staff members, including relief staff, must have adequate knowledge of the signs and symptoms of asthma to ensure the safety and wellbeing of the children. Management will ensure all staff are aware of children's medical management plans and risk management plans. This policy supplements our *Medical Conditions Policy*.

BACKGROUND

Asthma is clinically defined as a chronic lung disease, which can be controlled but not cured. In clinical practice, asthma is defined by the presence of both excessive variation in lung function, i.e. variation in expiratory airflow that is greater than that seen in healthy children ('variable airflow limitation'), and respiratory symptoms (e.g. wheeze, shortness of breath, cough, chest tightness) that vary over time and may be present or absent at any point in time (National Asthma Council Australia, 2015, p.4).

Asthma affects approximately one in 10 Australian children and adults. It is the most common reason for childhood admission to hospital. However, with correct asthma management people with asthma need not restrict their daily activities. Community education assists in generating a better understanding of asthma within the community and minimising its impact.

Symptoms of asthma may vary between children, but may include wheezing, coughing (particularly at night), chest tightness, difficulty in breathing and shortness of breath. It is generally accepted that children under six years of age do not have the skills and ability to recognise and manage their own asthma without adult assistance. Our Service recognises the need to educate the staff and parents/guardians about asthma and to promote responsible asthma management strategies.

Asthma causes three main changes to the airways inside the lungs, and all of these can happen together:

- the thin layer of muscle within the wall of an airway can contract to make it tighter and narrower – reliever medicines work by relaxing these muscles in the airways.
- the inside walls of the airways can become swollen, leaving less space inside – preventer medicines work by reducing the inflammation that causes the swelling.
- mucus can block the inside of the airways – preventer medicines also reduce mucus.

Legislation that governs the operation of approved children's services is based on the health, safety and welfare of children, and requires that children be protected from hazards and harm. Our Service will ensure that there is at least one educator on duty at all times who has current approved emergency asthma management training in accordance with the Education and Care Services National Regulations.

It can be difficult to diagnose asthma with certainty in children aged 0–5 years, because:

- episodic respiratory symptoms such as wheezing, and coughing are very common in children, particularly in children under 3 years
- objective lung function testing by spirometry is usually not feasible in this age group
- a high proportion of children who respond to bronchodilator treatment do not go on to have asthma in later childhood (e.g., by primary school age).

IMPLEMENTATION

We will involve all educators, families, and children in regular discussions about medical conditions and general health and wellbeing throughout our curriculum. The Service will adhere to privacy and confidentiality procedures when dealing with individual health needs. It is imperative that all educators and volunteers at the Service follow a child's medical management plan in the event of an incident related to a child's specific health care need, allergy, or medical condition.

THE APPROVED PROVIDER/NOMINATED SUPERVISOR WILL ENSURE:

- obligations under the *Education and Care Services National Law and National Regulations* are met
- that a copy of this policy is provided and reviewed during each new staff member's induction process
- all staff, educators, students, visitors and volunteers have knowledge of and adhere to this policy and our Service's *Medical Conditions Policy*
- that as part of the enrolment process, **all** parents/guardians are asked whether their child has a medical condition and clearly document this information on the child's enrolment record
- if the answer is yes, the parents/guardians are required to provide a medical management plan and signed by a registered medical practitioner **prior** to their child's commencement at the Service [see section below- *In Services where a child is diagnosed with asthma*]
- copy of the Service's *Medical Conditions Policy*, *Asthma Management Policy* and *Administration of Medication Policy* will be available to families
- parents/guardians are informed the Service may administer emergency asthma medication or treatment if required, with advice from emergency services. Parents are advised of this at time of enrolment and orientation to the Service.

- to always have Salbutamol (Ventolin) onsite and accessible for an emergency, regardless of whether or not they have a child enrolled with asthma
- at least one educator, staff member or nominated supervisor is in attendance and immediately available at all times children are being cared for by the service who:
 - holds a current ACECQA approved first aid qualification
 - undertaken current ACECQA approved emergency asthma management and
 - current ACECQA approved emergency anaphylaxis management training
- all staff and educators have completed ACECQA approved first aid training at least every 3 years and cardiopulmonary resuscitation (CPR) at least every 12 months
- staff training is kept up to date in each staff member's record
- that all staff members are aware of
 - any child identified with asthma enrolled in the Service
 - the child's individual medical management plan
 - symptoms and recommended first aid procedure for asthma and
 - the location of the child's asthma medication
- all staff members are able to identify and minimise asthma triggers for children attending the Service where possible
- risk assessments are developed prior to any excursion or incursion consistent with Reg. 101
- upon employment at the Service all staff will read and be aware of all medical condition policies and procedures including this policy, maintaining awareness of asthma management strategies
- children with asthma are not discriminated against in any way
- children with asthma can participate in all activities safely and to their full potential
- *Asthma Australia's Asthma First Aid* for posters are displayed in key locations at the Service
- that medication is administered in accordance with the *Administration of Medication Policy*
- that when medication has been administered to a child in an asthma emergency, emergency services (in the first instance) and the parent/guardian of the child are notified as soon as is practicable (Reg.94)
- communication between management, educators, staff and parents/guardians regarding the Service's *Asthma Management Policy* and strategies are reviewed and discussed regularly to ensure compliance and best practice
- that updated information, resources, and support for managing asthma is regularly provided for families
- that in the event of a serious incident, such as a severe asthma attack, notification to the regulatory authority is made within 24 hours of the incident

- a review of practices is conducted following an incident at the Service, including an assessment of areas for improvement.

IN SERVICES WHERE A CHILD DIAGNOSED WITH ASTHMA IS ENROLLED, THE NOMINATED SUPERVISOR WILL:

- meet with the parents/guardians to begin the communication process for managing the child's medical condition
- not permit the child to begin education and care until a medical management plan developed in consultation with parents and the child's medical practitioner is provided
- ensure the medical management plan includes:
 - child's name, date of birth
 - a recent photo of the child
 - specific details of the child's diagnosed medical condition
 - supporting documentation (if required)
 - triggers for asthma (signs and symptoms)
 - list of usual asthma medicines including doses
 - response for an asthma emergency including medication to be administered
 - contact details and signature of the registered medical practitioner
 - date the plan should be reviewed
- develop and document a risk minimisation plan and communication plan in collaboration with parents/guardian
- ensure the risk minimisation plan is specific to our Service environment, activities, incursions and excursions, and the individual child and is reviewed annually
- discuss with the requirements for completing an *Administration of Medication Record* for their child
- request parental authorisation to display a child's medical management plan in key locations at the Service, where educators and staff are able to view these easily whilst ensuring the privacy, safety and wellbeing of the child (for example, in the child's room, the staff room, kitchen, and / or near the medication cabinet)
- keep a copy of the child's medical management plan, risk minimisation plan and communication plan in the child's enrolment record
- ensure families provide reliever medication that is not expired and a clean spacer (including a child's face mask, if required) whenever their child is present at the Service
- ensure that all staff in the Service know the location of asthma medication and the child's medical management plan or Action Plan

- collaborate with parents/guardians to develop and implement a communication plan and communicate any concerns with parents/guardians regarding the management of their child's asthma whilst at the Service
- ensure that a staff member accompanying children outside the Service carries a copy of each child's individual medical management action plan and required medication
- ensure an *Administration of Medication Record* is kept for each child to whom medication is to be administered by the Service
- ensure families update their child's medical management plan regularly or whenever a change to the child's management of asthma occurs
- regularly check the expiry date of reliever medication and ensure that spacers and facemasks are cleaned after every use.

EDUCATORS WILL:

- read and comply with the *Asthma Management Policy*, *Medical Conditions Policy* and *Administration of Medication Policy*
- maintain current approved *Emergency Asthma Management* qualifications [
- know which child/ren are diagnosed with asthma, and the location of their medical management plan and risk management plans and any prescribed medications
- be able to identify and, where possible, minimise asthma triggers as outlined in the child's medical management plan and risk minimisation plan
- ensure the first aid kit, children's personal asthma medication and asthma medical management plans are taken on excursions, during transportation of the child or other offsite events, including emergency evacuations and drills
- administer prescribed asthma medication in accordance with the child's medical management plan and the Service's *Administration of Medication Policy*
- ensure that the asthma medication is:
 - stored in a location that is known to all staff, including relief staff
 - NOT locked in a cupboard
 - easily accessible to adults but inaccessible to children
 - stored in a cool dark place at room temperature
 - NOT refrigerated
 - contains a copy of the child's medical management plan or Action Plan
- regularly check and record the asthma medication expiry date
- complete the *Administration of Medication Record* whenever medication is provided to a child

- ensure any asthma attacks are clearly documented in the *Incident, Injury, Trauma or Illness Record* and advise parents as a matter of priority, when practicable
- communicate any concerns to parents/guardians if a child's asthma is limiting his/her ability to participate fully in all activities
- ensure that children with asthma are not discriminated against in any way and
- ensure that children with asthma can participate in all activities safely and to their full potential, ensuring an inclusive program.

FAMILIES WILL:

- inform management and staff at the child's service, either on enrolment or on diagnosis, that their child has asthma
- have access to the Service's *Asthma Management Policy*
- ensure all details on their child's enrolment form and medication record are completed prior to commencement at the Service
- provide a copy of their child's medical management plan to the Service ensuring it has been prepared in consultation with, and signed by a medical practitioner
- develop a risk minimisation plan in collaboration with the nominated supervisor and other service staff
- develop a communication plan in collaboration with the nominated supervisor and lead educators
- provide an adequate supply of appropriate asthma medication and equipment for their child when they attend the Service (including spacer and medication)
- comply with the Service's policy that a child who has been prescribed asthma medication is **not** permitted to attend the Service or its programs without that medication
- review the risk minimisation plan annually with the nominated supervisor and other service staff
- provide an updated plan at annually or whenever medication or management of their child's asthma changes
- maintain a record of the asthma medication expiry date to ensure it is replaced prior to expiry
- communicate regularly with educators/staff in relation to the ongoing health and wellbeing of their child, and the management of their child's asthma
- notify staff in writing via email or through the *Notification of Changed Medical Status* form of any changes to their child's medical condition status and provide a new medical management plan in accordance with these changes

- encourage their child to learn about their asthma, and to communicate with Service staff if they are unwell or experiencing asthma symptoms.

IF A CHILD SUFFERS FROM AN ASTHMA EMERGENCY STAFF WILL:

- Follow the child's medical management plan (If the child has not been diagnosed with asthma; educators will follow the steps below and follow emergency service advice)
- If the child does not respond to steps within the medical management plan call an ambulance immediately by dialling 000
- Continue first aid measures
- Contact the parent/guardian when practicable
- Contact the emergency contact if the parents or guardian can't be contacted when practicable
- Notify the regulatory authority within 24 hours.

[Authorisation for emergency medical treatment for conditions such as anaphylaxis or asthma is not required and medication may be administered- as per Reg. 94]

REPORTING PROCEDURES

Any incident involving serious illness of a child while the child is being educated and cared for by the Service for which the child attended, or ought reasonably to have attended a hospital e.g., severe asthma attack is considered a serious incident (Reg. 12).

- staff members involved in the incident are to complete an *Incident, Injury, Trauma and Illness Record* which will be countersigned by the nominated supervisor of the Service at the time of the incident
- ensure the parent or guardian signs the *Incident, Injury, Trauma and Illness Record*
- place a copy of the record in the child's file
- the nominated supervisor will inform the service management about the incident
- the nominated supervisor or the approved provider will inform regulatory authority of the incident within 24 hours through the [NQA IT System](#) (as per regulations)
- staff will be debriefed after each serious incident and the child's individual medical management plan/action plan and risk minimisation plan evaluated, including a discussion of the effectiveness of the procedure used
- staff will discuss the exposure to the allergen/trigger and the strategies that need to be implemented and maintained to prevent further exposure.

RESOURCES

[Asthma First Aid A4 Poster](#)

[Asthma Action Plan](#)

[FIRST AID FOR ASTHMA CHILDREN UNDER 12](#)

CONTINUOUS IMPROVEMENT/REFLECTION

Our *Asthma Management Policy* will be reviewed on an annual basis in consultation with children, families, staff, educators and management.

CHILDCARE CENTRE DESKTOP- RELATED RESOURCES

Administration of First Aid Procedure	Medication Update Letter to parents
Administration of Medication Form	Medical Conditions Register
Authorisation to Display Medical Management Plan	Medical Management Plan
Managing a Medical Condition Procedure	Medical Risk Minimisation Plan
Medical Communication Plan	Notification of Changed Medical Status

SOURCES

Asthma Australia: <https://asthma.org.au>

Australian Children's Education & Care Quality Authority. (2021). [Dealing with Medical Conditions in Children Policy Guidelines](#)

Australian Children's Education & Care Quality Authority. (2025). [Guide to the National Quality Framework](#)

Early Childhood Australia Code of Ethics. (2016).

Education and Care Services National Law Act 2010. (Amended 2023).

[Education and Care Services National Regulations](#). (Amended 2023).

National Asthma Council Australia. (2015). *Australian asthma handbook: Quick reference guide*.

<https://www.asthmahandbook.org.au/>

National Health and Medical Research Council. (2024). [Staying Healthy: preventing infectious diseases in early childhood education and care services \(6th Ed.\)](#). NHMRC. Canberra.

REVIEW

POLICY REVIEWED BY	Tracy Gill	Nominated Supervisor	14/11/25
POLICY REVIEWED	November 2025	NEXT REVIEW DATE	November 2026
VERSION NUMBER	V1		
MODIFICATIONS			

BEHAVIOUR GUIDANCE POLICY

The right for children to receive positive guidance and encouragement in a supportive and respectful environment is reflected in the National Quality Standard and approved learning framework. Children learn to face a variety of challenges throughout their lives and through this develop not only self-regulation, but positive dispositions such as resilience and perseverance. Learning the difference between acceptable and unacceptable behaviour assists children to regulate their own behaviours in different social and emotional environments when interacting with peers and adults.

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 2: CHILDREN'S HEALTH AND SAFETY		
2.1.1	Wellbeing and comfort	Each child's wellbeing and comfort is provided for, including appropriate opportunities to meet each child's need for sleep, rest and relaxation.
2.2.1	Supervision	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.
QUALITY AREA 5: RELATIONSHIPS WITH CHILDREN		
5.1	Relationships between educators and children	Respectful and equitable relationships are maintained with each child.
5.1.1	Positive educator to child interactions	Responsive and meaningful interactions build trusting relationships which engage and support each child to feel secure, confident and included.
5.1.2	Dignity and rights of the child	The dignity and rights of every child are maintained.
5.2	Relationships between children	Each child is supported to build and maintain sensitive and responsive relationships.
5.2.1	Collaborative learning	Children are supported to collaborate, learn from and help each other.
5.2.2	Self-Regulation	Each child is supported to regulate their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts.
QUALITY AREA 6: PARTNERSHIPS WITH FAMILIES AND COMMUNITIES		
6.1	Supportive relationships with families	Respectful relationships with families are developed and maintained and families are supported in their parenting role.
QUALITY AREA 7: GOVERNANCE AND LEADERSHIP		
7.1	Governance	Governance supports the operation of a quality service that is child safe.
7.1.2	Management Systems	Systems are in place to manage risk and enable the effective management and operation of a quality service that is child safe.

EDUCATION AND CARE SERVICES NATIONAL LAW AND NATIONAL REGULATIONS	
S. 2A	Paramount consideration—safety, rights and best interests of children
S. 3A	Paramount consideration
S.5AA	Meaning of inappropriate conduct
S. 162A	Child protection training
S.165	Offence to inadequately supervise children
S. 166	Offence to use inappropriate discipline
S.166A	Offence to subject child to inappropriate conduct Offences relating to inappropriate conduct
S. 167	Offence relating to protection of children from harm and hazards
S. 174	Offence to fail to notify certain information to Regulatory Authority
12	Meaning of serious incident
84	Awareness of child protection law
147	Staff members [records]
155	Interactions with children
156	Relationships in groups
168	Education and care service must have policies and procedures
170	Policies and procedures to be followed
171	Policies and procedures to be kept available
175	Prescribed information to be notified to Regulatory Authority
176	Time to notify certain information to Regulatory Authority
183	Storage of records and other documents

RELATED POLICIES

Anti-Bias and Inclusion Policy	Medical Condition Policy
Behaviour Guidance Bullying Policy	Privacy and Confidentiality Policy
Child Protection Policy	Protected Disclosures (Whistleblower) Policy
Educational Program Policy	Record Keeping and Retention Policy
Family Communication Policy	Respect for Children Policy
Incident, Injury, Trauma and Illness Policy	Enrolment Policy
Interaction with Children, Family and Staff Policy	Supervision Policy

PURPOSE

We aim to create positive relationships with children by helping them to feel safe, secure, and supported within our Service. We will ensure children are treated fairly and equitably and with respect and consistency. Children are supported to develop the skills and knowledge required to behave in a socially and culturally acceptable manner.

Supporting children to develop socially acceptable behaviour and self-regulation is a primary goal for educators and families. This is embedded in fundamental documents including the Early Years Learning Framework, V2.0 (EYLF), Education and Care Services National Regulations, and the National Quality Standard (NQS). We believe that children's safety, rights, and best interests are the paramount consideration for all Service operations, decisions and functions. Our Service ensures that child safety, wellbeing and best interests take priority over all other considerations, including financial interests or other obligations of management, and are embedded in our daily practices, policies and procedures.

SCOPE

This policy applies to children, families, educators, staff, approved provider, nominated supervisor, management, students, volunteers and visitors of the Service.

DEFINITIONS

For additional definitions and key terms used within this policy, refer to *Key Terms – Policies and Procedures*.

Behaviour guidance- this term is used to reflect current thinking about the most positive and effective ways to help children gain understanding and learn skills that will help them to manage their own behaviour. Using appropriate behaviour guidance, educators aim to support each child regulate their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts.

Cool down- this is an example of appropriate discipline or behaviour guidance. A cool down period is when a child is having a difficult moment, they are encouraged to find a space, near an educator, to 'cool down' and regain self-control. This strategy can be used as an opportunity for educators to support children to regulate their own behaviour. [ACECQA, 2020]

Inappropriate conduct- any behaviour that a reasonable person would consider to be inappropriate in an education and care service, taking into account the child's age, development, safety, wellbeing and the context of the interaction.

Inclusion- taking into account all children's social, cultural and linguistic diversity (including learning styles, abilities, disabilities, gender, family circumstance and geographic location) in curriculum decision-making processes. (EYLF, V2.0, 2022)

Restraint- in situations where a child becomes a risk to themselves or others, they may need to be physically removed from the situation or physically restrained by an educator to prevent harm to themselves or others. For instance- attempting to scale a fence, running in front of a vehicle. ACECQA advises that children should only be restrained in emergency situations. (ACECQA, 2023, P.3)

Self-regulation- The ability to manage energy states, emotions, behaviour and attention: the ability to return to a balanced, calm and constant state of being. Self-regulation is a key factor for mental health, wellbeing and learning (KidsMatter, Early Childhood, 2014).

IMPLEMENTATION

The behaviour and guidance strategies used by staff and educators at our Service are designed to provide children with the opportunity to expand their experiences of life in a productive, safe environment that enables the child's right to safety, tolerance, self-expression, cultural identity, dignity and self-worth.

Educators understand that as children grow and develop, self-regulation becomes an important aspect of social and emotional development as they begin to understand how their actions affect others.

We believe in providing clear, consistent guidelines for children's behaviour as part of a caring and trusting relationship with children and families to help them feel secure and self-confident. Children benefit from knowing that their environment is stable and that a competent adult is taking care of them.

There are three key aspects to promoting positive behaviour:

1. Creating a quality learning environment that is positive and supportive and provides developmentally appropriate experiences and resources
2. Implementing guidance strategies for building skills and strengthening positive behaviour based on age-appropriate behaviour expectations
3. Employing strategies for guiding children's behaviour resulting in decreasing undesired behaviours.

POSITIVE BEHAVIOUR GUIDANCE STRATEGIES

Guiding children's behaviour is an important aspect of caring for and educating children. Positive strategies need to be developed to assist children to learn appropriate ways of behaving.

All educators and staff at our Service will role model appropriate behaviour and language, encouraging children to socialise with other children, including children of different cultural backgrounds as well as from different age groups and different genders.

Behaviour guidance strategies implemented within our Service are appropriate to the child's age and developmental capacity. Children are encouraged to make decisions for themselves and are provided with opportunities for independence and self-regulation. Children are given the opportunity to make choices and experience the consequences of these choices when there is no risk of physical or emotional harm to the child or anyone else. They are acknowledged when they make positive choices in managing their behaviour.

Strategies may include using visual cues, prompting, redirection, re-teaching strategies, developing logical consequences, providing a 'cooling down' period and conferences with children. In the instance of adverse behaviour being persistently observed, educators will evaluate their program, room set up, supervision etc. to identify triggers and sources of inappropriate or challenging behaviour. Physically restraining a child will only be used in emergency situations if a child is:

- in a clearly unsafe situation – e.g., attempting to scale a fence or run onto a road
- physically threatening other children or adults
- behaving in ways that are destructive to themselves, other people or the environment. [ACECQA, 2020]

Regular routines and consistency in implementing behaviour guidance strategies are critical to support children's wellbeing and promote children's agency. All staff implement an active and positive approach to guiding children's behaviour within our Service.

INAPPROPRIATE DISCIPLINE/INAPPROPRIATE CONDUCT

All staff play an important role in embedding child safe practices within our Service. Any form of corporal punishment, or any discipline that is unreasonable or inappropriate is not permitted at any time when children are being educated and cared for by an education and care service. Staff are made aware of interactions and practices with children that are classified as unreasonable or inappropriate conduct or discipline, during induction and through ongoing staff training. All staff and educators have undertaken

mandatory national child safety training including mandatory reporting requirements and obligations. Staff must report all alleged or witnessed instances of child abuse or child related misconduct by any staff member, volunteer or contractor immediately to the office of the guardian-reportable conduct scheme, NQA IT, NSW Department of Communities and Justice (DCJ) or Police on 000.

The approved provider will notify the regulatory authority of any incident where there is a reasonable belief that physical and/or sexual abuse of a child has occurred or is occurring at the Service, or any allegation that sexual or physical abuse of a child has occurred or is occurring at the Service within 24 hours.

THE APPROVED PROVIDER/NOMINATED SUPERVISOR/ MANAGEMENT RESPONSIBILITIES:

Governance and compliance

- meet obligations under the Education and Care Services National Law and Education and Care Services National Regulations
- require educators, staff, students, visitors and volunteers understand and adhere to this policy and procedure
- provide all new employees, students and volunteers are provided with a copy of this policy as part of their induction process
- ensure families are aware of this *Behaviour Guidance Policy* and are advised on how and where the policy can be accessed
- prohibit any form of corporal punishment or any discipline that is unreasonable in the circumstances
- must ensure no child is subjected to any form of inappropriate conduct including conduct that is threatening, intimidating, humiliating, degrading, hostile or otherwise inappropriate in the circumstances (See *Management of Inappropriate Conduct Procedure*)
- take every reasonable precaution to protect children from harm and from any hazard likely to cause injury
- require each nominated supervisor and person in day-to-day charge of the Service complete child protection training within the timeframes prescribed in the National Regulations
- require the approved provider, nominated supervisor, each staff member, educator, regular volunteers and students on placement complete national child safety training
- ensure all educators and staff are aware of the procedure of reporting allegations of abuse, neglect, harm or ill-treatment
- promote a culture where inappropriate conduct is not tolerated and where educators and staff feel safe to report concerns under the *Protected Disclosures (Whistleblower) Policy*

- require all educators, staff and volunteers to meet their obligations as mandatory reporters and recognise, prevent and respond to inappropriate conduct
- maintain staff records including evidence of the approved training completed by staff members.

Relationships, inclusion and respectful practice

- behaviour guidance does not involve making judgements about children or their families
- information is gathered from families about their children's social skills, relationship preferences, family and cultural values which will be recorded in the child's individual file
- general information about behaviour guidance is provided to families through parent interviews and newsletters
- educators use this information to engage children in experiences that support children to develop and practice their social and decision-making skills
- positive and respectful relationships with children are established and maintained
- children are empowered to use language and other forms of non-hurtful communication to communicate their emotions
- positive, empathetic relationships between children are promoted
- the dignity and rights of each child are maintained at all times
- positive and inclusive strategies are implemented to enable educators to encourage positive behaviour in children in order to minimise adverse behaviour

Behaviour guidance strategies and support

- connections are built between the Service and local primary schools to support positive learning environments during transition to school
- strategies are implemented to re-direct a child who may be causing or about to cause harm to themselves or others
- safety is prioritised, including the use of physical re-direction where required, and removing other children from the area if necessary
- excessive or challenging behaviour is managed and communicated with families
- incidents are addressed sensitively and families are notified with *Behaviour Incident Reports* signed where required
- ongoing behaviours are observed and documented, including context and strategies implemented
- meetings with families may be arranged to discuss concerns and develop a *Behaviour Guidance Plan* where required

- *Behaviour Guidance Plans* are developed and reviewed in consultation with families and other health professionals
- families and professional agencies are consulted to ensure that a consistent approach is used to support children with diagnosed behavioural or social difficulties

Inclusion and additional support

- partnerships are developed with professionals and support agencies to support inclusion for children with additional needs
- applications for additional support are made through the Inclusion Support Program
- a Strategic Inclusion Plan (SIP) is developed and guided with local support agencies for rooms or groups of children as required
- the SIP is reviewed regularly to reflect changes in practice
- Individual Support Plans are developed for children as required

Professional learning and reflective practice

- professional development is provided to support educators implement the SIP created, ensuring that information is composed and recorded for reflection on its effectiveness for the individual room or group of children
- professional development is provided on trauma informed practices support understanding of challenging behaviours through a 'trauma lens'

Incident Response and Notifications

- notification is made to parents/guardians as soon as practicable, but within 24 hours, if their child is involved in a serious incident/situation at the Service. Details of the incident/situation are to be recorded on the *Incident, Injury, Trauma and Illness Record*
- any allegation, concern or suspicion that a child has been subjected to inappropriate conduct is responded to immediately and reported to the regulatory authority, within 24 hours, with mandatory notifications made to other relevant authorities as required including Office of the Children's Guardian- Reportable Conduct Scheme (NSW), NSW Department of Communities and Justice (DCJ), NSW Police and internal incident management procedures
- notification is made to the regulatory authority, via NQA ITS, within the legislated time frames of any circumstance that poses a risk to the health, safety and wellbeing of a child or children, or of any complaint alleging that a serious incident has occurred at the Service
- notification is made to the regulatory authority and to the children's commissioner, child protection agencies or the police of any incident of inappropriate discipline

- a review of practices is conducted following a serious incident, including an assessment of areas for improvement (ensure any review or investigation does not interfere with outside agency investigations).

EDUCATORS WILL:

Professional conduct and child safety

- ensure their interactions with children are always respectful, safe, supportive and appropriate to each child's developmental needs, culture, identity and circumstances
- refrain from any behaviour that may be considered inappropriate conduct, including behaviour that is threatening, intimidating, humiliating, degrading, hostile or otherwise inappropriate
- remain aware of the power imbalance inherent in child-adult relationships and avoid behaviour that could misuse or exploit that power
- immediately report any behaviour by another person that may constitute inappropriate conduct towards a child to the nominated supervisor/approved provider and regulatory authority
- understand their mandatory reporting requirements and respond to any incident, disclosure or suspicion of child abuse, harm, neglect or ill-treatment they witness or suspect immediately by notifying the approved provider and NSW Department of Communities and Justice (Child Protection Helpline)

Positive relationships and role modelling

- build and maintain positive, respectful relationships with children
- provide positive role modelling in interactions with children, educators, staff and families
- promote children's initiative and agency

Guidance, teaching and behaviour support

- teach behavioural expectations
- provide positive guidance and encouragement toward acceptable behaviour
- guide children's behaviour to support consideration of others and understanding of acceptable and unacceptable behaviour
- talk calmly with children about the consequence of their actions, and the reason for rules
- use corrective strategies including prompting, redirecting, re-teaching, provide choice, logical consequences and conferencing with the child
- provide positive feedback and focus on children's strengths and achievements and build on their abilities

- guide behaviour with a focus on preserving and promoting children's self-esteem as they learn to self-regulate their behaviour

Communication and emotional development

- support children to express their emotions using appropriate language and communication strategies
- participate in planned and spontaneous conversations with children about emotions, feelings and issues of inclusion and fairness, bias and prejudice, and the consequences of their actions, as well as the appropriate rules and the reasons for the rules
- listen empathetically to children when they communicate their emotions, provide encouragement as they reassure the child it is normal to experience positive and negative emotions
- support children to negotiate, resolve conflict and respond to the behaviour of others
- encourage children to listen to other people's ideas, consider pro-social and altruistic behaviour and collaborate and negotiate in problem solving situations

Individualised and inclusive practice

- take into consideration the child's past experiences as their behaviour could be a result of past trauma such as changes in routine, changes or losses within the family, placement in care, or more serious circumstances involving abuse, neglect, or family violence
- design and implement behaviour guidance strategies to support positive outcomes for the child
- support children to explore different identities and points of view and to communicate effectively when resolving disagreements with others
- learn about children's relationships with others and their relationship preferences they have and use this knowledge to support behaviour and empathy development

Environment and proactive strategies

- provide age appropriate, engaging and challenging experiences and resources
- ensure sufficient materials and equipment are available for individual, small and large group activities
- set up the environment (indoor and outdoor) for children to engage in activities and experiences in accordance with their abilities and interests
- use positive language, gestures, facial expressions, and tone of voice when redirecting or discussing children's behaviour with them

Supporting children during distress

- remain calm, respectful and tolerant as they encourage children who are strongly expressing distress, frustration or anger
- guide children to remove themselves from situations where they are experiencing frustration, anger, or fear
- encourage and support each child's social and emotional development, striving to develop children's self-regulation and an understanding of the feelings of others
- implement '*time with*' or '*cool down time*' when appropriate ensuring supervision and support from other educators is always provided.

Collaboration and planning

- discuss guidelines, rules, limits, and what is fair with children, and use their contributions in setting limits and guidelines
- actively support children to promote and role-model positive ways to interact with others
- actively support children to construct and convey ways of expressing needs, resolving conflict, and responding to the behaviour of others
- contribute to and ensure Individual Support Plans are followed in consultation with the Services' Strategic Inclusion Plan (SIP)

Professional learning

- participate in professional development and remain up to date with behaviour guidance strategies and practices.

FAMILIES WILL:

- provide consent for the Service to consult with professional agencies to assist with implementing a Strategic Inclusion Plan (SIP) for the room or group of children
- work collaboratively with educators and professional agencies when required in order to develop a broader understanding of the child's developmental level and share any recent events which may be influencing the child's behaviour
- consult with educators and provide consent when the Service is applying for Inclusion Support Funding
- work in partnership with educators and health professionals in the development of a behaviour guidance plan or Individual Support Plan to assist with the identification of challenging behaviour, the development of supportive strategies and the review of strategies implemented within a behaviour guidance plan where required

- create consistency in behaviour guidance strategies used at the Service and at home.

BITING BEHAVIOUR

Biting is recognised as a developmentally typical behaviour for some young children, particularly in the toddler years. While this behaviour can be distressing for children and families, educators respond in a calm, consistent and supportive manner prioritising the safety, wellbeing and dignity of all children.

Proactive strategies will be implemented to minimise the likelihood of biting and respond promptly and appropriately to incidents. Responses focus on supporting children's emotional development, communication skills and self-regulation, while maintaining a safe and respectful environment.

Educators work in partnership with families to understand and respond to behaviours of concern. Where biting persists, observations are used to identify patterns and inform appropriate behaviour guidance strategies, including the development of individual plans and consultation with relevant support services where required.

(see *Behaviour Guidance-Biting Procedure* for further guidance).

CONTINUOUS IMPROVEMENT

The *Behaviour Guidance Policy* will be evaluated and reviewed on an annual basis or earlier if there are changes to legislation, ACECQA guidance or incidents related to our policy. Feedback will be requested from children, families, staff, educators and management and notification of any change to policies will be made to families within 14 days.

RELATED RESOURCES

Behaviour Guidance Biting Procedure	Behaviour Guidance Review Form
Behaviour Guidance Procedure	Behaviour Guidance Plan A
Behaviour Guidance Guide	Behaviour Guidance Plan B
Behaviour Guidance Incident Report	Management of Inappropriate Conduct
Behaviour Guidance Observation Record	Procedure

SOURCES

Australian Children's Education & Care Quality Authority. (2026). [Guide to the National Quality Framework](#)

Australian Children's Education & Care Quality Authority. (2025). [Supporting children to regulate their own behaviour.](#)

Australian Children's Education & Care Quality Authority. [When children bite! A resource for early childhood educators.](#)

Australian Children's Education & Care Quality Authority. (2026). [CHILD SAFETY Inappropriate conduct](#)

Australian Children's Education & Care Quality Authority. (2026). [QUALITY AREA 5 Inappropriate discipline](#)

Australian Government Department of Education. (2022). [Belonging, Being and Becoming: The Early Years Learning Framework for Australia](#). V2.0.

Australian Government Department of Education. [Inclusion Support Program](#)

Children (Education and Care Services) National Law (NSW)

Early Childhood Australia Code of Ethics. (2016).

Education and Care Services National Law Act 2010

Education and Care Services National Regulations 2011

Education and Care Services National Regulations (NSW) (2025)

Emerging Minds. (2022). [Interpersonal trauma learning pathways](#).

NAPCAN: www.napcan.org.au

Raising Children Network. (2019) [What is self-regulation?](#)

REVIEW

POLICY REVIEWED BY	Christian Stumpfs	Area Manager	11/06/2026
POLICY REVIEWED	JANUARY/ MAY 2026	NEXT REVIEW DATE	MAY 2027
VERSION NUMBER	V2		
MODIFICATIONS	MAY - major review of structure of policy - subheadings introduced within responsibilities sections to improve clarity, reduce duplication and support consistent understanding and implementation of policy - Biting Behaviour section edited and procedural guidance added to Behaviour Guidance- Biting Procedure - updated sources as required JANUARY - updated policy to include amendments to Children (Education and Care Services) National Law (NSW) - included additional points to strengthen child safe practices including inappropriate conduct		
PREVIOUS MODIFICATIONS			

BEHAVIOUR GUIDANCE PROCEDURE

The right for children to receive positive guidance and encouragement in a supportive and respectful environment is promoted within the Education and Care Services National Law and Education and Care Services National Regulations. We believe that children's safety, rights, and best interests are the paramount consideration for all Service operations, decisions and functions. Children learn to face a variety of challenges throughout their lives and through this develop not only self-regulation, but positive dispositions such as resilience and perseverance.

Working in conjunction with the *Behaviour Guidance Policy*, this procedure provides detailed steps for educators to support children to gain understanding and learn skills that will help them to manage their own behaviour.

Education and Care Services National Law and Regulations (S.2A, 3A 165, 166A. R.155, 156, 168, 174 and 175). NQS QA5 and 6: Element 5.1.1, 5.1.2, 5.2.1, 5.2.2 and 6.1 Relationships with children

Related Policy: Behaviour Guidance Policy

RESPONDING TO BEHAVIOUR		
1	The approved provider, nominated supervisor and educators will review the Service's <i>Behaviour Guidance Policy</i> annually	
2	The approved provider, nominated supervisor and educators will ensure no child being educated and cared for by the Service is subjected to any form of inappropriate conduct, corporal punishment or any discipline that is unreasonable in the circumstances	
3	The approved provider and nominated supervisor will ensure all educators, staff and volunteers understand their obligations as mandatory reporters and are trained to recognise, prevent and respond to inappropriate conduct (See <i>Management of Inappropriate Conduct Procedure</i>)	
4	The approved provider, nominated supervisor and educators will ensure every reasonable precaution is taken to protect children from harm and from any hazard likely to cause injury	
5	Educators will commit to professional development relating to behaviour guidance and keep up to date with industry information regarding behaviour guidance strategies to implement within the Service	
6	Educators will support children to explore different identities and points of view and to communicate effectively when resolving disagreements with others	
7	Educators will assist children with the language and vocabulary needed to express their emotions and feelings and verbalise their concerns	

8	When a child displays a behaviour that is inappropriate or may cause harm to themselves or others, educators will consider the <i>Behaviour Guidance Guide</i> to assist with supporting positive behaviour	
9	Educators will gather information from families about their children's social skills, relationship preferences, family and cultural values. Educators will use this information to engage children in experiences that support children to develop and practice their social and decision-making skills	
10	Educators will implement strategies to re-direct a child who may be causing or about to cause harm to themselves, another child, or adult. Redirection may be required during an incident where a child places him/herself in a dangerous situation, for example, climbing a fence or hiding in a potentially dangerous position. Safety is a priority, and this may mean using physical re-direction in which an educator will guide the child away from the area if required. It may be necessary to guide other children away from the area while the child calms down.	
11	Educators are to complete a <i>Behaviour Guidance - Incident Report</i> and notify families each time a child's or adult's safety has been jeopardised. Parents are required to sign acknowledgment of the <i>Behaviour Guidance - Incident Report</i>	
12	Educators will use the <i>Behaviour Guidance – Observation Record</i> to document what happened prior to the behaviour, identify the behaviour and consequences of the behaviour to gather information regarding patterns and possible triggers	
13	Educators will refer to the <i>Behaviour Guidance-Biting Behaviour Procedure</i> for children displaying biting behaviours	

BEHAVIOUR INCIDENT REVIEW

1	Educators are to review the child's behaviour in consultation with the nominated supervisor should they find the behaviour challenging within the room or group	
2	Educators will discuss with the nominated supervisor any professional development opportunities that may assist to support educators implement behaviour guidance strategies	
3	Educators will complete the <i>Behaviour Guidance Review Form</i> to document and review the child's interests and hobbies, questions regarding behaviours observed, previous incidents, identified triggers prior to incidents and the impact of the behaviour on other children, educators and the environment	
4	Educators will review the <i>Behaviour Guidance Review Form</i> prior to meeting with the family or other professionals	

BEHAVIOUR GUIDANCE MEETING		
1	Families are to be invited to meet with educators and the nominated supervisor to discuss challenging behaviours that have been observed within the Service	
2	During the meeting educators will discuss previous incident reports, the impact of behaviours within the room or group and possible triggers of why the behaviour is occurring with the family	
3	Educators are to collaborate with families to develop long and short-term goals to encourage alternative behaviours	
4	Educators are to discuss and consult with families any consequences if the behaviours identified continue	
5	Educators will develop a <i>Behaviour Guidance Plan</i> in consultation with families to create consistent behaviour guidance strategies to support children's engagement within the program.	
6	Educators will review the <i>Behaviour Guidance Plan</i> in a follow up meeting with families	

CONSULT WITH OTHER PROFESSIONALS		
1	Educators will consult with other professionals for assistance with behaviour guidance strategies	
2	Educators will collaborate with families to access support services by providing referrals or letters of observation as required	
3	The nominated supervisor may contact the local Inclusion Support Service (ISS) team regarding support for Inclusion Support Funding if required, families will be consulted and requested to provide consent to sharing information within the ISS team	
4	The nominated supervisor and educators will work with the ISS team regarding the development of a Service Inclusion Plan (SIP) for the room or group	

REPORTING OBLIGATIONS		
1	The approved provider and nominated supervisor will ensure that a notification is made to parent/guardians as soon as practicable, but within 24 hours, if their child is involved in a serious incident/situation at the Service in accordance with the <i>Incident, Injury, Trauma and Illness Policy</i> . Details of the incident/situation are to be recorded on the <i>Incident, Injury, Trauma and Illness Record</i> .	
2	The approved provider and nominated supervisor will ensure that a notification is made to the regulatory authority, via the NQA ITS , as soon as practicable, but within 24 hours, if a child is involved in a serious incident/situation at the Service	

3	The approved provider and nominated supervisor will ensure that any allegation, concern or suspicion that a child has been subjected to inappropriate conduct is responded to immediately and reported to the regulatory authority, via the NQA ITS, within 24 hours, with mandatory reporting notifications made to other relevant authorities as required	
4	The approved provider and nominated supervisor will ensure that a notification is made to the regulatory authority, via the NQA ITS, within the legislated time frames of any circumstance that poses a risk to the health, safety and wellbeing of a child or children, or of any complaint alleging that a serious incident has occurred at the Service	
5	The approved provider and nominated supervisor will ensure that a notification is made to the regulatory authority, and to the children's commissioner, child protection agencies or the police of any incident of inappropriate discipline.	

REVIEW OF PROCEDURE			
Date procedure created	Tracy Gill	To be reviewed	25/01/2027
Approved by	Tracy Gill	Signature	<i>Tracy Gill</i>
Location of procedure	Policy and procedures QR code, OWNA		
Procedure reviewed date	Modifications/Changes		
January 2026	Updated procedure to include amendments to Education and Care Services National Law Edits to procedure to include amendments to National Law [NSW] and Regulations Included additional points to strengthen child safe practices including inappropriate conduct		

BEHAVIOUR GUIDANCE - BITING PROCEDURE

Biting is a common behaviour among young children. Creating an inclusive environment for children can become complex when there is an issue with biting. Children's biting is stressful and impacts the early childhood community including, children, educators and families.

Working in conjunction with the *Behaviour Guidance Policy and Behaviour Guidance Procedure*, this procedure provides detailed steps for educators to address and manage instances of biting behaviour in a constructive and proactive manner.

Education and Care Services National Law or Regulations (R.155, 156, 168, 174 and 175). NQS QA5 and 6: Element 5.1.1, 5.1.2, 5.2.1, 5.2.2 and 6.1 Relationships with children
Related Policy: Behaviour Guidance Policy

STRATEGIES TO PREVENT BITING FROM OCCURRING		
Educators will:		
1	Get to know the children and dynamics within the group	
2	Become familiar with challenging routine times, including group times, transitions, indoor and outdoor play	
3	Limit the time children are kept 'waiting'	
4	Observe children known to bite very closely. Is there an observable pattern, or a trigger to this behaviour that can be eliminated?	
5	Position themselves so they can quickly intervene and redirect the child	
6	Speak with the child if they notice a child becoming frustrated. Verbalise what you observe to the child: "I can see you are frustrated because you want that toy."	
7	Work together with the child to come up with how the problem can be resolved. For example, is there another toy you can give the child?	
8	If a child bites because they become overwhelmed playing near or with other children, join in the child's play by sitting with them. The child may require assistance to understanding other children's ideas. The child may require guidance to learn and practice how to join in play and communicate with other children.	
9	If a child is biting for oral stimulation, offer them a teething rusk or provide a teething toy, which can be frozen.	

10	If a child is biting because they are tired, you may need to look at their individual routine and put them to bed when required, rather than according to the room's schedule.	
11	If a child is biting because they are bored, look at the child's interests. You may need to change the environment by rotating toys and equipment to provide more stimulating experiences.	

RESPONDING TO BITING BEHAVIOUR

1	Get the child's attention who is biting to stop the behaviour ("_____, stop").	
2	Attend to the child who has been bitten as a priority, administering first aid if necessary and providing reassurance. Once the child who has been bitten is ok, attend to the child who was biting	
3	Address the child about their biting, establishing eye contact and being consistent with responding to the incident (and ensuring all educators respond consistently). Use a calm but stern voice to communicate with the child that biting is never acceptable and that it hurts	
4	Re-direct the child, if necessary, to another activity, ensuring there is adequate interesting resources available	
5	Complete an <i>Incident, Injury, Trauma and Illness Record</i> recording any first aid applied to the child who was bitten. Adhere to privacy principles and do not name the child who has bitten the child	
6	Complete a <i>Behaviour Guidance Incident Report</i> for the child who is the biter	
7	Assess the routines, activities and experiences and analyse to ascertain if there are specific patterns associated with recurring biting incidents	
8	Make changes to routines and/or experiences being provided as per analysis	

WHEN BITING CONTINUES

1	Engage and collaborate with families of the child who bites to discuss an approach to reducing biting	
2	Work with other professionals to develop specific management strategies	
3	Provide positive attention to the child when they are behaving in ways that are appropriate	
4	Be respectful with families with discussing biting concerns, and reassure them that although inappropriate, biting is normal for many young children	
5	Seek professional help and guidance from inclusion support agencies if biting incidents do not reduce over time, or if the child is still biting after his/her third birthday	

6	Separate young children into smaller, more manageable groups	
7	Continue to observe, monitor and record the child's progress, reflecting on the effectiveness of the strategies being implemented, complete a Behaviour Guidance Review Form to reflect upon the behaviour	
8	Consult with families to develop a Behaviour Guidance Plan if biting continues to be challenging behaviour	

REVIEW OF PROCEDURE			
Date procedure created	24.11.25	To be reviewed	November 2026
Approved by	Tracy Gill		
Procedure Reviewed Date	Modifications/Changes		

BEHAVIOUR GUIDANCE: BULLYING POLICY

Bullying can occur among children of any age, sex or background. In most instances, children need adult assistance to deal with bullying. This includes adults taking responsibility to develop strategies for the prevention of bullying, and for dealing fairly and effectively with allegations of bullying.

Being, Belonging and Becoming: The Early Years Learning Framework for Australia identifies secure, respectful and reciprocal relationships with children as one of the principles that underpin practice. Within the early childhood community, many different relationships are negotiated with and between children, educators and families. The way in which these relationships are established and maintained, and the way in which they remain visible impacts on how the community functions as a whole. Relationships directly affect how children form their own identity, whether or not they feel safe and supported, and ultimately, their sense of belonging.

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 2: CHILDREN'S HEALTH AND SAFETY		
2.2	Safety	Each child is protected.
QUALITY AREA 5: RELATIONSHIPS WITH CHILDREN		
5.1.2	Dignity and rights of the child	The dignity and rights of every child are maintained.
5.2	Relationships between children	Each child is supported to build and maintain sensitive and responsive relationships.
5.2.1	Collaborative learning	Children are supported to collaborate, learn from and help each other.
QUALITY AREA 6: PARTNERSHIPS WITH FAMILIES AND COMMUNITIES		
6.1	Supportive relationships with families	Respectful relationships with families are developed and maintained and families are supported in their parenting role.

EDUCATION AND CARE SERVICES NATIONAL LAW AND NATIONAL REGULATIONS	
S. 2A	Paramount consideration—safety, rights and best interests of children
S. 3A	Paramount consideration
S.165	Offence to inadequately supervise children
S. 166	Offence to use inappropriate discipline
S.166A	Offence to subject child to inappropriate conduct Offences relating to inappropriate conduct

S. 167	Offence relating to protection of children from harm and hazards
S. 174	Offence to fail to notify certain information to Regulatory Authority
73	Educational program
84	Awareness of child protection law
123	Educator to child ratios- centre based services
155	Interactions with children
156	Relationships in groups
168	Education and care services must have policies and procedures
170	Policies and procedures to be followed
171	Policies and procedures to be kept available

RELATED POLICIES

Anti-Bias and Inclusion Policy Behaviour Guidance Policy Child Safe Environment Policy Code of Conduct Policy Enrolment Policy	Interactions with Children, Family and Staff Policy Privacy and Confidentiality Policy Respect for Children Policy

PURPOSE

To create a safe and healthy environment for children where bullying behaviours are not tolerated. As reflected in our Service philosophy and Early Years Learning Framework (EYLF), educators will encourage positive and respectful relationships between children and their peers. We believe that children's safety, rights, and best interests are the paramount consideration for all Service operations, decisions and functions. Our Service ensures that child safety, wellbeing and best interests take priority over all other considerations, including financial interests or other obligations of management, and are embedded in our daily practices, policies and procedures.

SCOPE

This policy applies to educators, families, staff, management, approved provider, nominated supervisor, students, volunteers and visitors of the Service.

IMPLEMENTATION

Our Service does not tolerate bullying of any kind. Bullying is never OK!

The priority of our Service is to provide a safe and inclusive environment to prevent bullying. We aim to ensure the safety and wellbeing of the child experiencing bullying behaviour and take any allegation of bullying seriously.

Although there may be underlying reasons causing a child to display or use bullying behaviour towards others, it is essential that the child experiencing bullying behaviour receives the adult attention and support in the first instance. It is important that the needs of the child who uses or displays bullying behaviour do not overshadow the needs of the child being bullied.

TYPES OF BULLYING IN EARLY CHILDHOOD

The most common types of bullying in the early childhood setting are physical and verbal. Some children may also bully others by social isolation/exclusion or through cyber technology.

Physical bullying includes:

- hitting, punching, kicking, pinching- directed at the same child/ren over an extended period of time.

Verbal bullying includes:

- calling children names, taunting them, making sexist/racist statements, making cruel statements about personal attributes, clothing etc.

Social bullying includes:

- excluding individual children or groups of children from play or social situations

Cyber bullying includes:

- using technologies such as texting or e-mailing to taunt, insult, intimidate or harass another child.

(source: [kids helpline bullying](#))

SIGNS OF BULLYING

In many cases, bullying occurs without adults being aware of it. Bullying can include physical violence (hitting, shoving), teasing or name-calling, social exclusion, or intimidation. It often occurs over a period of time. Possible signs a child is experiencing bullying behaviour might include:

- unexplained cuts, bruises, scratches
- changes in behaviour, such as becoming moody, teary, depressed
- bedwetting
- complaints of physical ailments such as headaches or stomach-aches

- having few friends, or a breakdown in a previous friendship (if age appropriate)
- does not want to attend care
- does not want to attend parties, visit other children.

Children may also disclose to a trusted adult that they are being bullied.

EFFECTS OF BULLYING

Children who are experiencing bullying behaviour are more likely to be depressed, lonely, and anxious and have low self-esteem. They may frequently feel sick and avoid interactions with others.

PREVENTATIVE STRATEGIES

Bullying thrives where there is not enough supervision. If required, and where possible, our Service will increase our educator to child ratios above those set out in the National Regulations.

Our daily program is designed to meet the needs and interests of all children in attendance to prevent periods of boredom. Educators model appropriate behaviours towards other staff and children, including refraining from teasing, humiliating, or talking 'behind another's back'. This also includes educators using appropriate language when supporting children to recognise, manage and learn about their behaviour and develop an understanding of how their behaviour affects others. Children are encouraged to verbalise their emotions and to develop empathy and compassion.

TALKING ABOUT BULLYING

Educators play an important role in helping children understand and guide their own behaviour as they learn about positive and healthy relationships with others.

Behaviours in early childhood may be *precursors* to bullying rather than true bullying. This could include making faces, refusing to play together, telling lies or stories about another child, grabbing objects, pushing, pinching or shoving another child. Without intervention, these behaviours could turn into a pattern of bullying.

Early childhood educators assist children recognise bullying behaviour and assist children in developing strategies to develop positive relationships and prevent bullying. Skills to develop to assist in preventing bullying include:

- empathy- understanding and responding to what others feel
- problem solving- how to resolve problems constructively without using aggression

- language- understanding what to say when the child is feeling targeted by another child- 'stop it!'

EDUCATORS WILL:

- teach social skills through role-plays, stories, puppets and games
- avoid using terminology such as 'bully' or 'victim' when describing behaviour being displayed
- focus and guide children to practice more appropriate ways to interact with others positively and respectfully when talking about bullying
- maintain and respect the dignity and rights of children
- refrain from any behaviour that may be considered inappropriate conduct or inappropriate discipline, including behaviour that is threatening, intimidating, humiliating, degrading, hostile or otherwise inappropriate.

PROCEDURE WHEN A CHILD DISCLOSES ALLEGED BULLYING OR AN EDUCATOR SUSPECTS BULLYING IS OCCURRING. EDUCATORS WILL:

- refer to the *Behaviour Guidance- Bullying Response Procedure* for steps to undertake when approaching a bullying situation
- immediately report any behaviour by another person that may constitute inappropriate conduct towards a child to the nominated supervisor/approved provider and regulatory authority
- understand their mandatory reporting requirements and respond to any incident, disclosure or suspicion of child abuse, harm, neglect or ill-treatment they witness or suspect immediately by notifying the approved provider and NSW Department of Communities and Justice (Child Protection Helpline)
- listen when a child attempts to talk about behaviours that might indicate bullying
- respond to incidents in a constructive, supportive and timely manner
- learn as much as possible about the children involved and the tactics used
- summarise the problem they are discussing
- ensure the child knows that the educators at the Service are there to help them
- provide support and empathy
- empathise with the child and reassure them that it is not their fault
- ask the child what they think could be done to help, what will make them feel safe
- encourage and support the child who is experiencing bullying behaviour to contribute to discussions on actions to challenge or stop bullying behaviours
- notify the nominated supervisor of the allegation

- document the incident and record strategies used to guide and support the child (see *Bullying Incident Report form*)
- inform and communicate with families regarding instances of bullying involving their child (See *Involving Families* section below)

EDUCATORS WILL NOT:

STRATEGIES TO PREVENT AND MANAGE BULLYING WHEN IT OCCURS

- adopt this policy to ensure zero tolerance for bullying
- model respectful ways of interacting with colleagues, children and families
- ensure children are adequately supervised at all times and be aware of any indicators of bullying if it occurs
- teach children strategies to challenge bullying-type behaviours- e.g., “*I don’t like it when you call me names*”.
- critically reflect on environmental factors within the Service to support children and foster positive, respectful relationships
- take action when they suspect a child is experiencing bullying behaviour
- try to talk with the child who is alleged to be using or displaying bullying behaviours about their behaviour and the outcomes of their behaviour on others
- let them know that this type of behaviour is not acceptable and provide guidance and encouragement toward acceptable behaviour
- don’t force a meeting between the child who is alleged to be using or displaying bullying behaviours and the child who is experiencing bullying behaviour. Forced apologies are not constructive.
- ask the child who is suspected of bullying for possible reasons for the bullying
- consider the age, cultural values, and physical and intellectual development and abilities of each child
- support children’s agency by assisting the child to move toward more considerate actions
- develop a *Behaviour Guidance Plan* in collaboration with the child, family and support agencies if required.

INVOLVING FAMILIES

Our Service will seek the cooperation and support from families for bullying prevention initiatives and reinforcement of positive interactions with other children.

We will:

- ensure families are aware of our *Service Philosophy, Behaviour Guidance- Bullying Policy* and *Child Safe Environment Policy*

- provide information to families about the nature and harmful consequences of bullying- e.g., newsletters, parent information sessions
- openly communicate with families of children who use or display bullying behaviours or experience bullying, and work in partnership with them to implement appropriate strategies to support the children involved (*refer to Privacy and Confidentiality Policy and Code of Conduct Policy*)
- if required, seek further strategies from relevant inclusion Support Services (implementation of *Behaviour Guidance Plan*)
- support families to guide their child's behaviour with effective strategies and provide support – such as Kids Helpline
- ensure notification is made to parents/guardians as soon as practicable, but within 24 hours, if their child is involved in a serious incident/situation at the Service. Details of the incident/situation are to be recorded on the *Incident, Injury, Trauma and Illness Record*.

POTENTIAL FURTHER ACTIONS

Possible actions may be required to ensure our Service provides a child safe environment for all children. Any action taken by management will be dependent on each individual case following regular communication with families, professional support and intervention. Should the bullying behaviour continue and children's wellbeing and safety is at risk, management may request a:

- temporary exclusion of the child from the Service, or
- permanent exclusion from the Service (*See Enrolment Policy*).

The approved provider will ensure that any allegation, concern or suspicion that a child has been subjected to inappropriate conduct or inappropriate discipline is responded to immediately and reported to the regulatory authority, within 24 hours, with mandatory notifications made to other relevant authorities as required including Office of the Children's Guardian- Reportable Conduct Scheme (NSW), NSW Department of Communities and Justice (DCJ), NSW Police and internal incident management procedures.

CONTINUOUS IMPROVEMENT/REFLECTION

Our *Behaviour Guidance - Bullying Policy* will be evaluated and reviewed on an annual basis or earlier if there are changes to legislation, ACECQA guidance or incidents related to our policy. Feedback will be requested from children, families, staff, educators and management and notification of any change to policies will be made to families within 14 days.

RELATED RESOURCES

Behaviour Guidance Audit	Behaviour Guidance Incident Report
Behaviour Guidance Biting Guide	Behaviour Guidance Observation Record
Behaviour Guidance Bullying Incident Report	Behaviour Guidance Plan
Behaviour Guidance Bullying Response Procedure	Behaviour Guidance Procedure
Behaviour Guidance Guide Promoting and Supporting Positive Behaviour	Behaviour Guidance Review Form
	Bullying, Discrimination & Harassment Procedure

RESOURCES

[Bullying- NO WAY!](#)

[Kids Help Line](#)

[Kids Help line Dealing with bullying](#)

NSW Department of Education [Anti-bullying Parents and carers tips Fact sheet](#)

Raising Children [Signs of bullying in children and teenagers](#)

SOURCES

Australian Children's Education & Care Quality Authority. (2026). *Guide to the National Quality Framework*

Australia Children's Education & Care Quality Authority. (2026). *Inappropriate Discipline*.

Australian Government Department of Education. *Belonging, Being and Becoming: The Early Years Learning Framework for Australia. V2.0, 2022*

Australian Government. Australian Institute of Family Studies. (2014). *Helping your child stop bullying. A guide for parents*

Children (Education and Care Services) National Law (NSW)

Education and Care Services National Law Act 2010.

Education and Care Services National Regulations 2011

Education and Care Services National Regulations (NSW) (2025)

NSW Department of Education *Anti-bullying- Parents and carers tips- Fact Sheet* (2020).

REVIEW

POLICY REVIEWED BY	Christian Stumpfs	Area Manager	11/06/2026
POLICY REVIEWED	JUNE 2026	NEXT REVIEW DATE	MAY 2027
VERSION NUMBER	V3		
MODIFICATIONS	MAY - annual policy review - terminology has been updated to support inclusive and respectful practice to avoid labelling children and to emphasise behaviours rather than identities		

	- merged- Educators will not section - sources updated as required JANUARY - updated policy to include amendments to Children (Education and Care Services) National Law (NSW) - included additional points to strengthen child safe practices including inappropriate conduct - spelling and grammar edits
PREVIOUS MODIFICATIONS	

BEHAVIOUR GUIDANCE-BULLYING RESPONSE PROCEDURE

There are many types of bullying, but all can have the same negative effects on children. Bullying often occurs when there is a lack of supervision, or at times throughout the day when the educator's focus is on something else, such as busy transition times. Note that 'one-off' occurrences of aggression or negative behaviours alone do not constitute bullying. Bullying is when the actions are repeated and/or ongoing.

Our service does not tolerate bullying of any kind. Bullying is never OK!

Working in conjunction with the *Behaviour Guidance: Bullying Policy*, this procedure provides detailed steps for educators to respond promptly to bullying and actively support children to develop positive relationships between children and their peers.

Education and Care Services National Law or Regulations (R.155, 156) NQS QA 5 Element 5.1.2, 5.2.1 Relationships with Children, NQS QA 6 Element 6.1 Partnerships with Families and Communities
Related Policy: Behaviour Guidance- Bullying Policy

TYPES OF BULLYING	
VERBAL BULLYING	Teasing, threatening harm, putting someone down, and name-calling
PHYSICAL BULLYING	Hitting, poking, pinching, punching, spitting, tripping or pushing, or breaking or taking someone's possessions
SOCIAL BULLYING	Spreading rumours, lying, purposely leaving someone out, embarrassing someone in public, or playing nasty jokes
CYBER BULLYING	Using technology to purposely hurt someone by sending hurtful messages or photos

(Source: Kids Helpline, 2018: <https://kidshelpline.com.au/teens/issues/bullying>)

STEP 1: PROCEDURE WHEN A CHILD DISCLOSED ALLEGED BULLYING		
1	Listen carefully to any attempts a child may make to tell you about other children's behaviours that may indicate bullying is occurring, either to that child or another child	
2	If you feel it necessary to take notes, ask the child's permission	

3	Try to identify who is involved in the bullying and exactly what has happened/is happening	
4	Try to summarise what the child is telling you	
5	Reassure the child that it is not their fault. <i>"It's not OK for (name) to treat you like that."</i>	
6	Reassure the child that their safety and wellbeing is your (and other educators) priority and that the educators are there to help them	
7	Advise the child of what you intend to do about the situation, including that you will need to speak to the child alleged to be using bullying behaviour	
8	Avoid using terminology such as 'bully' or 'victim' when describing behaviour being displayed	
9	Maintain and respect the dignity and rights of children	

STEP 2: FOLLOWING THE DISCLOSURE

1	Talk to the alleged bully or bullies and any witnesses separately to gain as much detailed information as possible	
2	If possible, ascertain a reason from the alleged bully as to why the behaviour is taking place. Fill out as much of the <i>Bullying Incident Report</i> as possible at this stage	
3	Notify all parents involved of the allegation of bullying, ensuring the identity of children involved is not discussed (refer to <i>Confidentiality Policy</i> and <i>Code of Conduct Policy</i>)	
4	Follow the procedure below: <i>Following any suspicion of bullying</i>	

STEP 3: PROCEDURE WHEN STAFF SUSPECT POSSIBLE BULLYING

1	Closely supervise the children and use the <i>Behaviour Guidance Observation Record</i> to document any suspicions of bullying	
2	Speak to the bullied child if they have not been forthcoming with a disclosure and encourage them to tell you what has been happening	
3	Encourage the bullied child to come to you if there are further incidences and/or if they are feeling unsafe	
4	Discuss the observed behaviours with the alleged bully- how has their behaviour affected the other child? (see below)	
5	Fill out as much of the <i>Behaviour Guidance-Bullying Incident Report</i> as possible at this stage	
6	Follow the procedure below: <i>Following any suspicion of bullying</i>	

STEP 4: FOLLOWING ANY SUSPICION OF BULLYING

1	Advise the director/nominated supervisor and any educators in the child's room of the suspected bullying	

2	Schedule a meeting with involved educators and staff to discuss possible strategies to address the issue	
3	Fill out the <i>Bullying Incident Report</i> with as much detail as possible	
4	If necessary, at this stage advise the parents of the incident/s and encourage them to assist in planning strategies to prevent further incidences	
5	Adhere to <i>Privacy and Confidentiality Policy</i> and do not divulge names of other children involved in the incident to other parents/guardians	
6	Continue to closely supervise and observe the children involved, using the <i>Behaviour Guidance- Observation Record</i>	
7	Address any changes required that may become apparent from the <i>Behaviour Guidance Observation Record</i> . For example, is the environment contributing (e.g., not enough age-appropriate and stimulating experiences available)? Do the behaviours occur during times the children are bored or required to wait for a long period of time with nothing to do (e.g., transitions or waiting for lunch)? Is the alleged bully being unintentionally supported through what happens immediately after the incident (e.g., having one-on-one time with an educator, or being taken out of a group time that they don't enjoy)?	
8	DO NOT force the alleged bully and child being bullied to participate in a group meeting, as this may be extremely intimidating for the bullied child	
9	Support the bullied child in developing friendships with other children	
10	Help all children learn strategies to respond to bullying	
11	Encourage and support the child who is being bullied to contribute to discussions on actions to challenge or stop bullying behaviours	
12	Continue to observe and document	
13	Continue to communicate concerns with the director/nominated supervisor so that strategies can be implemented to effectively address bullying behaviours and developing emotional literacy. This may include involving parents/families of children who are consistently bullying other children at the Service.	

RESOURCES

Bullying. No Way! <https://bullyingnoway.gov.au/>

Kids Helpline <https://kidshelpline.com.au/teens/issues/bullying>

Raising Children Network <https://raisingchildren.net.au/preschoolers/behaviour/bullying/bullying-signs>

BEHAVIOUR GUIDANCE- BULLYING RESPONSE RESOURCES

Behaviour Guidance: Bullying Policy	The <i>Behaviour Guidance: Bullying Policy</i> provides information of how the Service promotes a safe and supportive environment, outlining clear

	guidelines and procedures to prevent and address instances of bullying, fostering a positive and inclusive atmosphere for children
Behaviour Guidance – Bullying Response Procedure	This procedure provides detailed steps for educators to respond promptly to bullying and actively support children to develop positive relationships between children and their peers
Behaviour Guidance Observation Record	This record is available to document and track specific incidents, behaviours and patterns, assisting in the development of targeted interventions and preventative measures.
Behaviour Guidance - Bullying Incident Report	Available to create a systematic record about a bullying episode, which facilitates a structured approach to investigation, intervention and prevention strategies.
Behaviour Guidance Review Form	The <i>Behaviour Guidance Review Form</i> is offered to assess and analyse reported incidents aiding in the identification of patterns, trends and the effectiveness of interventions.
Behaviour Guidance Plan	Available to provide a structured and comprehensive approach to addressing incidents of bullying, documenting guidelines, strategies and interventions to prevent, manage and respond to bullying incidents.

REVIEW OF PROCEDURE			
Date procedure created	24.11.2025	To be reviewed	November 2026
Approved by	Tracy Gill		
Procedure Review Date	Modifications/Changes		

APPENDIX: BEHAVIOUR GUIDANCE PLAN

NAME OF CHILD		DATE	
ROOM		DATE OF BIRTH	AGE

BACKGROUND INFORMATION	
BEHAVIOUR OF CONCERN	
IDENTIFIED UNDERLYING FACTORS	
IDENTIFIED TRIGGERS (known warning signs)	
ALTERNATIVE BEHAVIOURS (short term goals)	
ALTERNATIVE BEHAVIOURS (long term goals)	
RESOURCES REQUIRED TO IMPLEMENT PLAN (internal or external resources)	

METHOD OF TEACHING REPLACEMENT BEHAVIOUR*How will we teach the desired behaviour and who will teach it?*

METHOD OF TEACHING	EDUCATOR RESPONSIBLE
DIRECT INSTRUCTION	
SOCIAL SKILLS TRAINING	
ANGER MANAGEMENT	
PROVIDING CUES	
ROLE-PLAYING	
MODELING	
STRESS MANAGEMENT	
DECISION-MAKING LESSON	
MENTORING	
OTHER	

ACCOMMODATIONS AND INTERVENTIONS

What help will we give the child to help him/her succeed? It is VERY important that educator(s) follow these accommodations and/or recommendations consistently.

Accommodations to assist the child in displaying the replacement behaviour:

☐ Clear, concise directions	☐ Supervise free time
☐ Frequent positive reminders/prompts	☐ Frequent breaks / vary activities
☐ Predictable, routine schedule	☐ Educator/staff proximity
☐ Review expectations	☐ Provide appropriate choices
☐ Specifically defined limits	☐ Redirect, divert or distract
☐ Review and adjust environment	☐ Review and adjust toys / resources
☐ Provide opportunity to express emotion	☐ other: _____
☐ Communicate regularly with family	

METHOD OF MEASURING PROGRESS

How will we know if it's working or not?

- ☐ Direct Observation
- ☐ Daily behaviour sheet (If applicable)
- ☐ Weekly behaviour sheet (if applicable)
- ☐ Charting / graphing

RESPONSE FOR APPROPRIATE BEHAVIOUR

What can the child expect?

- ☐ Verbal praise and encouragement
- ☐ Immediate feedback
- ☐ Other: _____

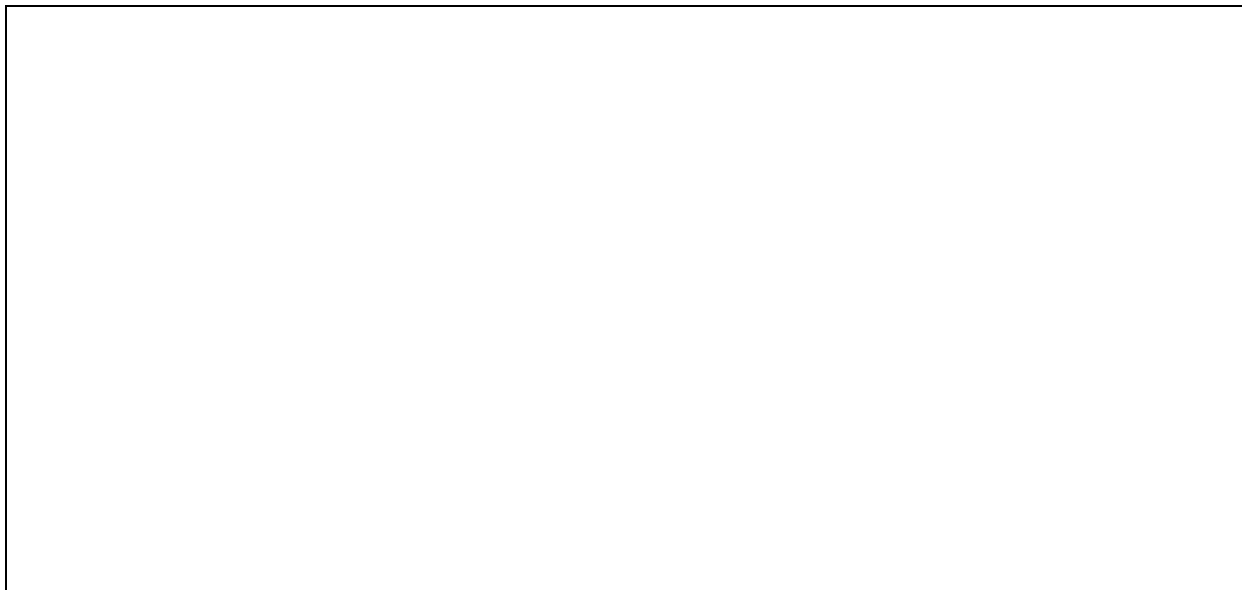
MANAGEMENT FOR INAPPROPRIATE BEHAVIOUR

What happens if the child does not respond positively to the plan?

☐ Redirect behaviour	☐ Consult family
☐ Reassess plan	☐ Consult appropriate support agencies
☐ Time with educator	☐ Other _____

Start date		End date	
1 st Review date		2 nd Review date	
Educator name		Date	
Signature			
Director Name		Date	
Director's signature			

FOLLOW UP

A large, empty rectangular box with a thin black border, intended for handwritten or typed follow-up notes. It occupies the majority of the page area below the 'FOLLOW UP' header.

APPENDIX: BEHAVIOUR GUIDANCE INCIDENT REPORT

CHILD'S FULL NAME		DATE OF BIRTH	
DATE OF INCIDENT		TIME OF INCIDENT	
NAME OF EDUCATOR			
NAME OF WITNESS			

LOCATION OF INCIDENT		
TYPE OF INCIDENT	☐ Verbal ☐ Physical ☐ Disruptive ☐ Harassment/Bullying ☐ Defiance ☐ Property Damage ☐ Aggressive ☐ Offensive Language ☐ Unsafe Behaviour towards themselves ☐ Unsafe behaviour towards others ☐ Inappropriate social skills ☐ Caused Injury ☐ Other 	
DESCRIPTION OF WHAT TRIGGERED THE INCIDENT		
DESCRIPTION OF INCIDENT		
HAS THE INCIDENT BEEN RECORDED ANYWHERE ELSE? (Incident, Injury, Trauma, Illness Record etc.)	☐ No	
	☐ Yes	Where:

STRATEGIES USED TO MANAGE BEHAVIOUR	
FURTHER ACTION TO BE TAKEN	

COMPLETED BY (Name)			
POSITION			
SIGNATURE		DATE	
NAME OF NOMINATED SUPERVISOR			
SIGNATURE		DATE	

APPENDIX: BEHAVIOUR GUIDANCE - OBSERVATION RECORD

Use this format to record in detail what happens immediately before (occurrence) and after (response) a child's inappropriate social behaviour (including bullying). This may allow you to recognise triggers for the behaviour, and unintentional condoning of the behaviour following an incident.

CHILD'S NAME		DATE		SETTING		OBSERVER	

DATE	TIME	OCCURENCE (What happens immediately before?)	BEHAVIOUR: (Record exactly what happens)	RESPONSE (What happens immediately after)

		ANALYSIS OF INCIDENTS:
		FOLLOW UP SUGGESTIONS:
		REFLECTION

BEHAVIOUR GUIDANCE REVIEW FORM

CHILD INFORMATION

FULL NAME		DATE	/ /	DATE OF BIRTH	/ /
LEAD EDUCATOR		ROOM		CURRENT AGE	

BACKGROUND INFORMATION

(How long has the child attended care, days of attendance, background of family history/culture, health considerations/issues, additional needs identified)

CHILD'S INTERESTS, SUCCESSES AND HOBBIES OBSERVED

BEHAVIOUR REVIEW QUESTIONS

QUESTIONS TO DISCUSS	COMMENTS	ACTION TO BE TAKEN
Discuss what has been observed within the EC environment. Has the parent observed these behaviours within the home environment?		
Discuss challenges within the EC setting		
What are the possible causes?		
Would developing some new skills assist?		
Is the behaviour appropriate for the child's age or developmental level?		

What is the goal? What is the child trying to communicate?		
Is the environment or the program contributing to the behaviour?		
Has there been a change that is affecting their behaviour?		
What are expectations? Are they suitable in the circumstances? Are educator interactions contributing?		
Are there triggers? What happened before? Are there times or situations when the behaviour is more likely to occur?		
Do educators need to seek assistance?		
Are all educators aware approaches developed? Are approaches used consistently?		
COMMENTS		

INCIDENT REVIEW

DATE	ACTIVITY PRIOR TO INCIDENT	IDENTIFIED TRIGGERS	REACTIONS OBSERVED

BEHAVIOUR REVIEW

BEHAVIOURS IDENTIFIED	IMPACT ON OTHERS AND ENVIRONMENT	STRATEGY IMPLEMENTED	REFLECTION

CHILD PROTECTION POLICY

Our Service is committed to providing a child safe environment where children's safety and wellbeing is supported and children feel respected, valued and encouraged to reach their full potential. Our Service embeds the [NSW Child Safe Standards](#) and promotes a culture of safety and wellbeing to minimise the risk of child abuse or harm to children whilst promoting children's sense of security and belonging. We will ensure all employees and volunteers understand the meaning, importance and benefits of providing a child safe environment and critically, understand their obligations and requirements as mandatory reporters. Our Service adheres to the Education and Care Services (Supply, Authorisation and Use of Devices) Order 2025 related to taking images or videos of children.

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 2: CHILDREN'S HEALTH AND SAFETY		
2.2	Safety	Each child is respected.
2.2.1	Supervision	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.
2.2.2	Incident and emergency management	Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practiced and implemented.
2.2.3	Child Safety and Protection	Management, educators and staff are aware of their roles and responsibilities regarding child safety, including the need to identify and respond to every child at risk of abuse or neglect

EDUCATION AND CARE SERVICES NATIONAL LAW [NSW] AND NATIONAL REGULATIONS	
S. 3A	Paramount consideration [NSW]
S. 4	How functions to be exercised
S. 5	Meaning of serious incident
S.5AA	Meaning of inappropriate conduct
S. 162A	Child protection training Offence relating to child protection training
S. 162B	Child safety training
S. 165	Offence to inadequately supervise children
S. 166	Offence to use inappropriate discipline

S.166A	Offence to subject child to inappropriate conduct
S. 167	Offence relating to protection of children from harm and hazard
S. 174	Offence to fail to notify certain information to Regulatory Authority
S. 174AA	Educators and other staff members of education and care service to notify certain information [NSW]
S. 174AB	Approved provider must notify Regulatory Authority of event under section 174AA [NSW]
S. 175	Offence relating to requirement to keep enrolment and other documents
S. 188A	False or misleading information about certain notices
S. 269B	National Early Childhood Worker Register
S. 269E	Approved provider must give information to the National Authority for the National Early Childhood Worker Register
12	Meaning of serious incident
84	Awareness of child protection law
86	Notification to parents of incident, injury, trauma and illness
87	Incident, injury, trauma and illness record
115	Premises designed to facilitate supervision
145	Staff records
149	Volunteers and students
155	Interactions with children
168	Education and care service must have policies and procedures
170	Policies and procedures to be followed
175	Prescribed information to be notified to Regulatory Authority
176	Time to notify certain information to Regulatory Authority
181	Confidentiality of records kept by approved provider

LEGISLATION

<i>Children's Guardian Act 2019</i>	<i>Children and Young Persons (Care and Protection) Act 1998 (The Care Act)</i>
<i>Child Protection (Working with Children) Act 2012</i>	<i>Crimes Act 1900</i>

RELATED POLICIES

Behaviour Guidance Policy	Recruitment Policy
Child Safe Environment Policy	Respect for Children Policy
Code of Conduct Policy	Responsible Person Policy
Dealing with Complaints Policy	Safe Use of Digital Technologies and Online
Family Communication Policy	Environments Policy
Health and Safety Policy	Social Media Policy
Interactions with Children, Family and Staff Policy	Staffing Arrangements Policy
Nappy Change and Toileting Policy	Student, Volunteer and Visitors Policy
Privacy and Confidentiality Policy	Supervision Policy
Protected Disclosures (Whistleblower) Policy	Work Health and Safety Policy

PURPOSE

All educators, staff, visitors and volunteers are committed to identifying possible risk and significant risk of harm to children and young people at the Service. We comprehend our duty of care to protect children from all types of abuse and neglect and will adhere to our moral and legislative obligations at all times. We believe that children's safety, rights, and best interests are the paramount consideration for all Service operations, decisions and functions. Our Service ensures that child safety, wellbeing and best interests take priority over all other considerations, including financial interests or other obligations of management, and are embedded in our daily practices, policies and procedures.

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

Keeping children safe: a shared responsibility.

SCOPE

This policy applies to children, families, staff, educators, management, approved provider, nominated supervisor, students, volunteers and visitors of the Service.

DEFINITIONS

For additional definitions and key terms used within this policy, refer to *Key Terms – Policies and Procedures*.

Inappropriate conduct to a child: any behaviour that a reasonable person would consider to be inappropriate in an education and care service, taking into account the child's age, development, safety, wellbeing and the context of the interaction.

Mandatory reporting is the legislative requirement for selected classes of people to report suspected child abuse and neglect to government authorities

Mandatory reporters are listed in the *Children and Young Persons (Care and Protection) Act 1998 (The Care Act)* and include people who deliver:

- Health care (e.g., registered medical practitioners, specialists, general practice nurses, midwives, occupational therapists, speech therapists, psychologists, dentists and other allied health professionals working in sole practice or in public or private health practices)
- Education (e.g., teachers, counsellors, principals)
- Children's services (e.g., childcare workers, family day carers and home-based carers).

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

Risk of Significant Harm (ROSH) refers to circumstances causing concern for the safety, welfare and wellbeing of a child or young person are present to a significant extent. This means it is sufficiently serious to warrant a response by a statutory authority irrespective of the family's consent. Mandatory reporters should report their concern to the Child Protection Helpline within 24 hours. What is significant is not minor or trivial and may reasonably be expected to produce a substantial and demonstrably adverse impact on the child's or young person's safety, welfare, or wellbeing. In the case of an unborn child, what is significant is not minor or trivial and may reasonably be expected to produce a substantial and demonstrably adverse impact on the child.

Immediate Risk of Significant Harm (IROSH) is a term used in the Mandatory Reporter Guide to tell reporters that they must report *immediately* to the Department of Communities & Justice and NSW Police.

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

- Firsthand observation of the child or family
- What the child, parent or other person has disclosed
- What can reasonably be indirect based on observation, professional training and/ or experience

WHAT IS CHILD ABUSE?

The World Health Organisation ([WHO], 2006, p. 9) defines child abuse and neglect as:

“All forms of physical and/or emotional ill-treatment, sexual abuse, neglect or negligent treatment or commercial or other exploitation, resulting in actual or potential harm to the child’s health, survival, development or dignity in the context of a relationship of responsibility, trust or power.” (Australian Government, Australian Institute of Family Studies)

Child abuse is any action towards a child or young person that harms or puts at risk their physical, psychological or emotional health or development. Child abuse can be a single incident or can be a number of different incidents that take place over time. NSW Communities and Justice identify different forms of child abuse which include- neglect, sexual, physical and emotional abuse or psychological harm.

TYPES OF ABUSE AND NEGLECT

The NSW Government- Department of Communities and Justice (DCJ) identifies the following types of abuse and neglect:

- neglect
- sexual abuse
- physical abuse

- emotional abuse or psychological harm
- circumcision, including female circumcision
- domestic and family violence
- forced marriage and underage forced marriage

There are common physical and behavioural signs that may indicate abuse or neglect. The presence of one of these signs does not necessarily mean abuse or neglect. Behavioural or physical signs which assist in recognising harm to children are known as indicators.

One indicator on its own may not imply abuse or neglect. However, a single indicator can be as important as the presence of several indicators. Each indicator needs to be deliberated in the perspective of other indicators and the child's circumstances. A child's behaviour is likely to be affected if he/she is under stress. There can be many causes of stress and it is important to find out specifically what is causing the stress. Abuse and neglect can be single incidents or ongoing and may be intentional or unintentional.

The DCJ provides further definitions and indicators for [Recognising Child Abuse](#).

WORKING WITH CHILDREN CHECK

All people working or volunteering with children in New South Wales must, by law, have a valid Working with Children Check (WWCC). Our Service ensures that no person is permitted to commence work or volunteer in any capacity unless they hold a valid WWCC check and the approved provider has verified the WWCC check. The [Office of the Children's Guardian](#) provides checks of workers and volunteers to organisations, contributing to creating safe environments for children and other vulnerable people.

A WWCC Check is an assessment of whether a person poses an unacceptable risk to children. As part of the process, the Office of the Children's Guardian will check an applicant's national criminal history and any findings of misconduct by a relevant entity. Working with Children Checks are valid for five years.

Please note: a National Police Check is an additional screening measure to complement the legislated WWCC and produces a record of criminal history. This is a broader overview of an individual's criminal history, including offenses not related to children. Child safe recruitment processes in NSW recommend this check is requested prior to engagement of staff and educators.

Cleared applicants are subject to ongoing monitoring and relevant new records may lead to the clearance being revoked. If new information about a person means they pose a risk to children's safety, that person's check will be re-assessed and, they will be immediately prohibited from working with children, in accordance with directions from the Office of the Children's Guardian.

The Office of the Children's Guardian will inform both the person affected and any organisations they're linked to about the change in status. Staff, volunteers and students must notify the approved provider within 72 hours of the event, or within 24 hours of becoming aware of the event, of any changes to their WWCC status, changes to their teacher registration or fit and proper status. This notification must be in writing. The approved provider must notify the NSW Early Learning Commission (regulatory authority) within 24 hours of becoming aware of the event, of becoming aware of changes to a staff/educator WWCC status including negative notices or changes to teacher accreditation or registration.

[The National Continuous Checking Capability (NCCC) to monitor the criminal history of WWCC holders across Australia.

CHILDSTORY REPORTER COMMUNITY

If a child is at immediate risk and police or medical assistance is required, educators/staff must contact emergency services immediately on 000.

The [Child Story Reporter Community](#) is available for staff and educators when responding to and reporting risk of abuse and neglect. Mandatory reporters in NSW should use the online [Mandatory Reporter Guide](#) (MRG) if they have concerns that a child or young person is at risk of being neglected or physically, sexually or emotionally abused. The MRG assists in providing mandatory reporters with the most appropriate reporting decision.

The MRG supports mandatory reporters to:

- determine whether a report to the Child Protection Helpline is needed for concerns about possible abuse or neglect of a child (including unborn) or young person
- identify alternative ways to support vulnerable children, young people and their families where a mandatory reporter's response is better served outside the statutory child protection system

It is recommended that mandatory reporters complete the MRG on each occasion they have risk concerns, regardless of their level of experience or expertise. Each circumstance is different, and every child and young person is unique. Our Service will ensure all educators and staff have access to the MRG and reporting decision tree via Service-supplied electronic devices.

Our Service will develop and maintain a *Child Protection Concerns Register* for recording child protection concerns. The register will include information to record all concerns, disclosures, or suspicions of child abuse or neglect. The register ensures concerns are documented, monitored, and followed up in line with National Law, NSW Regulations, and child protection legislation. The register is kept confidential, stored securely, and accessible only to authorised personnel.

IMPLEMENTATION

Our Service strongly opposes any type of abuse against a child and endorses high quality practices in relation to protecting children. Educators have an important role to support children and young people and to identify concerns that may jeopardise their safety, welfare, or wellbeing including:

- a duty of care to ensure that reasonable steps are taken to prevent harm to children
- obligations are met under child protection legislation
- obligations are met under work, health and safety legislation.

Our Service promotes a culture of child safety and wellbeing within the Service. All staff, including the approved provider, nominated supervisors, educators, volunteers and students will be required to complete mandatory. This applies to any person working in the Service whether or not they work directly with children.

The approved provider will ensure each nominated supervisor and each person in day-to-day charge of the Service has:

- successfully completed approved child protection training
- provides evidence of the successful completion of approved child protection training
- is aware of current child protection law
- understands how to apply child protection law within our Service
- is aware of their obligations such as the responsibilities of a mandatory reporter.

This will be expanded in 2026 to include: all staff members, students and volunteers.

The approved provider will need to ensure prescribed child protection training is completed within the timeframes prescribed in the National Regulations.

The approved provider will ensure educators, staff and volunteers and students who work with children have been advised of:

- the existence and application of the current child protection law
- any obligations that they have under the law

All staff, educators, volunteers and students will be provided with refresher child protection awareness training (**annually**) to ensure they remain up-to-date with knowledge of child protection law including their obligations as mandatory reporters. Staff, educators, students and volunteers must demonstrate an understanding of the role of mandatory reporter, including when a report must be made and how to make a report.

MAKING A REPORT/NOTIFICATIONS

THE APPROVED PROVIDER/ NOMINATED SUPERVISOR WILL:

Dial **000** if a child is at immediate risk and Police or medical assistance is required

- follow the [NSW Early Learning Commission Reporting Guide](#)
- report all instances (alleged or witnessed) of child abuse, including assault or sexual abuse (including grooming) to NSW Police
- notify the Department of Communities and Justice (DCJ) if a child is at risk of significant harm to the Child Protection Helpline 132111 or make online eReport through [ChildStory Reporter website](#) within 24 hours
- notify the NSW Early Learning Commission through the [NQA-ITS](#) (within 24 hours) of
 - any incident or allegation where it is reasonably believed that physical and/or sexual abuse of a child has occurred or is occurring while the child is being educated and cared for by the Service
 - of any complaints alleging that a serious incident has occurred or is occurring at the Service
 - of a serious incident, which may include:
 - physical or sexual abuse where emergency services attended the Service or

- where a child appears to have been involved in a sexual offence or sexual misconduct
 - of any circumstances that may affect an educator or staff member's WWCC or fit and proper status, including changes to teacher accreditation or registration (if applicable) within 24 hours of becoming aware of the event
 - any sexual offence or sexual misconduct committed by an employee, volunteer or student
- ensure documentation is completed to assist in making reports to relevant authorities including an incident, injury, trauma and illness record
- comply with legislation for Reportable Conduct Scheme and ensure the Office of the Children's Guardian is notified within 7 business days of becoming aware of any allegations and/or convictions of abuse or neglect of a child made against an employee or volunteer and ensure they are investigated, and appropriate action taken. (see Reportable Conduct Scheme section)
- notify the NSW Early Learning Commission through the NQA-ITS, NSW Department of Communities and Justice (DCJ), NSW Office of the Children's Guardian (OCG) and NSW Police of any allegation (observed or suspected or disclosures) that a staff member or volunteer is engaging or has engaged in inappropriate conduct to a child within 24 hours
- develop a 24-hour reporting procedure to ensure that any report made to the approved provider or nominated supervisor, which is deemed notifiable to the regulatory authority, is submitted within the required 24-hour timeframe, including when incidents occur, or are reported, outside of operational hours (e.g. weekends or public holidays).

EDUCATORS WILL:

- contact the police on **000** if there is an immediate danger to a child and intervene if it is safe to do so
- respect what a child discloses, taking it seriously and follow up on their concerns through the appropriate channels
- report all incidents, allegations and complaints relating to child safety to the approved provider
- report all instances (alleged or witnessed) of child abuse, including assault or sexual abuse (including grooming) to NSW Police
- follow the [NSW Early Learning Commission Reporting Guide](#)
- comprehend their mandatory reporting obligations and responsibilities to report suspected risk or significant risk of harm to the NSW Department of Communities and Justice (Child Protection Helpline) 132111 or make online eReport through [ChildStory Reporter website](#) within 24 hours

- prepare accurate records recording exactly what happened, conversations that took place and what was observed to pass on to the relevant authorities to assist with any investigation
- NOT investigate suspicion of abuse or neglect but collect only enough information to substantiate concerns and pass on to the Child Protection Helpline or appropriate authority
- understand that allegations of abuse or suspected abuse against them are treated in the same way as allegations of abuse against other people
- identify and report any concerns and allegations of reportable conduct involving a staff member, volunteer or contractor to the approved provider -(reports may be made to the NSW Office of the Children’s Guardian if they are concerned the approved provider has not fulfilled their reporting duty, as part of mandatory requirements under the Reportable Conduct Scheme)
- identify and report any concerns and allegations of inappropriate conduct (observed or suspected or disclosures) by other staff members, volunteers or students to the approved provider within 24 hours
- refer families to appropriate agencies where concerns of harm do not meet the threshold of significant harm. These services may be located through CWU (Child Wellbeing Units) or/and FRS ([Family Referral Services](#)). Family consent will be sought before making referrals.

CONFIDENTIALITY

It is important that any notification remains confidential, as it is vitally important to remember that no confirmation of any allegation can be made until the matter is investigated. The individual who makes the notification should not inform the suspected perpetrator (if known) nor attempt to investigate any allegation themselves. This ensures the matter can be investigated without contamination of evidence or pre-rehearsed statements by the appropriate authorities. It also minimises the risk of retaliation on the child for disclosing.

PROTECTION FOR REPORTERS

All reporters are protected against retribution for making or proposing to make a report under amendments to the Children and Young Persons (Care and Protection) Act 1998 effective 1 March 2020. The identity of the reporter is protected by law from being disclosed, except in certain exceptional circumstances. Provided the report is made in good faith:

- The report will not breach standards of professional conduct
- The report cannot lead to defamation and civil and criminal liability
- The report is not admissible in any proceedings as evidence against the person who made the report

- A person cannot be compelled by a court to provide the report or disclose its contents
- The identity of the person making the report is protected.

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

Additional protections apply under the Education and Care Services National Law (Amendment Bill 2025 [NSW]). It is an offence to take or threaten any detrimental action, such as intimidation, bullying, discrimination, or adverse treatment, against a person who has made or may make a protected disclosure. These protections are outlined within our *Protected Disclosures (Whistleblower) Policy*, which supports and protects individuals who report concerns in good faith about child safety, breaches of the National Law, or Service operations.

SHARING OF INFORMATION

Chapter 16A of the [NSW Children and Young Person \(Care and Protection\) Act 1998](#) provides for the exchange of information and cooperation between prescribed bodies, if the information relates to the safety, welfare or wellbeing of a child or young person.

Sharing personal information about children and their families must be lawful, which means either gaining consent or working within relevant legislation. Information sharing by consent, where possible, is important to meaningful work with families to facilitate change. Consent may be obtained verbally or in writing; however, you should not seek consent if doing so might compromise the safety of a child or any other person.

Information can only be shared between prescribed bodies. Prescribed bodies or organisations include:

- NSW Police
- public service agencies or public authorities
- private and public schools, and TAFE establishments
- health care providers
- OSHC providers
- organisations that have direct responsibility for, or direct supervision of, the provision of health care, welfare, education, children's services, residential services or law enforcement, wholly or partly to children or their parent/s.

To provide or request information it must relate to the safety, welfare or wellbeing of a particular child or class of children. The information must be for the purposes of assisting a prescribed body to:

- make any decision, assessment or plan or to initiate or conduct any investigation, or to provide any service, relating to the safety and welfare of the child or class of children, or
- manage any risk to the child or class of children that might arise in the prescribed body's capacity as an employer or designated agency.

THE APPROVED PROVIDER, MANAGEMENT AND NOMINATED SUPERVISOR WILL ENSURE:

- that obligations under the Education and Care Services National Law [NSW] and National Regulations [NSW] are met and child's safety and wellbeing are prioritised at all times
- educators, staff, students and volunteers have knowledge of and adhere to this policy and associated procedure and are advised on how and where the policy can be accessed
- all staff are aware of and have access to the [NSW Early Learning Commission Reporting Guide](#), the Reporting Guide will be displayed in a prominent location within the **Staff Room** and provided to new staff, students and volunteers during induction
- families are aware of this *Child Protection Policy* and procedure and are advised on how and where the policy can be accessed
- all children being educated and care for by the Service are adequately supervised (Sec. 165)
- they do not subject a child to inappropriate conduct and ensure that no child being educated and cared for by the Service is subjected to inappropriate conduct by any staff member, educator or volunteer
- any allegations, concerns or suspicions of inappropriate conduct are investigated and reported to the regulatory authority in accordance with the *Management of Inappropriate Conduct Procedure*
- staff, educators, volunteers, students and visitors have knowledge of and adhere to the [Education and Care Services \(Supply, Authorisation and Use of Devices\) Order 2025](#) and not use, or have access to, any personal electronic devices, including mobile phones or smart watches used to take images or videos when educating and caring for children at the Service
- staff and educators only use electronic devices supplied by the Service for taking images or videos of children enrolled at the Service
- that the premises, including toilets and nappy change facilities are designed and maintained to facilitate clear supervision of children whilst maintaining their rights and dignity

- students, volunteers and/or visitors are never left alone with a child whilst at the Service under any circumstance
- educators and staff are provided with training and ongoing supervision to promote a child safe culture and ensure they understand that *child safety is everyone's responsibility*, and they adhere to the NSW Child Safe Standards
- any nominated supervisor and responsible person in day-to-day charge of the Service has successfully completed a course in child protection approved by the regulatory authority
- all training completed by staff, students, volunteers and persons with management or control is recorded on the *Training Register*
- a thorough recruitment process is implemented to employ people who are committed to children's safety and ensure their views align with the Service's Code of Conduct, Statement of Philosophy and child safety policies and procedures (see *Recruitment Policy*)
- the recruitment process includes pre-employment screening and reference checks
- all prospective applicants are required to complete a prohibition notice declaration to acknowledge they do not hold any prohibition notices or negative notices that would prevent them from working with children
- the Service registers with Office of the Children's Guardian and validates all staff, educator, volunteers and students Working with Children Checks (WWCC) in accordance with the *Child Protection (Working with Children) Act 2012* BEFORE the person begins working or interacting with children
- a record is kept and updated of the number of each WWCC number and expiry date and staff and educators are reminded to renew their WWCC prior to expiry
- staff, student and volunteer records are maintained as per the *Record Keeping and Retention Policy* and entered into the National Early Childhood Worker Register
- staff, volunteers and students notify the approved provider, in writing, within 72 hours of any changes to their WWCC status, or within 24 hours of becoming aware of the event, changes to their teacher registration or fit and proper status (including show cause notice, suspension notice, supervision notice, disciplinary notices/orders or prohibition notices)
- a *Child Protection Risk Assessment* is completed and reviewed annually
- a *Child Protection Concerns Register* is completed to record child protection concerns
- a range of strategies are used to provide effective supervision, including using attendance records to ensure children are accounted for (head counts)
- to cooperate with the regulatory authority and comply with any directions or orders issued by the regulatory authority regarding a show cause, suspension or supervision notice provided to a

student, volunteer or visitor, including removing the person from engagement with children immediately

- registration for the Service is completed for eReporting through the *ChildStory Reporting Community*
- to emphasise child safety throughout the Service with regular discussions at team meetings and with children and families (NQF Safe Culture Guide (2025))
- to regularly check if staff understand child safety policies and procedures via quizzes/surveys (NQF Safe Culture Guide 2025)
- educators are provided with a reporting procedure and professional standards to safeguard children and protect the integrity of educators, staff and volunteers
- records of abuse or suspected abuse are kept in line with our *Privacy and Confidentiality Policy*
- records relating to child sexual abuse that has or is alleged to have occurred are kept for at least 45 years
- our complaint handling processes are child-focused providing support and guidance for children to know who to talk to if they are feeling unsafe (*See Dealing with Complaints Policy*)
- following any critical incident, children, staff and families are provided with access to support they may need- counselling, debriefing, access to community services
- critical reflection on the incident is conducted with staff and educators to inform required changes to policy, procedures, practices (including supervision) and risk assessments.

All employees, volunteers and students are:

- provided with a copy of the current *Child Protection, Child Safe Environment, Code of Conduct and Safe Use of Digital Technologies and Online Environments Policies*
- required to participate in a comprehensive induction and orientation program, including an understanding of child protection law
- provided with access to all relevant legislations, regulations, standards and other resources to help meet their mandatory reporting obligations
- supported to foster a child safe culture within the Service by complying with the NSW Child Safe Standards
- provided with support to adhere to a zero-tolerance stance against child abuse

- required to complete online training to understand the child protection reporting process and use of the [Mandatory Reporter Guide \(MRG\)](#), including when and how to submit a child protection report
- required to complete mandatory child safety training on how to identify, understand, report, and respond to child maltreatment, abuse and harm
- provided with current information and reporting procedures for the Reportable Conduct Scheme (Office of Children's Guardian)
- aware of their mandatory reporting obligations and responsibilities
- aware that neglecting to report child protection concerns may be deemed a criminal offence under the Crimes Act 1900
- provided with regular training and resources about the different ways children may express concerns, distress and disclose harm as well as the process for responding to disclosures from children- including a complaint that alleges a child is exhibiting sexual behaviours that may be harmful to the child or another child (ACECQA 2023)
- provided with regular training and resources about trauma-informed care, effective supervision and monitoring, appropriate and inappropriate discipline and online abuse
- required to participate in regular performance reviews
- aware of appropriate positive and consistent approaches to guide behaviour and ensure no child is subjected to any form of corporal punishment or discipline that is unreasonable in the circumstances (Sec. 166)
- aware that it is an offence to subject a child to inappropriate conduct which includes behaviour that is inconsistent with professional standards; is likely to cause emotional, psychological or physical harm to children or has violent or sexual connotations
- aware that if they observe, suspect or receive any allegations or disclosures that a staff member, or volunteer is engaging or has engaged in inappropriate conduct, they must notify the NSW Early Learning Commission, approved provider and nominated supervisor within 24 hours
- aware of our Service policy and associated procedures for the Safe use of Digital Technologies and Online Environments.

EDUCATORS AND STAFF WILL:

- adhere to the Service's policies and procedures
- promote the welfare, safety, and wellbeing of children at the Service by creating and maintaining child safe environment and adhere to the [NSW Child Safe Standards](#)

- foster a culture of openness, respect and cultural safety where children and young people feel safe to disclose risk of harm to children or report abuse
- participate in a comprehensive induction and orientation program that includes an understanding of child protection law and their obligations
- provide valid Working with Children Check (WWCC) details during their employment and engagement at the Service
- advise the approved provider of any circumstances that may affect their WWCC or fit and proper status, including changes to teacher accreditation or registration (if applicable), in writing, within 72 hours of the event or within 24 hours of becoming aware of the event
- not use, or have access to, any personal electronic devices, including mobile phones or smart watches used to take images or video of children at the Service
- participate in mandatory national child safety training on how to identify, understand, report, and respond to child maltreatment, abuse and harm (from February 2026)
- implement consistent, appropriate interactions with children
- ensure no child is subjected to inappropriate conduct or discipline
- understand their legal responsibilities to report any allegations or disclosures that a staff member or volunteer is engaging or has engaged in inappropriate conduct to notify the NSW Early Learning Commission and nominated supervisor within 24 hours
- allow children to be part of decision-making processes where appropriate
- provide ongoing monitoring and follow-up for children's health and wellbeing.

STUDENTS/ VOLUNTEERS/ VISITORS WILL:

- adhere to the Service's policies and procedures
- participate in a comprehensive induction and orientation program, including an understanding of child protection law
- provide a child safe environment for all children
- follow the [*NSW Early Learning Commission Reporting Guide*](#)
- ensure no child is subjected to inappropriate conduct or discipline
- provide valid Working with Children Check (WWCC) details during their engagement at the Service
- advise the approved provider of any circumstances that may affect their WWCC or fit and proper status, including changes to teacher accreditation or registration (if applicable), in writing, within 72 hours of the event or within 24 hours of becoming aware of the event
- promote the welfare, safety, and wellbeing of children at the Service, fostering a child safe culture
- participate in mandatory national child safety training

- not use, or have access to, any personal electronic devices, including mobile phones or smart watches used to take images or video of children at the Service
- report any concern or suspicion that a child is at risk of abuse, harm, neglect or ill-treatment to the approved provider or nominated supervisor as soon as possible
- report all instances (alleged or witnessed) of child abuse, including assault or sexual abuse (including grooming) or inappropriate conduct by a staff member or other volunteer to NSW Police and the approved provider or nominated supervisor within 24 hours
- identify and report any concerns around staff, educator or volunteer behaviour or inappropriate conduct to management/approved provider of the Service as soon as practicable but within 24 hours
- allow children to be part of decision-making processes where appropriate.

DOCUMENTING A DISCLOSURE

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

WHEN RECEIVING A DISCLOSURE OF HARM, THE PERSON RECEIVING THE DISCLOSURE WILL:

- give the child or young person their full attention
- remain calm and find a place to talk where you can give the child your full attention (ask child or young person if you can move to a place where you can hear them properly)
- not make promises that can't be kept. For example, never promise that you will not tell anyone else.
- honestly tell the child or young person what you plan to do next
- tell the child/person they have done the right thing in revealing the information and that you will need inform someone who can help keep the child safe
- only ask enough questions to confirm the need to report the matter because probing questions could cause distress, confusion and interfere with any later enquiries
- let the child or young person take his or her time
- let the child or young person use his or her own words

- tell the child or young person that the abuse or maltreatment is not their fault
- support culturally and linguistically diverse children and children with additional needs to express themselves in the child's preferred way of communicating (NQF Safe Culture Guide)
- not attempt to conduct their own investigation or mediate an outcome between the parties involved
- not confront the perpetrator
- document as soon as possible so the details are accurately captured including:
 - time, date and place of the disclosure
 - 'word for word' what happened and what was said, including anything they (the staff member/educator) said and any actions that have been taken
 - date of report and signature.

Source: *Responding to children and young people's disclosures of abuse* (2025). Australian Institute of Family Studies

BREACH OF CHILD PROTECTION POLICY

A breach is any action or inaction by any individual within the Service, including children and young people, that fails to comply with any part of the policy. All educators, students, volunteers and staff working with children are mandatory reporters under the *Crimes Act 1900* and have a duty of care to support and protect children. The rights and best interests of children are paramount and breaches will be treated as serious.

Any allegations of criminal offences against children must be reported to the Police immediately. Failure to report child sexual abuse to the police is a criminal offence. Any person who reports a breach or concern in good faith, will be protected against retaliation under the *Protected Disclosures (Whistle Blower) Policy*.

All breaches will be recorded, and outcomes documented, in accordance with record-keeping requirements. A breach may include (but is not limited to):

- failure to report suspected child abuse, neglect, or risk of harm
- engaging in or failing to prevent inappropriate conduct or inappropriate discipline to a child
- breaching confidentiality about a child protection matter
- failing to maintain a valid Working with Children Check (WWCC)
- not following the Service's Code of Conduct, supervision or reporting procedures
- any action or inaction that places a child at risk of harm.

MANAGING A BREACH IN CHILD PROTECTION POLICY

Management will investigate any breaches to this policy in a fair, unbiased and supportive manner by:

- liaising with the Department of Communities and Justice (DCJ), NSW Police and Office of Children's Guardian for appropriate processes to ensure chain of evidence is not destroyed or compromised
- not undertaking and investigating the allegation whilst the Child Protection, Police or Office of Children's Guardian are conducting an investigation
- following directions from the DCJ and NSW Police that may include removal of the educator or staff member (who is the subject of allegations) **immediately** from a role with contact with children or young people until authorities conclude their investigation
- displaying the Service's compliance history and any compliance actions that are the subject of review by the regulatory authority for families to view.

Management may undertake an investigation if Child Protection or the Police are **not** conducting their own investigation or if their action has concluded. Management will:

- give the educator, staff member, student or volunteer the opportunity to provide their version of events
- document the details of the breach, including the versions of all parties
- record the outcome clearly and without bias
- ensure the matters in relation to the breach are kept confidential
- reach a decision based on discussion and consideration of all evidence.

OUTCOME OF A BREACH IN CHILD PROTECTION POLICY

Staff members or educators who fail to adhere to this policy may be in breach of their terms of employment. Visitors or volunteers who fail to comply to this policy may face termination of their engagement. Depending on the nature of the breach outcomes may include:

- disciplinary procedures, including dismissal of employment, if required
- emphasising the relevant element of the child protection policy and procedure not followed
- providing closer supervision
- providing further education and training
- providing mediation between those involved in the incident (where appropriate)
- reviewing current policies and procedures and developing new policies and procedures if necessary

- external regulatory action- including compliance history, fines, suspension of rating or Service closure.

REPORTABLE CONDUCT SCHEME-ALLEGATIONS AGAINST EMPLOYEES, VOLUNTEERS or STUDENTS (or contractors)

Report to 000 if you have immediate concerns for a child's safety.

The approved provider has the legislative obligation under the *Reportable Conduct Scheme* to notify the *Office of the Children's Guardian* (OCG) of reportable allegations and convictions against their employees (including volunteers and contractors), investigate the allegation with procedural fairness and advise the Office of the outcome.

All educators and staff members have an obligation to report relevant allegations of a child protection nature as part of the Reportable Conduct Scheme to the approved provider (reports may be made to the NSW Office of the Children's Guardian if they are concerned the approved provider has not fulfilled their reporting duty). This reportable conduct may have occurred either within work hours or outside work hours. A child is anyone under the age of 18 at the time of the alleged conduct occurred.

In addition, the approved provider must take appropriate action to prevent reportable conduct by employees. The *Children's Guardian Act 2019*, effective 1 March 2020, defines the head of an organisation as a 'relevant entity'. An approved education and care service is listed at Schedule 1 of the Act as an 'entity'.

The approved provider must notify the OCG within seven (7) business days and conduct an investigation into the allegations. [7-day notification form](#) Reportable Conduct Directorate: (02) 8219 3800. (Monday – Friday). A final report of the investigation must be ready to submit within 30 calendar days or provide information about the progress of the investigation to the OCG [30 Day interim report form](#).

The approved provider must send a report to the OCG that enables the OCG to determine whether the investigation was completed satisfactorily and whether appropriate action was or can be taken.

The approved provider must ensure an appropriate level of confidentiality of information relating to the reportable allegations as per the Act or other legislation. The heads of relevant entities have obligations under section 57 of the Act to disclose 'relevant information' to the following persons unless they are satisfied that the disclosure is not in the public interest:

- a child to whom the information relates
- a parent of the child
- if the child is in out-of-home care- an authorised carer that provides out-of-home care to the child.

[See: [Office of the Children's Guardian](#) for further information.]

The Children's Guardian will monitor the entity's response and may conduct their own investigation. The Children's Guardian Act 2019 defines reportable conduct as:

- a sexual offence has been committed against, with or in the presence of a child
- sexual misconduct with, towards or in the presence of a child
- ill-treatment of a child
- neglect of a child
- an assault against a child
- an offence under S.43B (failure to protect) or S.316A (failure to report) of the Crimes Act 1900; *and*
- behaviour that causes significant emotional or psychological harm to the child

Employees are aware mandatory reporting procedures including notification to the Child Protection Helpline operate alongside, and does not replace, the Report Conduct Scheme.

EDUCATING CHILDREN ABOUT PROTECTIVE BEHAVIOUR

Our program will educate and support children to learn about their rights and encourage them to express their views and feelings. Children will learn:

- about acceptable and unacceptable behaviour in both physical and online environments
- about what is appropriate and inappropriate contact at an age-appropriate level and understanding

- about body safety, using correct names of private body parts to help recognise inappropriate touches and respect for personal space
- about their right to feel safe at all times
- to say 'no' to anything that makes them feel unsafe or uncomfortable
- about how to use their own knowledge and understanding to feel safe
- to identify feelings that they do not feel safe
- help them identify trusted educators, adults and friends
- the difference between 'good' and 'bad' secrets
- that there is no secret or story that cannot be shared with someone they trust
- that educators are available for them if they have any concerns
- to tell educators of any suspicious activities or people
- to recognise and express their feelings verbally and non-verbally
- that they can choose to change the way they are feeling.

RESOURCES FOR INDICATORS OF ABUSE OR NEGLECT

[Child Safe Organisations](#)

[Kids Helpline](#)

[Lifeline](#)

NAPCAN- [Prevent Child Abuse & Neglect](#)

NSW Department of Education- [Child safety](#)

NSW Health [Fact Sheets](#) regarding sharing of information relating to Child Protection with other professionals.

NSW Government Communities and Justice [ChildStory Reporter Community](#)

Office of the Children's Guardian [Child Safe Standards training and resources](#)

Raising children. [Safeguarding children and child sexual abuse.](#)

CONTINUOUS IMPROVEMENT/REFLECTION

Our *Child Protection Policy* will be reviewed on an annual basis or earlier if there are changes to legislation, ACECQA guidance or any incident related to our policy. Feedback will be requested from

children, families, staff, educators and management and notification of any change to policies will be made to families within 14 days. Our policy, procedures and practices will be critically examined to ensure ongoing improvement to maintain and foster a child safe environment and child safe culture within our Service.

- RELATED RESOURCES

Child Protection Educational Program Risk Assessment	Child Protection Risk Assessment
Child Protection MRG Support Guide NSW	Inappropriate Conduct Risk Assessment
Child Protection Notification Record	Management of Inappropriate Conduct Procedure
Child Protection Report Form	Training Register
Child Protection Concerns Register	

SOURCES

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REVIEW

POLICY REVIEWED BY	Tracy Gill	Nominated Supervisor	10/03/2026
POLICY REVIEWED	FEBRUARY 2026	NEXT REVIEW DATE	AUGUST 2026
VERSION NUMBER	V3		
MODIFICATIONS	FEBRUARY - edited WWCC information to remove National Police Check and changed to 'monitoring national criminal history' - requirement to maintain awareness of child protection law added as per ELC requirements - updated National Regulations applicable to NSW only JANUARY - Further edits to strengthen child safety requirements - Mandatory Child Safety Training added - updated policy to include amendments to Children (Education and Care Services) National Law (NSW) - included additional points to strengthen child safe practices - added Ministerial directions- Education and Care Services (Supply, Authorisation and Use of Digital Devices) Order 2025		
POLICY REVIEWED	PREVIOUS MODIFICATIONS	NEXT REVIEW DATE	

CHILD PROTECTION NOTIFICATION PROCEDURE

Our Service is committed to providing a child safe environment where children's safety and wellbeing is supported and children feel respected, valued and encouraged to reach their full potential. We will ensure all employees and volunteers understand the meaning, importance and benefits of providing a child safe environment and critically, understand their obligations and requirements as mandatory reporters.

The approved provider, staff, educators, volunteers and students will be required to complete mandatory [National Child Safety Training for the Early Childhood Education and Care Sector](#) (effective February 2026). All educators will attend approved child protection training certified by a registered training organisation (in force in 2026). Educators, staff and volunteers will continue to maintain current knowledge of child protection and mandatory reporter requirements by completing refresher training annually

Working in conjunction with the *Child Protection Policy*, this procedure has been developed to ensure all employees and volunteers understand their obligations and requirements as mandatory reporters and what to do when making a notification. All child protection concerns, including suspected abuse, neglect or inappropriate conduct will be identified, documented and notified promptly to protect children from harm.

Education and Care Services National Law and National Regulations (S.2A, 162A, 165, 166, 166A, 167, 174-175. R. 84, 86, 87, 145, 149, 155, 168, 170, 175, 176) NQS QA 2: Element 2.2.1 2.2.2 and 2.2.3 *Child Safety/Child Protection*
Related Policy: *Child Protection Policy*

In an emergency or life-threatening situation, educators should contact 000 regarding urgent concerns relating to immediate danger to a child's health or safety.

CHILD PROTECTION PROCEDURE		
1	The approved provider, nominated supervisor and educators will review the Service's <i>Child Protection Policy</i> annually to ensure awareness of child protection practices	
2	The approved provider, nominated supervisor, staff and educators will ensure children's safety, rights and best interests are the paramount consideration for all Service operations, decisions and functions, including all decisions relating to child protection and mandatory reporting obligations	

3	The approved provider, nominated supervisor, educators, staff, volunteers and students are to make a report to the relevant child protection agency or department when they have current concerns about the safety, welfare and wellbeing of a child who has experienced harm or is at risk of harm or at risk of significant harm, or when they have a concern about inappropriate conduct by any person at the service (see state/territory information below)	
4	It is important for the person making the report to remain sensitive to the practices of culturally diverse (including indigenous) families; however, the <i>Child Protection Policy</i> must be adhered to. The processes and procedures within the policy attempt to allow for the individual differences of families.	
5	Educators are to keep up-to-date developmental records on all children. Records are a significant part of a child or young person's time in care and contribute to their life story	
6	The approved provider and nominated supervisor will ensure all staff, educators, volunteers and students complete mandatory child protection training within the prescribed timeframe	
7	The approved provider and nominated supervisor will ensure staff, educators, students and volunteers are able to demonstrate an understanding of the role of mandatory reporter, including when a report must be made and how to make a report	
8	The approved provider and nominated supervisor will ensure child protection concerns, disclosures or suspicions of child abuse or neglect are recorded on a <i>Child Protection Concerns Register</i>	
9	The approved provider and nominated supervisor will ensure a <i>Child Protection Risk Assessment</i> is conducted annually and reviewed following an incident involving child safety and wellbeing, including an assessment for areas of improvement	
10	Records of abuse or suspected abuse are kept in line with our <i>Privacy and Confidentiality Policy</i> . Records relating to child sexual abuse that has or is alleged to have occurred are kept for at least 45 years.	
11	Educators will understand that allegations of abuse or suspected abuse against them are treated in the same way as allegations of abuse against other people	
12	The approved provider and nominated supervisor will ensure a safe and confidential process for reporting wrongdoing, misconduct, or any matter that may risk the safety, welfare, or wellbeing of children within the Service through the <i>Protected Disclosure (Whistleblower) Policy</i> . This process supports a culture of integrity and accountability	

GATHER APPROPRIATE INFORMATION

1	Whenever a case of child abuse, neglect or inappropriate conduct is suspected (due to either an act, or an omission), it is imperative to document any observations and communication undertaken with the child and/or parent/carer. When a mandatory reporter has concerns	

	about the safety, welfare or wellbeing of a child or young person, they are to refer to our Service's <i>Child Protection Policy</i> and relevant state/territory guides and information	
2	The person making the report is to use the <i>Child Protection Observation Record</i> to record all signs, suspicions, or concerns. When completing the observation record, ensure all essential details are gathered including- • child or young person's details (name, address, DOB, details of siblings etc.) • incident details (date, type of risk, person's causing or contributing to harm) • impact of the incident on the child or young person • network of support around the child or young person • cultural background (Aboriginal/Torres Strait Islander) <i>[The Childcare Centre Desktop's Child Protection Observation Record and Child Protection Report Form is optional. It's designed to help you provide evidence when making a Child Protection Report.]</i>	
3	Mandatory reporters are required by law to report suspected child abuse and/or neglect to Child Protection Services. To make a report to relevant child protection agency or department, a person needs to have current concerns about the safety, welfare and wellbeing of a child for any of the following reasons • basic physical or psychological needs of the child or young person are not being met (neglect) • the parents or caregivers have not arranged necessary medical care for the child or young person • the parents or caregivers have not arranged for the child or young person to receive an education • the risk of physical or sexual abuse or ill-treatment • parent or caregiver's behaviour towards the child causes or risks serious psychological harm (emotional abuse) • child was subject in a prenatal report, and the birth mother did not engage successfully with support services. To report concerns that are life threatening, contact police immediately on 000.	
4	If the mandatory reporter has concerns about the safety of a child, they will record their concerns in a non-judgmental and accurate manner as soon as possible	
5	The mandatory reporter will record their own observations as well as precise details of any discussion with a parent (who may, for example, explain a noticeable mark on a child)	
6	The mandatory reporter will prepare accurate records recording exactly what happened, conversations that took place and what was observed to pass on to the relevant authorities to assist with any investigation	
7	The mandatory reporter will not endeavour to conduct their own investigation	
8	Mandatory reporters do not have to prove that reportable conduct is happening or have evidence of who may be abusing the child to contemplate making a notification	

9	As soon as there is information that abuse of any kind has occurred or may have occurred, questioning of the child must STOP immediately. It is then up to the authorities to carry out interviews with the child and relevant parties	

RESPONDING TO A DISCLOSURE

When receiving a disclosure of harm, the person receiving the disclosure will:

1	give the child or young person their full attention	
2	remain calm and find a quiet place to talk	
3	not make promises that can't be kept. For example, never promise that you will not tell anyone else	
4	reassure the child or young person they have done the right thing in revealing the information but that they'll need to tell someone who can help keep the child safe	
5	only ask enough questions to confirm the need to report the matter, because probing questions could cause distress, confusion and interfere with any later enquiries	
6	not attempt to conduct their own investigation or mediate an outcome between the parties involved	
7	document as soon as possible so the details are accurately captured including: - time, date and place of the disclosure 'word for word' what happened and what was said, including anything they (the staff member/educator) said and any actions that have been taken - date of report and signature	
8	in addition, the person receiving the disclosure from a child will: - accept that the child or young person will disclose only what they're comfortable with and recognise the bravery/strength of the child for talking about something that is difficult - let the child or young person take his or her time - let the child or young person use his or her own words - don't make promises that can't be kept. For example, never promise that you will not tell anyone else - honestly tell the child or young person what you plan to do next - not confront the perpetrator	

REPORTING CONCERNS		
1	The mandatory reporter will complete the relevant online reporter system or contact the relevant child protection reporting hotline on each occasion they have risk concerns, regardless of their level of experience or expertise. Each circumstance is different, and every child and young person is unique.	
2	The mandatory reporter will use the <i>Online Reporter System</i> or contact the child protection reporting hotline relevant to their state if they have concerns that a child or young person is at risk of being neglected or physically, sexually or emotionally abused	
3	The mandatory reporter will use the relevant online reporting system or guide to determine whether a report to the relevant Child Protection department or agency is required, and if a child protection online report (e-Report) should be submitted	
4	The mandatory reporter will print out the final decision from the online reporter system and place in a confidential file	
5	The mandatory reporter will follow the recommendations of the relevant Online Reporter System. This may include alternative supports for vulnerable children and their families.	
6	When a decision has been made to make a report to the relevant agency or department, the following information can be prepared in advance: • details which identify the child such as the child's name, date of birth, address, phone number, cultural identity or Aboriginality, language barriers, disabilities • details of the parents, carers or other household members such as name, date of birth or age, address, phone numbers, cultural identity or Aboriginality, language barriers, disabilities • details of the educator and service such as name, address, phone and email details information regarding the significant risk of harm • reason for your concerns and any relevant circumstances	
7	The mandatory reporter will share and exchange information in accordance with legislation to relevant agencies. Information to be shared and exchanged should relate directly to the safety, welfare and wellbeing of children.	
8	Management, educators and staff will refer families to appropriate agencies where concerns of harm do not meet the threshold of significant harm.	

NOTIFICATION TO THE APPROPRIATE AUTHORITY		
1	The mandatory reporter will prepare accurate records recording exactly what happened, conversations that took place and what was observed to pass on to the relevant authorities to assist with any investigation	

2	The nominated supervisor, educators, staff, students and volunteers will report all incidents, allegations and complaints relating to child safety to the approved provider	
3	The approved provider and nominated supervisor will ensure mandatory reports and notifications are made to the appropriate authorities within the prescribed timeframe	
4	For all notifications required to be reported within 24 hours, the approved provider and nominated supervisor will ensure procedures are in place to meet required timeframes, including outside operational hours (e.g. weekends and public holidays) (see <i>Regulatory Authority Notification Procedure</i> for 24-hour reporting)	
5	The approved provider will notify the regulatory authority through the <u>NQA ITS</u> (within 24 hours) of • becoming aware of a circumstance arising at the service that poses a risk to the health, safety or wellbeing of a child • any complaints alleging that a serious incident, including a sexual offence or sexual misconduct, has occurred or is occurring at the Service • a serious incident, which may include a sexual offence, sexual misconduct and/or physical or sexual abuse where emergency services attended the Service • any incident where it is reasonably believed that physical and/or sexual abuse of a child has occurred or is occurring while the child is being educated and cared for by the Service • any allegation (observed or suspected or disclosures) that a staff member or volunteer is engaging or has engaged in inappropriate conduct to a child within 24 hours • any change to a person's WWCC or any relevant risk information related to child safety	
6	The approved provider will notify the regulatory authority of any allegation (observed or suspected or disclosures) that a staff member, educator or volunteer is engaging or has engaged in inappropriate conduct to a child within 24 hours	
7	The approved provider will notify the relevant authority within 7 days of becoming aware of any reportable allegations or reportable convictions made against their employees, volunteers or certain contractors who provide services to children	

ACT MANDATORY REPORTING

1	If you believe the child is in immediate danger or in a life-threatening situation , please contact the Police immediately by calling 000 .	
2	Mandatory reporters are required by law to report where they believe on reasonable grounds a child is: • being or has been sexually abuse, or • experiencing or has experienced non-accident physical injury (physical abuse)	

3	All adults within the community have a responsibility to report if they believe or suspect a child may be at risk of significant harm. The approved provider, nominated supervisor, educators, staff, students, volunteers and other professionals (ECIP visitors) working at our Service in a professional capacity are all mandatory reporters.	
4	Reports of all instances (alleged or witnessed) of child abuse, including assault or sexual abuse (including grooming) are to be made to ACT police (131 444)	
5	Reports are to be made to Children, Youth and Families (CYF) via an online e-Report or contact 1300 556 729, or if the abuse is by someone outside of the family environment contact Police (131 444)	
6	The approved provider will notify the ACT Ombudsman within 7 business days of any allegations and/or convictions of child abuse child and misconduct made against an employee or volunteer and ensure they are investigated, and appropriate action taken	
7	Management, educators and staff will follow the Keeping children and young people safe guide to assist in identifying and reporting concerns relating to a child at risk of significant harm annually	
8	Management, educators and staff will complete Keeping children and young people safe training annually	
9	Following the submission of a report, the CYF may recommend a support response to address the identified concerns and assist the child, young person, or family through appropriate services. These support services may be accessed by contacting OneLink. Family consent will be sought before making referral.	

NT MANDATORY REPORTING

1	If you have concerns for the immediate risk and safety of a child or in an emergency, call police on 000	
2	Mandatory reporters are required by law to report if they believe, on reasonable grounds, any of the following: - a child has suffered or is likely to suffer harm or exploitation - a child has been or is likely to be a victim of a sexual offence (a child under 14 years)	
3	All adults over 18 years, within the community are considered mandatory reporters. The approved provider, nominated supervisor, educators, staff, students, volunteers and other professionals (ECIP visitors) working at our Service in a professional capacity are all mandatory reporters.	
4	Reports of all instances (alleged or witnessed) of child abuse, including assault or sexual abuse (including grooming) are to be made to NT Police, 131 444	

5	Reports are to be made to the Territory Families, Housing and Communities (TFHC) Child Protection Hotline on 1800 700 250 or via the Mandatory Online Reporting Tool CARE Services online form	
6	Reporters will contact the TFHC Central Intake Team on 1800 700 250 if they: • have concerns for children from different family groups • do not know the name of the child/children • have concerns for an unborn child	
7	Management, educators and staff will follow the Mandatory Reporters Guide to understand their legal obligations, identify indicators of abuse, harm and exploitation and report concerns to Territory Families, Housing and Communities (TFHC)	
8	Management, educators and staff will contact the Territory FACES (Families and Children Enquiry & Support) for information about referrals to external services and agencies for families where concerns have been identified but a child protection report is not required to be made	
9	Additional information Child abuse Report child abuse Report sexual assault	

QLD MANDATORY REPORTING

1	Phone Triple Zero (000) if it's an emergency or if you believe a child is in immediate danger or in a life-threatening situation.	
2	Mandatory reporters are required by law to report where there is a reasonable suspicion that the child has suffered, is suffering, or is at unacceptable risk of suffering, significant harm caused by physical or sexual abuse, and there is not a parent willing and able to protect the child from harm	
3	The approved provider, nominated supervisor, educators and staff over 18 years working at our Service in a professional capacity are all mandatory reporters	
4	Reports of all instances (alleged or witnessed) of child abuse, including assault or sexual abuse (including grooming) are to be made to QLD Police	
5	Reports are to be made to the Department of Families, Seniors, Disability Services Child Safety during normal business hours. After hours and on weekends - contact the Child Safety After Hours Service Centre on 1800 177 135. The Service operates 24 hours a day, 7 days a week.	
6	Mandatory reporters will use the online Queensland Child Protection Guide (CPG) to assist in determining whether a report should be made to the Department of Families, Seniors,	

	Disability Services Child Safety, or whether a referral to other service providers is more appropriate	
7	The approved provider will notify any concerns or allegations of reportable conduct involving a staff member, volunteer or contractor to the Queensland Family and Child Commission as soon as possible but within 24 hours (Reportable conduct scheme in QLD will commence from 1 July 2026-Queensland Family and Child Commission- QFCC)	
8	The CPG may recommend referring the family to Family and Child Connect (FaCC), Aboriginal and Torres Strait Islander Family Wellbeing Services (FWS) or Intensive Family Support (IFS) Discuss possible actions with other practitioners such as: • alternative referral services • other practitioners working with the child/ young person/ their family • a supervisor or a colleague • a child protection consultant within your agency • your peak-body association	
9	Management, educators and staff must obtain family consent prior to referring families to Family and Child Connect	
10	Additional information: Child abuse Report child abuse	

SA MANDATORY REPORTING

1	If your concern is an emergency , call 000 immediately.	
2	Mandatory reporters are required by law to report if they suspect on reasonable grounds that a child is or may be at risk of harm	
3	The approved provider, nominated supervisor, educators and staff working at our Service are all mandatory reporters	
4	Reports of all instances (alleged or witnessed) of child abuse, including assault or sexual abuse (including grooming) are to be made to SA Police	
5	Reports of serious concerns are to be made to the Department for Child Protection via Child Abuse Report Line (CARL): 13 14 78, other non-urgent reports may be submitted via eCARL	
6	If you are experiencing technical difficulties with eCARL, send an email to feedback.carl@sa.gov.au and call 13 14 78	
7	Mandatory reporters will use the Safe environments for children and young people: Mandatory notification information for support when reporting and responding to suspicions that a child or young person is, or may be at risk	

8	Mandatory reporters will refer to the Child Protection Notification Checklist prior to making a report	
9	Additional information: The role of mandated reporters Indicators of harm	

TAS MANDATORY REPORTING

1	If a child or young person is in immediate danger. Always call 000	
2	Mandatory reporters are required by law to report all concerns, suspicions or information about a child or young person who has been or is at risk of being abused or neglected	
3	The approved provider, nominated supervisor, educators, staff, students and volunteers working or engaged at our Service are all mandatory reporters	
4	Report beliefs or knowledge of any criminal offence of child abuse, including assault or sexual abuse (including grooming), to the Tasmania Police Assistance Line on 131 444	
5	Reports are to be made to Strong Families Safe Kids Advice and Referral Line (ARL) via the online report form or call 1800 000 123	
6	The approved provider will notify, within 3 business days of any allegations and/or convictions of abuse or neglect of a child made against an employee or volunteer to the Department for Education Children and Young People and ensure they are investigated, and appropriate action taken	

VIC MANDATORY REPORTING

1	To report concerns that are life threatening , ring Victoria Police: 000	
2	To report concerns about the immediate safety of a child after hours, call the After-Hours Child Protection Emergency Service: 13 12 78.	
3	Mandatory reporters are required by law to report where they form a reasonable belief, that a child has been or is at risk of significant harm, as a result of physical or sexual abuse, and the child's parents have not protected or are unlikely to protect the child from that abuse	
4	The approved provider, nominated supervisor, educators and staff working at our Service in a professional capacity are all mandatory reporters	
5	Reports are to be made to the Department of Families, Fairness and Housing (DFFH) Child Protection via the child protection intake service covering the local government area (LGA) where the child normally resides, Child protection contacts and/or Victoria Police	
6	Management, educators and staff are to follow the Four Critical Actions to take to respond to an incident, disclosure or suspicion of child abuse-	

	• responding to an emergency • reporting to authorities • contact parents or carers • provide ongoing support	
7	The approved provider will notify the Social Services Regulator (SSR) within 3 business days of becoming aware of reportable conduct made against an employee or volunteer and ensure they are investigated, and appropriate action taken	
8	The approved provider must notify the Victorian Early Childhood Regulatory Authority (VECRA), via NQA ITS, of any reportable sexual conduct by a nominated supervisor, educator, volunteer or anyone else employed or engaged by the Service within 24 hours	
9	Management, educators and staff will refer families to appropriate agencies where concerns of harm do not meet the threshold of significant harm. These services may be located through Orange Door . Educators will obtain family consent before making referrals.	
10	Additional information: Child protection Reporting child abuse	

WA MANDATORY REPORTING

1	If you believe a child is in immediate danger or in a life-threatening situation telephone the WA Police on 000	
2	Mandatory reporters are required by law to report where they believe, on reasonable grounds, a child is: • has been the subject of sexual abuse or • is the subject of ongoing sexual abuse	
3	The approved provider, nominated supervisor, educators and staff working at our Service are all mandatory reporters	
4	Reports of all instances (alleged or witnessed) of child abuse, including assault or sexual abuse (including grooming) are to be made to WA Police	
5	Reports are to be made online to the Department of Communities via the MR Web Portal	
6	Management, educators and staff can report a concern regarding the safety or wellbeing of a child or young person to the Central Intake Team on 1800 273 889 or after-hours Crisis Care or submit a Professional Referral form	
7	The approved provider will notify the Ombudsman within 7 business days of becoming aware of any allegations and/or convictions of abuse or neglect of a child made against an employee or volunteer and ensure they are investigated, and appropriate action taken	
8	Management, educators and staff will follow the Department of Communities guide for Mandatory Reporting in Western Australia	

9	Management, educators and staff will complete online Mandatory Reporter Training annually	
10	Additional information: Mandatory Reporting of Child Sexual Abuse in WA	

REVIEW OF PROCEDURE			
Date procedure created	11/03/2026	To be reviewed	March 2027
Approved by	Tracy Gill	Signature	<i>Tracy Gill</i>
Location of procedure	Policies and procedures folder, QR code and OWINA		
Procedure reviewed date	Modifications/Changes		
January 2026	Updated to include amendments to Education and Care Services National Law and National Regulations Included additional points to strengthen child safe practices		

MANAGEMENT OF INAPPROPRIATE CONDUCT PROCEDURE

Our Service is committed to providing a child safe environment where children's safety and wellbeing is supported and children feel respected, valued and encouraged to reach their full potential. Our Service maintains a zero-tolerance approach to inappropriate conduct towards children. All interactions must protect each child's dignity, emotional wellbeing and safety. Our Service upholds a strong reporting culture to safeguard children in our care. All educators and staff play a vital role in protecting children from harm by responding to and reporting any incidents, disclosures or suspicions of abuse, harm, neglect or ill-treatment.

Working in conjunction with the *Interactions with Children, Families and Staff Policy*, *Child Protection Policy* and *Child Safe Environment Policy* this procedure provides guidance for educators and management in fostering a child safe environment within the Service. It outlines how to identify inappropriate conduct and discipline and details the processes for responding to and reporting any allegations, suspicions, or concerns.

Education and Care Services National Law or Regulations (S. 2A, 3A, 5AA, 166A, 167, 174, 175. R. 155, 168, 170, 175, 176, 181) QA5 Relationships with Children

Related Policies: Interactions with Children, Families and Staff Policy, Child Protection Policy and Child Safe Environment Policy

If a child is at immediate risk and police or medical assistance is required, educators/staff must contact emergency services immediately on 000.

LEGISLATIVE REQUIREMENTS		
1	National Law defines inappropriate conduct as “conduct a reasonable person would consider to be inappropriate in an education and care Service”	
2	When determining whether conduct is inappropriate, the approved provider and nominated supervisor will consider: - whether the conduct aligns with expected practice in the delivery of education and care, including behaviour guidance, supervision, personal care routines, and interactions with children - the child's age, stage of development, abilities and individual needs, including cultural and family context - whether the conduct is likely to cause emotional, psychological or physical harm, distress, injury or discomfort to a child - the intention and purpose of the conduct, including whether it could reasonably be perceived as sexualised, aggressive, violent, exploitative, demeaning or unsafe in the context in which it occurs	

3	When assessing whether conduct is inappropriate, the approved provider or nominated supervisor must note that the following are irrelevant to the assessment: • a child's consent • any belief by an adult that the child has consented • the child's relationship to the alleged offender, including where the child is related	
4	Inappropriate conduct may occur: • directly in person, including actions directed at, or occurring around, a child that the child witnesses • through verbal or electronic communication, including messages, calls, livestreams, or any communication occurring in real or near-real time • through digital capture, such as images, videos or sharing images/videos without authorisation • through a pattern of behaviour over time, including grooming behaviours, repeated boundary crossing, or escalating interactions that create risk to a child's safety or wellbeing	
5	Filming, recording, photographing or otherwise capturing an image or audio of a child is considered subjecting a child to inappropriate conduct and must be assessed and managed	
6	Inappropriate conduct may include: • a single act or incident • repeated acts or incidents occurring over a period of time • behaviour that forms part of an ongoing pattern	
7	Inappropriate conduct includes both: • an action; and • a failure to act where an action was required.	
8	The approved provider will provide regular training and professional development for all staff, educators and volunteers to recognise, prevent and report inappropriate conduct as part of mandatory child safety training	
9	The approved provider will ensure all educators, staff and volunteers understand their obligations as mandatory reporters and are trained to recognise, prevent and respond to inappropriate conduct	

INAPPROPRIATE CONDUCT PREVENTION AND AWARENESS

The approved provider and nominated supervisor will:

1	review the Service's child safe policies including, <i>Child Safe Environment Policy</i> and <i>Child Protection Policy</i> annually, in collaboration with children, educators and families	

2	ensure all staff, educators and families are aware of this procedure in alignment with Child Safe policies such as the <i>Child Protection Policy and Child Safe Environment Policy</i>	
3	inform all staff and educators of the procedure and their responsibilities to ensure that no child is subjected to inappropriate conduct	
4	provide regular training and professional development for all staff and educators to recognise, prevent and report inappropriate conduct	
5	ensure all staff, educators, volunteers, students and visitors adhere to the Service's expectations for professional conduct, child-safe practices and legislative requirements, and ensure that no child is exposed to inappropriate conduct in any form at any time	
6	provide guidance for staff and educators regarding how and when to report any concerns regarding inappropriate conduct or interactions	
7	actively demonstrate and uphold behaviours that promote a child safe culture, ensuring that inappropriate conduct is never tolerated in the Service	
8	implement recruitment practices that include appropriate screening, suitability checks and referee verification to reduce the risk of inappropriate conduct and ensure only suitable persons are engaged to work with children	
9	report and notify all incidences of inappropriate conduct to the regulatory authority NSW Early Learning Commission (ELC) via NQA ITS within 24 hours of becoming aware of the incident (see Reporting Concerns section below)	
10	conduct a risk assessment to manage risks associated with inappropriate conduct	
11	review the inappropriate conduct risk assessment annually	
12	ensure educators are within sight and sound of another educator at all times to reduce opportunities for inappropriate behaviours, including when changing nappies or assisting children with toileting or sleeping	
13	conduct a review of practices following an incident involving inappropriate conduct at the Service, including an assessment of areas for improvement	
14	offer support, such as counselling, to children, families and staff following an incident involving inappropriate conduct, where required	

EXAMPLES OF INAPPROPRIATE CONDUCT

These examples are not exhaustive and provide a general overview of behaviours that may constitute inappropriate conduct.

1	Behaviour that breaches professional boundaries: • developing personal or overly familiar relationships with children or families • sharing personal contact details with children or using private messaging platforms to communicate with children • giving special treatment or gifts to particular children • socialising with families in ways that compromise professionalism or objectivity	

	favouritism or exclusion of particular children or staff	
2	Inappropriate physical conduct: - using physical force to discipline (smacking, pinching, pushing, shaking) - rough handling during routines (nappy changing, pushing or forcing a child to sit or lie on a bed during rest time) - physical contact that is not necessary or respectful of the child's comfort or autonomy, including physical closeness that is not age appropriate or required based on the needs or abilities of the child (example sitting on an educator's lap for an extended period of time) - stopping a child from moving, physically restraining a child - touching children in ways that are sexualised, intrusive, or violating privacy, such as tickling, wrestling, prolonged or unnecessary hugging, laying with a child on the ground, spooning a child, kissing children on the cheek, massages	
3	Inappropriate verbal or emotional conduct: - yelling, threatening or intimidating tone - belittling, shaming, mocking or humiliating a child - making fun of a child - using sarcasm, cruel humour or language children cannot reasonably understand - making discriminatory or derogatory comments about children, families, or colleagues, including negative labels	
4	Breaches in supervision or duty of care: - leaving children unsupervised or out of sight/hearing range - ignoring signs of distress, injury or unsafe behaviour - using personal devices while supervising children - not maintaining required ratios or group size considerations	
5	Misuse of discipline or behaviour guidance: - using punishment such as isolation, withdrawal of food, forced sleep or shame-based tactics - physical or verbal abuse - using consequences intended to frighten, threaten or control rather than teach - failing to use positive guidance practices as required under the NQF	
6	Boundary issues involving technology: - taking images or videos of children on personal devices - taking illegal or inappropriate images or videos of children, including sexualised images or videos - posting content involving children or the Service on social media - sharing images or videos of children enrolled at the Service - sharing confidential information without authorisation - inappropriate online behaviour or digital communication	
7	Conduct that raises child safety concerns:	

	- grooming behaviours (secrets, special privileges, private interactions, set up of physical spaces (e.g. placing posters on windows to limit visual supervision, sheets to build forts)) - encouraging dependency or inappropriate attachment - sexualised comments, jokes or exposure to inappropriate content - failure to report concerns, suspicions or allegations of harm	
8	Unprofessional conduct with colleagues or families: - gossiping or sharing confidential information - bullying, harassment or discrimination - aggressive behaviour during conflict - undermining other staff in front of children or families	

REPORTING CONCERNS

1	Educators, family members or visitors who witness, suspect, or are informed of any inappropriate conduct by a staff member or volunteer, must notify - the regulatory authority NSW Early Learning Commission within 24 hours, and - the approved provider within 24 hours, notifications must be made in writing to document the report	
2	Following an observation or a report regarding an allegation, concern or suspicion that a child has been subjected to inappropriate conduct, the approved provider must ensure that all required notifications are submitted within 24 hours to the relevant authorities listed below: - regulatory authority NSW Early Learning Commission through the NQA ITS portal - NSW Department of Communities and Justice (DCJ) via the Child Protection Helpline or NSW Mandatory Reporter Guide - NSW Office of the Children's Guardian (OCG) - NSW Police	
3	Notifications are to be lodged within 24 hours of the incident, prioritising the safety and wellbeing of children at all times, including outside regular operations, for example weekends or public holidays	
4	Reports must include the following details: - date, time and location of incident - persons involved or witnesses - description of behaviour and incident - any immediate action taken - supporting documents - details of the person receiving the report	
5	Notification made to relevant authorities must be recorded and include the following details: - details of the report as outlined above - date and time of notification - details of person making the notification	

	• details of the agency the report is being notified to • details of how the notification was made (for example via email, contact form or NQA ITS) • supporting documents • any response or guidance received by the relevant authority	
6	All reports regarding inappropriate behaviour must be documented in the Service's Incident Register. This register must be securely stored and accessible only to authorised personnel.	
7	All supporting documentation must accompany the report and notification record. This may include: • staff rosters • staff, educator, parent or child statements • child attendance records • behaviour or incident logs • emails or messages relating to the incident • previous investigations, warnings or performance management records for the employee • professional development or training attended by the employee • staff acknowledgement of policies and procedures • CCTV footage	
8	Educators, families or visitors are advised that reports of inappropriate conduct must be made in writing and can be directed to the approved provider or nominated supervisor via email admin@glenmoreparkelc.com.au	
9	The approved provider and nominated supervisor will actively ensure educators, staff, volunteers and visitors are aware of the <i>Protected Disclosures (Whistleblower) Policy</i> and are supported to report any child safety concerns in a safe and confidential manner	
10	Educators, staff and Persons with Management or Control (approved provider) employed at our Service are mandatory reporters under the following legislation: • Children and Young Persons (Care and Protection) Act 1998 (NSW) • Children (Education and Care Services National Law Application) Act 2010 (NSW) • Reportable Conduct Scheme – Children's Guardian Act 2019 (NSW)	
11	All reports and notifications must be treated as confidential. Records are to be securely stored and accessible only to authorised personnel, in accordance with the <i>Privacy and Confidentiality Policy</i> .	
12	The approved provider and nominated supervisor will cooperate with all requests from relevant agencies following a report, including requests of further information or documentation	

RESPONDING TO CONCERNS

1	If a child is in immediate danger contact police or emergency services on 000	

2	Following a report made to the approved provider or nominated supervisor regarding inappropriate conduct, an investigation may be conducted, provided that it does not interfere with investigations carried out by relevant agencies	
3	The approved provider will ensure the parent/guardian is notified of any serious incident involving their child within 24 hours, including allegations, suspicions or incidents involving child safety or inappropriate conduct	
4	The approved provider will notify parents/guardians of any investigation regarding child safety, including inappropriate conduct, involving their child, including information about the investigation process support resources, contact details for further enquiries, expected timeframe for investigation and will provide regular updates during the investigation	
5	Investigations will be conducted in a confidential and timely manner, with only authorised personnel involved in the investigation	
6	Interviews regarding witnesses or involved educators or staff will be conducted separately	
7	All supporting documentation, including any CCTV footage and witness statements, will be considered during the investigation	
8	The approved provider will take immediate action to ensure the safety of all children within the Service. The educator or staff member may be stood down, and prohibited from working directly with children, while an investigation is undertaken.	

FOLLOWING AN INVESTIGATIONS OR REPORT INTO INAPPROPRIATE CONDUCT

1	At the conclusion of the investigation, the following actions may be undertaken: - counselling or support services offered to families, children or educators affected - additional professional development or training regarding child safety - performance management, in accordance with our <i>Performance Management Policy</i> - increased supervision or mentoring of educator or staff member involved - disciplinary action, including termination of employment - critical review and update of policies and procedures	
2	A post-investigation meeting will be conducted with all affected persons involved in the incident (without breaching confidentiality)	
3	The approved provider and nominated supervisor will follow and comply with all direction and instructions provided by authorities, including: - regulatory authority NSW Early Learning Commission - NSW Department of Communities and Justice (DCJ) - NSW Office of the Children's Guardian (OCG) - NSW Police	
4	The approved provider will ensure all directions from the regulatory authority will be followed, including any suspension or supervision notices under National Law	
5	All steps of the investigation will be recorded and documented, including action taken before, during and after the investigation	

6	The approved provider will ensure a review of the incident, investigation and outcomes will be completed, including updating of relevant policies, procedures and risk assessments where required	

REVIEW OF GUIDE			
Date guide created	25/01/2026	To be reviewed	JANUARY 2027
Approved by	Tracy Gill	Signature	Tracy Gill
Location of guide	Policies and procedures folder, QR coded		
Guide reviewed date	Modifications/Changes		
January 2026	New procedure developed following National Child Safety Reforms (In force now for NSW Services and commencing 2026 for other states/territories) of S. 5AA [NSW only] and S. 166A		

CHILD PROTECTION NOTIFICATION/MRG GUIDE NSW

Our Service is committed to supporting the safety and wellbeing of all children and young people. We believe that children's safety, rights, and best interests are the paramount consideration for all Service operations, decisions and functions. Management, educators, staff and volunteers will treat all children with the utmost respect and understanding. The approved provider, nominated supervisor, educators and other staff are required to be aware of and comply with their mandatory requirements to report concerns about a child they believe is at risk of significant harm (ROSH) under child protection legislation- [*Children and Young Persons \(Care and Protection\) Act 1998*](#).

IMPORTANT PHONE NUMBERS

-  NSW Police 131 444
-  Domestic Violence Line: 1800 656 463
-  Kids Helpline 1800 551 800
-  Lifeline 13 11 14
-  Link2home Homelessness: 1800 152 152
-  Child Protection Helpline: 13 2111 (available 24 hours/7 days)

In an emergency or life-threatening situation, educators should contact 000 regarding urgent concerns relating to immediate danger to a child's health or safety.

MANDATORY REPORTERS

Mandatory reporters are required by law to report when they have reasonable grounds to suspect a child is at ROSH to relevant government authorities. The approved provider, nominated supervisor, educators, staff, students and volunteers working at our Service in a professional capacity are all mandatory reporters.

Professional judgement regarding concerns about children and young person's safety, welfare or wellbeing must be used when validating a report to the NSW Department of Communities and Justice (DCJ) *Child Protection Helpline*. Legislation requires mandatory reporters continue to respond to the needs of the child or young person, within the terms of their work role, even after a report to the *Child Protection Helpline* has been made.

Children and Young Persons (Care and Protection) Act 1998 (the Care Act); Children and Young Persons (Care and Protection) Regulations 2012.

The approved provider will ensure our Service is registered for e-Reporting and staff are also registered through the [Reporting Community](#) to be e-Reporters and are able to submit child protection reports directly through this website.

UNDERSTANDING TERMINOLOGY

If unsure of the terminology or what constitutes different types of abuse, go to the NSW Department of Communities and Justice website for guidelines regarding [recognising child abuse](#).

Working in conjunction with the *Child Protection Policy NSW*, this procedure has been developed to ensure all employees, educators and volunteers understand their obligations and requirements as mandatory reporters and what to do when making a notification. All child protection concerns, including suspected abuse, neglect or inappropriate conduct will be identified, documented and notified promptly to protect children from harm.

Education and Care Services National Law and National Regulations (S.3A, 162A, 165, 166, 166A, 167, 174, 174AA, 174AB, 175. R. 84, 86, 87, 145, 149, 155, 168, 170, 175, 176) NQS QA 2: Element 2.2.1 2.2.2 and 2.2.3 *Children's health and safety*

Related Policy: *Child Protection Policy NSW*

CHILD PROTECTION PROCEDURE		
1	The approved provider, nominated supervisor and educators will review the Service's <i>Child Protection Policy</i> annually to ensure awareness of Child Protection practices	
2	The approved provider, nominated supervisor, staff and educators will ensure children's safety, rights and best interests are the paramount consideration for all Service operations, decisions and functions, including all decisions relating to child protection and mandatory reporting obligations	
3	The approved provider, nominated supervisor, educators, staff, volunteers and students are to make a report to the relevant child protection agency or department when they have current concerns about the safety, welfare and wellbeing of a child who has experienced harm or is at risk of harm or at risk of significant harm, or when they have a concern about inappropriate conduct by any person at the service (see reporting information below)	
4	It is important for the person making the report to remain sensitive to the practices of culturally diverse (including indigenous) families; however, the child protection policy must be adhered to. The processes and procedures within the policy attempt to allow for the individual differences of families	
5	Educators are to keep up-to-date developmental records on all children. Records are a significant part of a child or young person's time in care and contribute to their life story	

6	The approved provider and nominated supervisor will ensure all staff, educators, volunteers and students complete mandatory child protection training within the prescribed timeframe	
7	The approved provider and nominated supervisor will ensure staff, educators, students and volunteers are able to demonstrate an understanding of the role of mandatory reporter, including when a report must be made and how to make a report	
8	The approved provider and nominated supervisor will ensure child protection concerns, disclosures or suspicions of child abuse or neglect are recorded on a <i>Child Protection Concerns Register</i>	
9	The approved provider and nominated supervisor will ensure a <i>Child Protection Risk Assessment</i> is conducted annually and reviewed following an incident involving child safety and wellbeing, including an assessment for areas of improvement	
10	Records of abuse or suspected abuse are kept in line with our <i>Privacy and Confidentiality Policy</i> . Records relating to child sexual abuse that has or is alleged to have occurred are kept for at least 45 years	
11	Educators will understand that allegations of abuse or suspected abuse against them are treated in the same way as allegations of abuse against other people	
12	The approved provider and nominated supervisor will ensure a safe and confidential process for reporting wrongdoing, misconduct, or any matter that may risk the safety, welfare, or wellbeing of children within the Service through the <i>Protected Disclosure (Whistleblower) Policy</i> . This process supports a culture of integrity and accountability.	
13	Educators, students and volunteers are advised they are required to notify the approved provider, within 72 hours of the event, or within 24 hours of becoming aware of the event, of any changes to their WWCC status, changes to their teacher registration or fit and proper status	

GATHER APPROPRIATE INFORMATION

1	Whenever a case of child abuse, neglect or inappropriate conduct is suspected (due to either an act, or an omission), it is imperative to document any observations and communication undertaken with the child and/or parent/carer. When a mandatory reporter has concerns about the safety, welfare or wellbeing of a child or young person, they are to refer to our Service's <i>Child Protection Policy</i> and the NSW Mandatory Reporting Guide (MRG) to assist with deciding whether a child is suspected to be at Risk of Significant Harm (ROSH) and a report to DCJ via the Child Protection Helpline or ChildStory Reporting Community should be made or identify what alternative responses and support should be provided	
2	The person making the report is to use the <i>Child Protection Observation Record</i> to record all signs, suspicions, or concerns. When completing the observation record, ensure all essential details are gathered including Child or young person's details (name, address, DOB, details of siblings etc)	

	• Incident details (date, type of risk, person's causing or contributing to harm) • Impact of the incident on the child or young person • Network of support around the child or young person • Cultural background (Aboriginal/Torres Strait Islander) <i>[The Childcare Centre Desktop's Child Protection Observation Record and Child Protection Report Form is optional. It's designed to help you provide evidence when making a Child Protection Report.]</i>	
3	Mandatory reporters are required by law to report suspected child abuse and/or neglect to Child Protection services. To make a report to DCJ, a person needs to have current concerns about the safety, welfare and wellbeing of a child for any of the following reasons: • basic physical or psychological needs of the child or young person are not being met (neglect) • the parents or caregivers have not arranged necessary medical care for the child or young person • the parents or caregivers have not arranged for the child or young person to receive an education • the risk of physical or sexual abuse or ill-treatment • parent or caregiver's behaviour towards the child causes or risks serious psychological harm (emotional abuse) • child was subject in a prenatal report, and the birth mother did not engage successfully with support services. To report concerns that are life threatening, contact police immediately on 000.	
4	If the mandatory reporter has concerns about the safety of a child, they will record their concerns in a non-judgmental and accurate manner as soon as possible	
5	The mandatory reporter will record their own observations as well as precise details of any discussion with a parent (who may for example explain a noticeable mark on a child)	
6	The mandatory reporter will prepare accurate records recording exactly what happened, conversations that took place and what was observed to pass on to the relevant authorities to assist with any investigation	
7	The mandatory reporter will not endeavour to conduct their own investigation	
8	Mandatory reporters do not have to prove that reportable conduct is happening or have evidence of who may be abusing the child to contemplate making a notification	
9	As soon as there is information that abuse of any kind has occurred or may have occurred, questioning of the child must STOP immediately. It is then up to the authorities to carry out interviews with the child and relevant parties.	

RESPONDING TO A DISCLOSURE		
When receiving a disclosure of harm, the person receiving the disclosure will:		
1	give the child or young person their full attention	
2	remain calm and find a quiet place to talk	
3	not make promises that can't be kept. For example, never promise that you will not tell anyone else	
4	reassure the child or young person they have done the right thing in revealing the information but that they'll need to tell someone who can help keep the child safe	
5	only ask enough questions to confirm the need to report the matter, because probing questions could cause distress, confusion and interfere with any later enquiries	
6	not attempt to conduct their own investigation or mediate an outcome between the parties involved	
7	document as soon as possible so the details are accurately captured including: - time, date and place of the disclosure 'word for word' what happened and what was said, including anything they (the staff member/educator) said and any actions that have been taken - date of report and signature	
8	in addition, the person receiving the disclosure from a child will: - accept that the child or young person will disclose only what they're comfortable with and recognise the bravery/strength of the child for talking about something that is difficult - let the child or young person take his or her time - let the child or young person use his or her own words - don't make promises that can't be kept. For example, never promise that you will not tell anyone else - honestly tell the child or young person what you plan to do next - not confront the perpetrator	

REFER TO THE MANDATORY REPORTING GUIDE (MRG)		
1	NSW: Mandatory Reporter Guide (MRG) The Mandatory Reporter Guide (MRG) supports mandatory reporters in NSW if they have concerns that a child or young person is at risk of being neglected or physically, sexually or emotionally abused	
2	The MRG supports mandatory reporters to: determine whether a report to the Child Protection Helpline is needed for concerns about possible abuse or neglect of a child (including unborn) or young person	

	identify alternative ways to support vulnerable children, young people and their families where a mandatory reporter's response is better served outside the statutory child protection system	
3	It is recommended that mandatory reporters complete the MRG on each occasion they have risk concerns, regardless of their level of experience. Each circumstance is different, and every child and young person is unique.	
4	The mandatory reporter will use the MRG if they have concerns that a child or young person who has experienced harm or is at risk of harm	
5	The approved provider and nominated supervisor will provide access to educators and staff to the MRG and reporting decision tree via service-supplied devices	
6	Go to ChildStory Reporter Community and click on 'Start MRG' to access the Online Mandatory Reporter Guide	
7	Continue to work through the Mandatory Reporter Guide (MRG), answering each question as honestly and accurately as possible. If there are several issues or concerns, start by selecting the Decision Tree for the most serious concern. This will ultimately lead to an outcome that advises on the best course of action. Note that you have the option to generate a PDF Decision Report. It is recommended that you print the report to keep with your record.	
8	Follow the advice provided by the MRG outcome. If the outcome of the MRG is '<i>Immediate Report to the Child Protection Helpline</i>' or '<i>Report to the Child Protection Helpline</i>' or '<i>Refer to Child Wellbeing Unit (CWU)</i>'. Prepare draft notes to support your notification by completing the <i>Child Protection Report Form</i> document from Child Care Desktop and the outcome of the MRG. <i>[The Childcare Centre Desktop's Child Protection Report Form is optional. It's designed to help you pre-record prior to completing the online form.]</i>	
9	If the outcome is determined to be non-imminent suspected risk of significant harm, you will be required to create and submit an e-Report through the <i>ChildStory Reporter Website</i> . Mandatory reporters must first register in order to submit an e-Report. reporters have 48 hours to complete and submit the e-Report.	
10	Once registered, mandatory reporters can log into the <i>ChildStory Reporter Community Website</i> to confirm the status of reports that have been submitted. Reporters will be informed about the type of action that will be taken, based on their report.	
11	The mandatory reporter will complete the MRG report on each occasion they have risk concerns, regardless of their level of experience or expertise. Each circumstance is different, and every child and young person is unique.	
12	The mandatory reporter will print out the final decision from the MRG report and place in a confidential file	

13	It is imperative to continue to document, regardless of the MRG outcome. Remember that the MRG report can be conducted if circumstances change, or further concerns become evident.	
TIP: <i>If you haven't yet had to use the MRG, go online and have a 'play' to familiarise yourself with the process and terminology used and required.</i>		

CONSULT WITH A PROFESSIONAL/SERVICE

1	The MRG may advise to consult with a professional/or service Discuss possible actions with other practitioners such as: • Alternative referral services • Other practitioners working with the child/ young person/ their family • A supervisor or a colleague • A child protection consultant within your agency • Your peak-body association	
2	The mandatory reporter will contact local Family Connect Support Services to refer the family, child or young person to appropriate local support, such as housing or respite Services Family Connect and Support	
3	Contact NSW Family Services Inc. (FamS) to access support to non-government, not-for-profit organisation staff working with vulnerable children and families	
4	The mandatory reporter will share and exchange information in accordance with legislation to relevant agencies. Information to be shared and exchanged should relate directly to the safety, welfare and wellbeing of children.	

NOTIFICATION TO THE APPROPRIATE AUTHORITY

1	The mandatory reporter will prepare accurate records recording exactly what happened, conversations that took place and what was observed to pass on to the relevant authorities to assist with any investigation	
2	The nominated supervisor, educators, staff, students and volunteers will report all incidents, allegations and complaints relating to child safety to the approved provider	
3	The approved provider and nominated supervisor will ensure mandatory reports and notifications are made to the appropriate authorities within the prescribed timeframe	
4	For all notifications required to be reported within 24 hours, the approved provider and nominated supervisor will ensure procedures are in place to meet required timeframes, including outside operational hours (e.g. weekends and public holidays) (see <i>Regulatory Authority Notification Procedure</i> for 24 hour reporting)	

5	The mandatory reporter will report to the Department of Communities and Justice (DCJ) when they have current concerns about the safety, welfare and wellbeing of a child at risk of significant harm to the Child Protection Helpline 132111 or make online e-Report through ChildStory Reporter website within 24 hours	
6	The mandatory reporter will report all instances (alleged or witnessed) of child abuse, including assault or sexual abuse (including grooming) to NSW Police 131 444	
7	The approved provider will notify the NSW Early Learning Commission through the NQA ITS (within 24 hours) of: • becoming aware of a circumstance arising at the service that poses a risk to the health, safety or wellbeing of a child • any complaints alleging that a serious incident, including a sexual offence or sexual misconduct, has occurred or is occurring at the Service • a serious incident, which may include a sexual offence, sexual misconduct and/or physical or sexual abuse where emergency services attended the Service • becoming aware of an event involving a change to the educator or staff members WWCC, including any negative notices or changes to teacher accreditation or registration • any incident where it is reasonably believed that physical and/or sexual abuse of a child has occurred or is occurring while the child is being educated and cared for by the Service • any allegation (observed or suspected or disclosures) that a staff member or volunteer is engaging or has engaged in appropriate conduct to a child within 24 hours	
8	The approved provider will notify the NSW Early Learning Commission, NSW Department of Communities and Justice (DCJ), NSW Office of the Children's Guardian (OCG) and NSW Police of any allegation (observed or suspected or disclosures) that a staff member, educator or volunteer is engaging or has engaged in inappropriate conduct to a child within 24 hours	
9	The approved provider will notify the Office of the Children's Guardian within 7 days of becoming aware of any reportable allegations or reportable convictions made against their employees, volunteers or certain contractors who provide services to children	

REVIEW OF GUIDE			
Date guide created	22/1/2025	To be reviewed	22/1/2026
Approved by	Tracy Gill	Signature	<i>Tracy Gill</i>
Location of guide	Policies and procedure folder & OWNA		
Guide reviewed date	Modifications/Changes		
January 2026	Updated to include amendments to Children (Education and Care Services) National Law [NSW] Included additional points to strengthen child safe practices		

	Slight title change from Child Protection MRG Support Guide NSW to Child Protection Notification/MRG Guide NSW
August 2025	Procedure reviewed: Additional information added regarding reporting obligations. Change of heading from Notification to regulatory authority/reportable conduct to Notification to the Appropriate Authority.

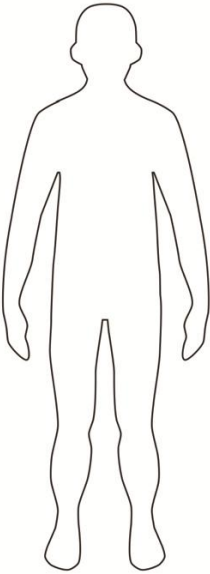
CHILD PROTECTION NOTIFICATION - OBSERVATION RECORD

This observation record is to be used to assist reporting of any suspected Child abuse signs, suspicions or concerns that an educator observes while the child is cared for at our service. The record is to be used in accordance with the *Child Protection Policy* and procedure and kept in line with our *Privacy and Confidentiality Policy*.

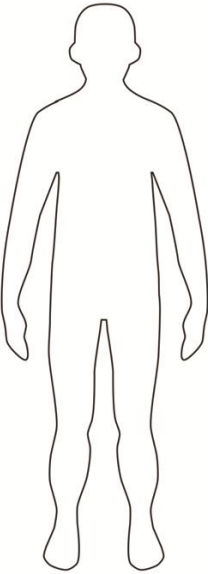
CHILD'S NAME		DATE OF BIRTH	
CHILD'S ADDRESS		ANY SIBLING DETAILS	
OBSERVED BY		DATE OF OBSERVATION	
REPORTED COMPLETED BY		DATE	

Identify by circling the concerned markings found on the child by using the body map

FRONT

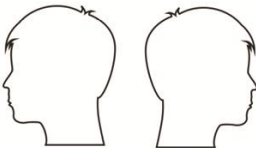


BACK



PROFILE

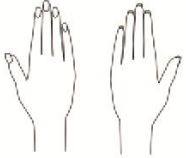
LEFT RIGHT



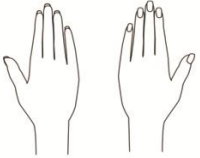
LEFT FOOT



LEFT HAND



RIGHT HAND



RIGHT FOOT



Detailed description of incident, injury or behaviour of concern
Impact of the incident on the child
Explanation given by the child in their own words- (note any complaints about soreness, headaches)
Was this explanation given voluntarily, or only after being asked?
Explanation given by parent/carer
Was this explanation given voluntarily, or only after being asked?

Network of support around the child or young person
Any additional information
Action to be taken

CHILD PROTECTION NOTIFICATION – REPORT FORM

As mandatory reporters, early childhood educators and staff are required to report to the relevant state department when they have current concerns about the safety, welfare and wellbeing of a child at risk of significant harm. It can be an overwhelming and confronting task. To support this process, complete the following table to confirm you have incorporated all the mandatory and relevant information prior to either making a call to the relevant *Child Protection Helpline* or completing the online reporting process.

See the *Child Protection Policy* for the correct Child Protection Helpline phone number.

In an emergency, contact 000 (triple zero) immediately.

REPORTER DETAILS			
NAME		POSITION IN SERVICE	
SERVICE ADDRESS		SERVICE PHONE NO	
		SERVICE EMAIL	
REPORT MADE TO (Police/Child Protection):		DATE REPORT MADE	
PHONE NUMBER OF AGENCY REPORTED TO:			
Reason for reporting/suspected type of abuse (Details of your concerns)			
Nature of contact with child or family			
Nature of ongoing role with child or family (incl. frequency, duration, and type):			
If report is being made by someone else in the Service, name of the worker who sourced the report (initial observations / completed Online report):			

Known impacts on the child- Describe how the concerns are having a negative impact on the child- psychological, social, behavioural and academic wellbeing.	
Have you attached the Online Reporting Guide Decision Report, if required	☐ Yes ☐ No
Have you attached the <i>Observation Record</i>	☐ Yes ☐ No

CHILD INFORMATION			
CHILD'S NAME		DATE OF BIRTH	
ADDRESS		CHILD'S ENROLLED DAY/S	
Child's location at the present time (if known)			
Names and ages of other children or young people in household			
Cultural background of child (incl. language/s spoken, religion, and other cultural factors)			
Is the child the subject of any court orders or parenting orders, or AVO? ☐ Yes ☐ No		Is the child Indigenous (Aboriginal, Torres Strait Islander, or both)? ☐ Yes ☐ No	
Does the child have a disability? If yes, state the type, severity, and impact on functioning: ☐ Yes ☐ No		Is the child under the care of the Minister or residing in out-of-home care (e.g., In foster care)? ☐ Yes ☐ No	

FAMILY INFORMATION			
NAME OF PRIMARY PARENT/GUARDIAN			
RELATIONSHIP TO THE CHILD		MOBILE PHONE NUMBER	
Aboriginal or Torres Strait Islander ☐ Yes ☐ No		Any Disabilities ☐ Yes ☐ No	
NAME OF SECONDARY PARENT/GUARDIAN			
RELATIONSHIP TO THE CHILD		MOBILE PHONE NUMBER	
Aboriginal or Torres Strait Islander ☐ Yes ☐ No		Any Disabilities ☐ Yes ☐ No	
Names and ages of parents/carers, and other adults in household			
Cultural background of parents (incl. language/s spoken, religion, and other cultural factors)			
Description of family structure (e.g., biological parents, single parent, blended family)			
Name, age, and gender of siblings. Do siblings live with the child?			
Supply any information about parental risk factors			
• Domestic violence • Alcohol or other drug misuse • Unmanaged mental illness • Intellectual or other disability			
Non-offending carers' capacity to protect the child			
Is the parent/guardian pregnant?	Is the parent/carer the subject of an Apprehended Violence Order (AVO)?	Has there been any suspicious death of a child or young person in the household?	
☐ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☐ No	

OTHER INFORMATION		
Network of support services involved with child and/or family (if known):		
Main language of family:	Is an interpreter required? ☐ Yes ☐ No	Is sign language required? ☐ Yes ☐ No
Does the parent know this report is being made? ☐ Yes ☐ No		
If 'yes', what was their response?		
Does the child know this report is being made? ☐ Yes ☐ No		
If 'yes', what was their views?		
Provide any information related to worker safety issues		
What are some of the child's protective factors and family strengths		
Notes or attachments to be added to the report		

CHILD SAFE ENVIRONMENT POLICY

The United Nations Convention on the Rights of the Child (UNCRC) outline that children and young people have a right to be safe and cared for, no matter where they are or who they are with. Children have the right to be protected from violence, abuse or neglect. When working with children and young people, it is important to understand children's rights and needs.

We are advocates for children and have a strong commitment to child safety and establishing and maintaining a child safe environment. Children's safety and wellbeing are paramount at our Service. Our Service embeds the National Principles for Child Safe Organisations or Child Safe Standards and promotes a culture of safety and wellbeing to minimise the risk of child abuse or harm to children whilst promoting children's sense of security and belonging. [NQF October 2023].

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 2: CHILDREN'S HEALTH AND SAFETY		
2.2	Safety	Each child is protected
2.2.1	Supervision	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.
2.2.2	Incident and emergency management	Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practised and implemented.
2.2.3	Child Safety and Protection	Management, educators and staff are aware of their roles and responsibilities regarding child safety, including the need to identify and respond to every child at risk of abuse or neglect
QUALITY AREA 5: RELATIONSHIPS WITH CHILDREN		
5.1.1	Positive educator to child interactions	Responsive and meaningful interactions build trusting relationships which engage and support each child to feel secure, confident and included.

EDUCATION AND CARE SERVICES NATIONAL LAW AND NATIONAL REGULATIONS	
S. 2A	Paramount consideration—safety, rights and best interests of children
S. 3A	Paramount consideration
S. 4	How functions to be exercised
S. 5	Meaning of serious incident

S.5AA	Meaning of inappropriate conduct
S.162A	Child protection training Offence relating to child protection training
S. 162B	Child safety training
S.165	Offence to inadequately supervise children
S.166	Offence to use inappropriate discipline
S.166A	Offence to subject child to inappropriate conduct Offences relating to inappropriate conduct
S.167	Offence relating to protection of children from harm and hazards
S. 174AA	Educators and other staff members of education and care services to notify certain information
S. 174AB	Approved provider must notify Regulatory Authority of event under section 174AA
Part 6A	Devices in education and care services
S. 178	Suspension of education and care by certain persons
S. 178A	Supervision of certain persons providing education and care
S. 188	Offence to engage person to whom prohibition notice applies
12	Meaning of a serious incident
82	Environment to be free from tobacco, vaping devices, vaping substances, drugs and alcohol
83	Staff members and family day care educators not to be affected by alcohol or drugs
84	Awareness of child protection law
99	Children leaving the education and care service premises
102AAB	Safe arrival of children policies and procedures
102AAC	Risk assessment for the purposes of safe arrival of children policies and procedures
102B	Transport risk assessment must be conducted before service transports child
102C	Conduct of risk assessment for transporting of children by the education and care service
102D	Authorisation for service to transport children
102E	Children embarking a means of transport—centre-based service
102F	Children disembarking a means of transport—centre-based service
103	Premises, furniture and equipment to be safe, clean and in good repair
104	Fencing
105	Furniture, materials and equipment
106	Laundry and hygiene facilities

109	Toilet and hygiene facilities
115	Premises designed to facilitate supervision
122	Educators must be working directly with children to be included in ratios
123	Educator to child ratios- centre based services
136	First aid qualifications
145	Staff record
149	Volunteers and students
155	Interactions with children
162	Health information to be kept in enrolment record
167	Record of service's compliance
168	Education and care service must have policies and procedures
170	Policies and procedures to be followed
171	Policies and procedures to be kept available
172	Notification of change to policies or procedure
175	Prescribed information to be notified to regulatory authority

RELATED POLICIES

Adventurous (Risky and Nature) Play Policy Behaviour Guidance: Bullying Policy Child Protection Policy Code of Conduct Policy Dealing with Complaints Policy Delivery of Children to, and Collection from Education and Care Service Premise Policy Emergency and Evacuation Policy Excursion/Incursion Policy Furniture and Equipment Safety Policy Injury, Incident, Trauma and Illness Policy Interactions with Children, Families and Staff Policy Managing an Unidentified Dog Policy Medical Conditions Policy Nutrition and Food Safety Policy Physical Environment Policy	Privacy and Confidentiality Policy Probation Induction and Orientation Policy Recruitment Policy Protected Disclosures (Whistleblower) Policy Recruitment Policy Safe Arrival of Children Policy Safe Storage of Hazardous Chemicals Policy Safe Transportation of Children Policy Safe Use of Digital Technologies and Online Environments Policy Sleep and Rest Policy Staffing Arrangements Policy Student, Volunteer and Visitors Policy Sun Safe Policy Supervision Policy Tobacco, Drug, Alcohol-Free Policy Water Safety Policy Work Health and Safety Policy

PURPOSE

Our Service has a legal and ethical responsibility to provide a safe and friendly environment where all children are respected, valued and encouraged to reach their full potential. Children's safety and wellbeing is paramount, and we aim to take all practical steps to protect children and young people from harm or risk of harm, ensuring a healthy and safe environment. We believe that children's safety, rights, and best interests are the paramount consideration for all Service operations, decisions and functions. Our Service ensures that child safety, wellbeing and best interests take priority over all other considerations, including financial interests or other obligations of management, and are embedded in our daily practices, policies and procedures.

Our Service adheres to and aligns with legislative requirements related to taking images or videos of children. (See *Safe Use of Digital Technologies and Online Environments Policy*.) We provide children, staff, educators and visitors with an environment free from the use of tobacco (including vaping), alcohol and illicit drugs.

SCOPE

This policy applies to children, families, staff, educators, management, approved provider, nominated supervisor, students, volunteers and visitors of the Service.

IMPLEMENTATION

Under the Education and Care Services National Regulations the approved provider must ensure that policies and procedures are in place for providing a child safe environment and take reasonable steps to ensure those policies and procedures are followed. The National Law requires management to ensure all children being educated and cared for are adequately supervised and every reasonable precaution is taken to protect children from harm and any hazard likely to cause injury.

Our focus is to build a child safe environment which is reflected in our Service policies and procedures and understood and practiced by all children, young people, educators, staff, families, visitors, volunteers and students.

'Child safety is everyone's responsibility.' (A guide to the Child Safe Standards. p.26. 2020)

KEY TERMS-DEFINITIONS For additional definitions and key terms used within this policy, refer to *Key Terms – Policies and Procedures*.

Code of Conduct	Together with a code of ethics, the code of conduct helps guide interactions between management, educators and staff, as well as informing the service decision-making processes relating to professional standards
Disclosure	The process where a child or young person conveys or attempts to convey that they are being or have been abused.
Inappropriate conduct to a child	any behaviour that a reasonable person would consider to be inappropriate in an education and care service, taking into account the child's age, development, safety, wellbeing and the context of the interaction.
Information sharing	Refers to sharing or exchanging information, including personal information about or related to, abuse in organisational contexts. The terms refer to sharing information between (or within) organisations, as well as sharing information with professionals who provide key services for children.
Mandatory reporter	A person who is required to report known and suspected cases of child abuse and neglect to a nominated government department or agency.
Mandatory reporting	The legislative requirement for selected classes of people to report suspected cases of child abuse and neglect.
National Model Code	The National Model Code for Taking Images or Videos of Children while Providing Early Childhood Education and Care (National Model Code) addresses child safe practices for the use of electronic devices while providing early education and care (ECEC).
National Principles for Child Safe Organisations	Reflect ten child safe standards recommended by the Royal Commission into Institutional Responses to Child Sexual Abuse and are the vehicle for giving recommendations relating to the standards.
Reportable conduct	Certain organisations or entities have legal obligations under Reportable Conduct Schemes to notify and investigate certain allegations of abuse involving a child,

when the allegation is against someone they employ, engage or contract in circumstances outlined in the legislation.

Rights of the Child Human rights belonging to all children, as specified in the United Nations Convention of the Rights of the Child.

Wellbeing Sound wellbeing results from the satisfaction of basic needs. It includes happiness and satisfaction, effective social functioning and the dispositions of optimism, openness, curiosity, and resilience.

Working With Children Check (WWCC)

A notice, certificate or other document granted to, or with respect to a person under a working with children law. The person has been assessed as suitable to work with children; there has been no information that if the person worked with children the person would pose a risk to the children; or the person is not prohibited from attempting to obtain, undertake or remain in child-related employment.

Definitions sourced from

ACECQA. (2023). Policy and procedure guidelines. *Providing a Child Safe Environment*.

NSW Department of Education (2021). [Guide to the Child Safe Standards for early childhood education and care and outside schools hours care services](#)

COMMITMENT TO THE SAFETY OF CHILDREN AND YOUNG PEOPLE (National Principles 1-10)

Our Service is committed to being a child safe organisation and embeds the National Principles for Child Safe Organisations or Child Safe Standards, placing the protection of children as a priority of our responsibilities and obligations. The NSW Child Safe Standards provide guidance for our Service to build our capacity as an organisation to prevent and respond to allegations of child abuse and ensure our policies and procedures, strategies and attitudes, ensure children's safety is paramount.

Our Service has a zero tolerance to child abuse, and we are committed to the safety, participation and empowerment of all children. Our *Statement of Commitment to Child Safety* demonstrates our responsibility to protect children, uphold their rights, and embed a culture of child safety across all aspects of our operations.

We promote diversity and tolerance and aim to form equitable and positive relationships with children. We ensure children and young people participate in decisions affecting them and listen and respect their suggestions and ideas. We respond to any concerns, disclosures, allegations or suspicions of harm by reporting to the relevant authorities.

Our Service will not tolerate bullying or harassment and our *Behaviour Guidance - Bullying Policy* and procedure outlines the preventative strategies and supervision implemented by our Service to deal with bullying and help protect children. Our priority is to ensure the safety and wellbeing of children and young people and encourage positive relationships.

[Primary policies – Behaviour Guidance - Bullying; Child Protection; Code of Conduct; Interactions with Children, Families and Staff; Safe Use of Digital Technologies and Online Environments]

COMMUNICATION (National Principles 2 and 3)

We aim to build and maintain positive and respectful relationships with children, families, staff and educators of our Service and prioritise a child safe environment. We communicate regularly and clearly with all stakeholders and ensure our policies and procedures are available to staff, educators, employees, students, volunteers, families and children and young people. Our policy folder QR code is available at the Service located in the foyer. We welcome and encourage children, young people and families to share feedback and evaluation of our policies and procedures through surveys, feedback or discussions with management.

[Primary policies –Child Protection; Code of Conduct; Interactions with Children, Families and Staff]

PARTICIPATION OF FAMILIES, CHILDREN AND YOUNG PEOPLE (National Principle 2)

Our Service ensures families are always welcome and feel comfortable asking questions on how we prioritise child safety. We provide a range of opportunities for consultation and collaboration about decisions about their child's safety whilst at our Service including:

- policy and procedure review

- child protection
- Child Safe Standards
- allegations/grievance procedures
- sun safety
- written authorisations- parenting orders
- code of conduct
- inclusivity and supporting children and young people with diverse needs
- use of digital technologies and online environments

We promote a respectful, child safe culture where children and young people concerns are always responded to and children and young people feel empowered to participate in decisions and provide feedback to educators and staff.

Our Service provides opportunities for conversations with children and young people about their rights and encourages children and young people speak up if they are feeling unsafe or worried. We provide multiple channels for children and young people to lodge complaints, tailoring these options to their communication preferences based on their feedback. We work individually with children and young people to determine the type of support they may need in participating in the complaints process.

[Primary policies –Dealing with Complaints; Interactions with Children Families and Staff]

CODE OF CONDUCT (National Principles 4 and 6)

Management, educators, staff, volunteers and students will adhere to our Service's *Code of Conduct Policy*. Our *Code of Conduct Policy* clearly outlines expectations regarding behaviour and describes the principles, values, and ethical guidelines that guide our staff and stakeholders in their interactions and activities. All educators and staff members are made fully aware that following breaches of the Code of Conduct and role responsibilities may result in disciplinary action, which may lead to termination of employment. Individuals can report any concerns they may have about inappropriate actions of any educator, staff, student or volunteer that involves children or young people to management, ensuring a prompt and thorough response to maintain a safe and secure environment for all.

Our Service promotes a culture of child safety and wellbeing in all aspects of our Service operations. The *Code of Conduct Policy* outlines expected behaviour, examples of inappropriate behaviour or inappropriate conduct and consequences of breaches of policy.

[Primary policies – Code of Conduct; Privacy and Confidentiality; Probation Induction and Orientation; Safe Use of Digital Technologies and Online Environments; Tobacco, Drug and Alcohol-Free Policy]

RECRUITMENT (National Principle 5)

Our Service maintains a rigorous and consistent recruitment, screening and selection process to ensure the best staff members and educators are employed based on skills, qualifications, experience and suitability for the position available. All staff and educators participate in robust interviews and have reference checks completed to ensure the applicant's suitability to the role, previous experiences and their commitment to child safe values and practices.

All prospective applicants must declare that they do not hold any prohibition notices, including suspension, supervision or prohibition notices or enforceable undertaking, preventing them from working with children. The approved provider will verify prohibition notices using the [NQA ITS](#) 'register search' tool. Candidates applying for roles such as nominated supervisor or responsible person must also complete a Compliance History notice. Existing employees are required to disclose any enforcement actions, including suspension, supervision or prohibition notices or enforceable undertaking, taken against them to the approved provider, in writing, within 24 hours.

All staff and educators are provided with a comprehensive induction process which outlines our Code of Conduct and key policies including *Child Protection*, *Safe Use of Digital Technologies and Online Environments Policy*, *Dealing with Complaints*, *Work Health and Safety Policy*, and other related policies, to ensure a child safe environment. New employees (including the nominated supervisor and staff members), students and volunteers are to familiarise themselves with the *Child Protection Policy* to understand child protection laws and their obligations and mandatory reporting duties to ensure the safety and well-being of children at the Service.

[Primary policies –Child Protection; Safe Use of Digital Technologies and Online Environments Policy Probation Induction and Orientation; Recruitment]

WORKING WITH CHILDREN CHECK- POLICE CHECKS (National Principle 5)

Working in conjunction with the [Child Protection \(Working with children\) Act 2012](#) and National Regulations, the safety, welfare and wellbeing of children is paramount within our Service and

community. A Working with Children Check (WWCC) is a requirement for people who work in child-related work. It involves a national criminal history check and a review of findings of workplace misconduct. The result of a WWCC is either a clearance to work with children and is valid for five years, or a bar against working with children. Cleared applicants are subject to ongoing monitoring and relevant new records may lead to the clearance being revoked. If any staff member's WWCC becomes invalid, the person will be removed from their role working with children immediately until the clearance is renewed or a valid clearance is obtained. It is a criminal offence to continue to engage anyone whose WWCC is not valid, expired or suspended or revoked.

Staff, educators, volunteers and visitors are informed they must notify the approved provider, in writing, of any changes to their WWCC or teacher accreditation or registration within 72 hours, or within 24 hours of becoming aware of the change. The approved provider will notify the regulatory authority, in writing, of changes to an educator, staff member, volunteer or visitors WWCC within 24 hours.

Management is responsible for the periodic review and maintenance of up-to-date records of employees' WWCC, including the WWCC number and the date on which each clearance expires.

Once an employee provides their WWCC clearance, management will verify the clearance to ensure that it is valid and current. The WWCC will be placed in the individual's file. For existing staff and educators, we will regularly and systematically verify their WWCC before commencing at the service and ensure WWCC/ are renewed every 5 years and record the status as *Not Prohibited*.

The approved provider will ensure staff are aware of mandatory reporting obligations relating to a change of WWC status, teacher registration or fit and proper status in accordance with the *Child Protection Policy*.

Any visitor who has direct contact with children will be required to provide a WWCC for verification prior to coming into contact with children. Management will verify all student and volunteer WWCC/ prior to placement. The approved provider will keep a record for each day a student or volunteer participates in the Service including date and hours of participation.

[Primary policy – Child Protection, Recruitment, Staffing Arrangements, Student, Volunteer and Visitor]

CHILD PROTECTION- (National Principle 6)

Children and young people always have a right to be safe and protected. To comply with legislation and ensure a child safe environment, all educators, staff, volunteers and students will be required to complete mandatory [National Child Safety Training for the Early Childhood Education and Care Sector](#) (effective February 2026). This applies to any person working in the Service whether or not they work directly with children. Staff, educators, students and volunteers must demonstrate an understanding of the role of mandatory reporter, including when a report must be made and how to make a report.

Approved providers, nominated supervisors, educators and staff are mandatory reporters and have a legal obligation to make reports if they suspect on reasonable grounds, a child is at risk of significant harm. Neglecting these obligations could potentially be deemed a criminal offence.

All educators, staff and volunteers are provided with up-to-date training and development about child protection law and their obligations under this law and to ensure they are confident in following the reporting guidelines within NSW and adhere to our *Child Protection Policy* (Reg. 84). Through continual education and training, educators and staff are equipped with the knowledge, skills and awareness to keep children safe. Training gives educators and staff confidence to identify, respond and report child abuse. Nominated supervisors and persons in day-to-day charge must complete a mandatory child protection course approved by the regulatory authority and refresher training on an annual basis.

Our Service is committed to providing support to children, young people, families, educators or staff who have made a report regarding child protection, with a focus on upholding strict confidentiality throughout the process. Our primary concern is the well-being and safety of the child or young person, and we will work closely with relevant authorities, professionals, and support networks to ensure that the child or young person's best interests are met throughout the process. Our dedicated support system will assist educators and staff in navigating this challenging process while safeguarding their privacy and professional well-being. Supervision is effective to ensure they understand that *child safety is everyone's responsibility*.

All allegations, concerns or suspicions of inappropriate conduct will be reported in accordance with the *Child Protection Policy* and *Management of Inappropriate Conduct Procedure*. Our Service will develop and maintain a *Child Protection Register* for recording child protection concerns. Our Service will ensure all educators and staff have access to the online Mandatory Reporter Guide (MRG) and reporting decision tree via Service-supplied electronic devices/or ensure this is displayed in a place accessible by all staff. A *Child Protection Risk Assessment* will be completed and reviewed annually. Our Service will use a range of strategies to provide effective supervision, including using attendance records to ensure all children are accounted for (head counts).

Protection against a person who has made or may make a protected disclosure is outlined within Our *Protected Disclosures (Whistleblower) Policy*, outlines the supports and protections for individuals who report concerns in good faith about child safety, breaches of the National Law, or Service operations.

[Primary policies – Child Protection, Protected Disclosures (Whistleblower), Supervision]

CHILD PROTECTION-REPORTABLE CONDUCT SCHEME - Allegations Against Employees (National Principle 5)

To protect children and ensure their safety, welfare and wellbeing, management is responsive to report allegations or convictions of child abuse and child related misconduct by any staff member or volunteer or contractor to the Office of the Children’s Guardian (OCG) NSW as part of the *Reportable Conduct Scheme*.

Our Service will ensure an appropriate level of confidentiality of information relating to the reportable allegations as per the Children’s Guardian Act 2019]. We take our legislative responsibilities as part of the Reportable Conduct Scheme seriously and will respond to any reportable allegation or conviction against employees or volunteers that may arise.

[Primary policy – Child Protection]

REPORTING AND RESPONDING TO GENERAL COMPLAINTS (National Principle 6)

Feedback from children, families, educators, staff and the wider community is fundamental in creating an evolving childcare service working towards the highest standard of care and education.

We ensure educators, staff, volunteers and students are well informed about the different ways children may express concerns, distress and disclose harm as well as the process for responding to disclosures from children- including a complaint that alleges a child is exhibiting sexual behaviours that may be harmful to the child or another child. (ACECQA, 2023.)

The approved provider will place a prominently displayed notice in the foyer area of our Service, providing contact information, including the name and telephone number for lodging complaints. Educators and staff will receive guidance on the complaint/ grievance policy and procedure and the process for reporting complaints during their service induction. Families, children and young people will be advised of the complaint/ grievance policy and procedure and how to report complaints during orientation of enrolment. All grievances and complaints will be treated seriously and as a priority, in accordance with the *Dealing with Complaints Policy* and procedure.

Any complaints that allege a breach of the National Law and Regulations or alleges that the health, safety and wellbeing of a child or young person at the Service may have been compromised will be documented and reported to the regulatory authority within 24 hours. In the event that the child, young person or family is dissatisfied with the complaints process, they are advised they have the option to reach out to the regulatory authority for further assistance.

[Primary policies – Child Protection; Dealing with Complaints]

PHYSICAL ENVIRONMENT – SUPERVISION AND SAFETY CHECKLISTS (National Principles 5 and 7)

Children's safety is embedded in our day-to-day practices. We ensure effective and adequate supervision is provided to children at all times whilst ensuring educator to child ratios are met at all times. Educators will employ 'active supervision' strategies within the Service environment and when participating in excursions or transporting children. We ensure students and visitors are never alone with children whilst at the Service. The physical environment including toilets and nappy change facilities is designed and maintained to facilitate clear supervision of children whilst maintaining their rights and dignity.

Consideration will be made for the different ages and abilities of children and the activities that may require different levels of supervision. Sleeping infants and toddlers will be closely monitored at regular intervals and will always be within sight and hearing distance of educators so a child's breathing and the colour of their skin can be monitored. Consideration will be provided when older children are using the toilet and bathroom areas, including monitoring and supervision across all areas that children access.

Through conducting risk assessments, we assess and manage risks in the physical environment

collaborating with children to develop behaviour guidelines for play including adventurous play to ensure their safety. Educators have a sound understanding of their duty of care and responsibilities in ensuring a child safe environment.

Educators conduct regular safety checks to maintain basic standards of safety within our Service. We believe that child safety is a shared responsibility at all levels within our Service. Children are encouraged to speak up about their safety and the safety of their friends by telling an educator if they feel unsafe in a particular situation or environment.

Educators and staff implement child safe procedures outlined in the *Safe Use of Digital Technologies and Online Environments Policy* to ensure children are always supervised and never left unattended whilst using any electronic devices. The physical environment, layout and design ensure it supports child-safe practices when children are engaged in using technology and regular audits are conducted to identify any potential risks to children's safety. All electronic devices are password protected with access for staff only.

[Primary policies – Code of Conduct; Supervision; Sleep and Rest; Nappy Change and Toileting; Health and Safety; Safe Use of Digital Technologies and Online Environments; Staffing Arrangement, Supervision]

RISK ASSESSMENT AND RISK ASSESSMENT TOOL (National Principle 8)

It is a legislative requirement that management, staff and educators implement a risk management system where they identify and manage hazards and risks within the workplace to ensure a child safe environment. Strategies are in place to make sure child safety is embedded across our Service through compliance with the *Education and Care National Regulations* and the National Principles for Child Safety – Child Safe Standards

It is the responsibility of all staff and educators at the Service to complete a risk assessment where children's safety may be jeopardised and when organising an excursion/incursion or any transportation of children. Risk assessments must be approved by the nominated supervisor prior to any excursion taking place. Children's safety must be incorporated into everyday practice within the Service.

To maintain a child safe environment, all staff and educators will adhere to Service policies and procedures and conduct daily/monthly/annual checklists and audits.

[Primary policies – Child Protection; Code of Conduct; Behaviour Guidance Emergency and Evacuation; Incident, Injury, Trauma and Illness; Safe Arrival of Children; Safe Transportation of Children; Safe Use of Digital Technologies and Online Environments; Sleep and Rest; Sun Safety; Administration of First Aid; Medical Conditions]

EMERGENCY AND EVACUATION PROCEDURES (National Principle 8)

Management will ensure that copies of the emergency and evacuation floor plan is displayed in prominent positions near each exit of the Service premises, including indoor and outdoor learning areas. All staff and educators are familiar with emergency evacuation procedures and regulatory requirements. Rehearsals for emergency and evacuation procedures, including lock downs, are conducted at least once every 3 months. Records will be kept for all rehearsals.

[Primary policy- Emergency Evacuation Policy]

ARRIVAL AND DEPARTURE AUTHORISATION (National Principle 1 and 8)

Our Service prioritises children's safety at all times. Staff and educators will only release children to an authorised person as named on the child's enrolment form. Management will request families provide current court orders, and parenting plans to ensure our records are up to date.

National Regulations require our Service to keep a record of children and visitor's arrival and departures, with the signatures of the person responsible for verifying the accuracy of the record and the identity of the person collecting the child or young person.

Educators will work in collaboration with our *Delivery of children to and Collection from Education and Care Premises Policy*, *Safe Arrival of Children Policy* and *Student, Volunteer and Visitors Policy* to promote a culture of child safety and wellbeing in the Service.

To ensure children's safety, staff and educators have a clear understanding of their legal obligation to check identification when a person is collecting a child. To maintain compliance, parents will provide written authorisation if they authorise a person who is not on their emergency contact form to pick up their child from the ECEC Service. Educators and staff will ensure court orders are strictly adhered to and protect children from any potential harm.

[Primary policies - Delivery of Children to, and Collection from Education and Care Premises; Safe Arrival of Children; Student, Volunteer and Visitors]

ONLINE SAFETY (National Principle 8)

Our Service is committed to create and maintain a safe online environment with support and collaboration with children, educators, staff, families and community. Management ensures anti-virus and internet security systems are installed to block access to unsuitable web sites, newsgroups and chat rooms.

Our Service ensures backups of important and confidential data is made regularly and either stored securely offline, or online. Software and devices are updated regularly to avoid any breach of confidential information.

Families are provided with information about our software program which is password protected and used to share observations, photos, videos, daily reports and portfolios. Passwords are not to be shared with others as per our written agreement.

Written authorisation is requested as part of the enrolment process for children to use computers/tablets; have their photo taken and published as part of promotional marketing or on the app program used by the Service. The identity of a child is not published on any platform.

All staff and educators have knowledge of and adhere to legislative requirements and not use, or have access to, any personal electronic devices, including mobile phones or smart watches used to take images or videos when educating and caring for children at the Service. Only Service supplied or issued and registered electronic devices are used and strict controls are in place to ensure the appropriate storage and retention of images and video of children.

[Primary policies – Code of Conduct, Privacy and Confidentiality; Safe Use of Digital Technologies and Online Environments]

STORAGE OF HAZARDOUS SUBSTANCES (National Principle 8)

We reduce the risk of harm to children and educators by using eco-friendly products. Our Service will endeavour to provide a safe environment where necessary chemical and hazardous equipment are safely stored away from children and handled appropriately.

Management, staff and educators will keep a register of hazardous chemicals used at the Service, including relevant Safety Data Sheets (SDS). To maintain a safe environment for children, daily/monthly/annual audits and checklists are conducted.

[Primary policies – Safe Storage of Hazardous Chemicals, Administration of Medication]

EQUIPMENT, FURNITURE AND MAINTENANCE RECORD (National Principle 8)

There are several factors that can contribute to a hazard, such as a deprived program, insufficient supervision and dilapidated equipment. To ensure a child safe environment free from hazards, our Service has implemented practices and continue to monitor Service policies and procedures that uphold Australian Safety Standards.

The premises and all equipment and furniture used within the Service are audited to ensure all aspects are safe, clean and in good repair. We understand that hazards are specific to developmental stages; educators are aware that toys and equipment need to be checked to ensure they are safe and developmentally appropriate for children. Regular checks occur within the Service to ensure that all toys, furniture and equipment are in good condition and working order.

[Primary policy – Furniture and Equipment Safety]

CONTINUOUS REVIEW (National Principle 9)

To ensure we maintain a culture of continuous improvement, we will ensure our child safe practices are regularly reviewed, evaluated and improved. We aim to ensure all educators, staff, students and volunteers understand and effectively implement our policies and procedures to provide a child safe environment at our Service.

We will regularly review and monitor the effectiveness of our child safe policies and procedures and invite children, staff members, families and communities to contribute to their development.

Any updates or revisions will be communicated to all stakeholders.

Our *Child Safe Environment Policy* will be evaluated and reviewed on an annual basis or earlier if there are changes to legislation, ACECQA guidance or any incident related to our policy. Feedback will be requested from children, families, staff, educators and management and notification of any change to policies will be made to families within 14 days.

CHILD SAFE STANDARDS LEGISLATION/RESOURCES

NSW

The Children's Guardian Amendment (Child Safe Scheme) Bill 2021 came into effect on 1 February 2022 requiring organisations who work with or provide services to children to implement the NSW Child Safe Standards. Compliance and enforcement measures under the Children's Guardian Act commenced from 1 February 2023.

[Children's Guardian Act 2019](#)

Children's Guardian Amendment (Child Safe Scheme) Bill 2021

[Child Protection \(Working with Children\) Act 2012](#)

Office of the Children's Guardian [Child Safe Self-Assessment](#)

[Office of the Children's Guardian. Child Safe Standards](#)

[NSW Department of Education. Child Safe Standards](#)

- RELATED RESOURCES

Child Safe Environment Commitment Statement	Child Safe Standards Checklist
Child Safe Environment Procedure	Child Safe Risk Assessment

SOURCES

Australian Children's Education & Care Quality Authority. (2025). Policy and procedure guidelines. [Providing a Child Safe Environment](#).

Australian Children's Education & Care Quality Authority. (2025). [Embedding the National Child Safe Principles](#).

Australian Children's Education & Care Quality Authority. (2026). [Guide to the National Quality Framework](#)

Australian Children's Education & Care Quality Authority. (2025). [NQF Child Safe Culture Guide](#).

Australian Children's Education & Care Quality Authority. (2024). [National Model Code for Early Childhood Education and Care](#).

Australian Children's Education & Care Quality Authority. (2024). [Taking Images and Video of Children While Providing Early Childhood Education and Care. Guidelines For The National Model Code](#)

Australian Government. Department of Skills. (2022). [Belonging, Being and Becoming: The Early Years Learning Framework for Australia](#). V2.0, 2022

Australian Human Rights Commission (2020). *Child Safe Organisations*. <https://childsafesafe.humanrights.gov.au/>

Children (Education and Care Services) National Law (NSW)

Education and Care Services National Law Act 2010.

Education and Care Services National Regulations. (Amended 2025)

NSW Department of Education (2021). [Guide to the Child Safe Standards for early childhood education and care and outside schools hours care services](#)

United Nations Convention of Rights of the Child, (1989). (UNCRC)

Work Health and Safety Act (2011).

REVIEW

POLICY REVIEWED BY	Tracy Gill	Nominated Supervisor	10/03/2026
POLICY REVIEWED	March 2026	NEXT REVIEW DATE	NOVEMBER 2026
VERSION NUMBER	V3		
MODIFICATIONS	JANUARY - Major review of policy to ensure its accuracy and relevance. Content has been refined to clarify responsibilities and ensure alignment with legislative changes and current best practices in child safety and professional conduct - Edits to policy to comply with amendments to National Law (NSW) and Regulations - updated policy to include amendments to Education and Care Services National Law - revised wording around electronic devices following National Law amendments		
POLICY REVIEWED	PREVIOUS MODIFICATIONS	NEXT REVIEW DATE	

CHILD SAFE ENVIRONMENT PROCEDURE

The United Nations Convention on the Rights of the Child (UNCRC) outline that children and young people have a right to be safe and cared for, no matter where they are or who they are with. When working with children and young people, it is important to understand children's rights and needs. We are advocates for children and aim to maintain a strong commitment to child safety and establishing a child safe environment.

Our Service embeds the National Principles for Child Safe Organisations and promotes a culture of safety and wellbeing to minimise the risk of child abuse or harm to children whilst promoting children's sense of security and belonging. Requirements for the implementation of the recommended Child Safe Standards in each state or territory differ.

Our Service adheres to and aligns with legislative requirements related to taking images or videos of children. (See *Safe Use of Digital Technologies and Online Environments Policy*)

Working in conjunction with the *Child Safe Environment Policy*, this procedure provides guidance for management and educators to foster and promote a child safe culture and ensure child safe policies and procedures are understood and practiced by all educators and staff.

Education and Care Services National Law and Regulations: (S.2A, 3A, 4, 5AA [12, 162A, 162B, 166A, 174AA, 174AB], PART 6A, 178, 178A], 188, R.12, 82, 84, 86, 102-106, 109, 115, 122, 123, 136, 155, 162, 165-168, 170 and 172) NQS QA 2, and 5: Element 2.2.1, 2.2.2, 2.2.3 and 5.1.1. *Health and Safety and Relationships*.

Related Policy: *Child Safe Environment Policy*

NATIONAL PRINCIPLES FOR CHILD SAFE ORGANISATIONS		
1	The approved provider, nominated supervisor and educators will review the Service's <i>Child Safe Environment Policy</i> annually	
2	Families and children will be invited to review the <i>Child Safe Environment Policy</i>	
3	New educators, students and volunteers will be introduced to the <i>Child Safe Environment Policy</i> and <i>Procedure</i> during induction and orientation	
4	Educators and staff will refer to the <i>Child Safe Environment Policy</i> for further information on implementation of the Child Safe Standards	
5	A <i>Statement of Commitment</i> to providing a Child Safe Environment will be developed in consultation with families, children and educators	

6	The approved provider, nominated supervisor, staff, educators, students and volunteers will ensure children's safety, rights and best interests are the paramount consideration for all Service operations, decisions and functions, including all decisions relating to child safety	

COMPLAINTS/ GRIEVANCES

The approved provider and nominated supervisor will:

1	review the Service's <i>Dealing with Complaints Policy</i> annually, in conjunction with children, families and educators	
2	inform families, children and educators of the <i>Complaints/ Grievance Procedure</i> for steps on how to raise any concerns, including concerns around child safety	
3	ensure educators, staff, volunteers and students are well informed about the different ways children may express concerns, distress and disclose harm as well as the process for responding to disclosures from children- including a complaint that alleges a child is exhibiting sexual behaviours that may be harmful to the child or another child	
4	discuss any complaints/issues raised with the complainant within 24 hours of receiving the verbal or written complaint and will investigate and document the complaint or grievance fairly and impartially	
5	notify the regulatory authority within 24 hours of any serious incident or complaint as per the Education and Care Services National Regulations	
6	ensure the compliant handling process is child focused; children are empowered and supported to provide feedback and speak up about concerns	

STAFFING PROVISIONS

1	The approved provider, nominated supervisor and educators will review the Service's <i>Probation, Induction and Orientation Policy, Professional Development Policy and Staff Performance Review Policy</i> annually	
2	New educators, staff, students and volunteers will be introduced to the <i>Probation, Induction and Orientation Policy, Professional Development Policy and Staff Performance Review Policy</i> during induction and orientation	
3	The <i>Code of Conduct Policy</i> will be reviewed annually in consultation with families, children and educators	
4	New educators, students and volunteers will be required to sign acknowledgment that they read and understand the Service <i>Code of Conduct Staff Acknowledgement</i>	
5	The approved provider and nominated supervisor will ensure a responsible person is physically present at the Service at all times that children are being educated and cared for	

6	The approved provider and nominated supervisor will ensure that volunteers and students meet any requirements for Working with Children Checks (WWCC)	
7	At no time will volunteers and/or students be left alone with a child or group of children or be included in the educator to child ratio	
8	Each educator will participate in a Performance Review every 12 months which include an opportunity to reflect on the educator's understanding of an adherence to the Code of Conduct and child safe policies and procedures	
9	A <i>Professional Development Plan</i> will be developed for each educator and reviewed every 12 months	

RECRUITMENT

1	The approved provider, nominated supervisor and educators will review the Service's <i>Recruitment Policy</i> annually	
2	The approved provider and nominated supervisor will ensure the National Principles for Child Safe Organisations underpin all areas of the recruitment process	
3	All preferred candidates will undergo appropriate pre-employment checks including reference checks, WWCC, prohibition checks and where applicable, National Police criminal history checks, before an offer of employment is recommended	
4	Employees, volunteers or students that are unable to provide a copy of a validated WWCC prior to the start of engagement or employment will not be able to undertake any work-related activity within the Service	
5	WWCC records and verifications will be held for all employees, staff, students and volunteers	
6	Reference checks are conducted for each potential employee	
7	Management will ensure any notifications or concerns regarding a person's WWCC are recorded and steps are taken immediately to ensure the person is not working directly with children in accordance with directions from the Office of the Children's Guardian	
8	The approved provider will ensure prospective employees, current employees, students or volunteers do not hold any prohibition notices, including suspension, supervision or prohibition notices or enforceable undertaking, preventing them from working with children	
9	The approved provider will ensure all prospective employees, students and volunteers complete a Prohibition Notice Declaration during engagement to confirm they are not subject to a prohibition notice	
10	Prior to engagement or employment of any person at the Service, the approved provider will verify that the individual is not subject to a prohibition notice, via the <u>NQA ITS</u>	
11	Each new employee shall be subject to a Probationary Period of six (6) month	

12	Induction and orientation for new staff, students and volunteers will include relevant information on child safe practices adhering to the National Principles for Child Safe Organisations or Child Safe Standards, Code of Conduct, strategies that identify, assess and minimise risks to children and mandatory reporting procedures	
13	An <i>Induction Checklist</i> will be completed for all new employees, students, volunteers and educators	

CHILD PROTECTION		
1	The approved provider, nominated supervisor and educators will review the Service's <i>Child Protection Policy</i> annually to ensure awareness of Child Protection practices	
2	New educators, students and volunteers will be introduced to the <i>Child Protection Policy and Procedure</i> , including mandatory reporting requirements during induction and orientation. Students and volunteers will be advised of the existence and application of current child protection law and any obligation they may have under that law	
3	The approved provider and nominated supervisor will ensure the nominated supervisor, responsible persons, staff, students and volunteers have completed approved mandatory Child Protection Training, within the prescribed timeframe, to understand the child protection reporting process and use of the online reporting guide per state requirements	
4	The approved provider will ensure the nominated supervisor, educators, staff, volunteers and students who work with children maintain up-to-date information and training related to current child protection law and reporting obligations annually	
5	The approved provider, staff, educators, volunteers and students will complete mandatory child safety training, within the prescribed timeframe, on how to identify, understand, report, and respond to child maltreatment, abuse and harm (from February 2026)	
6	The approved provider will ensure that no staff, educators, volunteers or any visitors to the service engage in inappropriate conduct toward a child. Inappropriate conduct will be identified and responded to, and any allegations, suspicions or concerns of inappropriate will be identified and reported	
7	The approved provider and nominated supervisor will ensure a <i>Child Protection Risk Assessment</i> is conducted annually and reviewed following an incident involving child safety and wellbeing, including an assessment for areas of improvement	
8	Educators will introduce protection behaviours to children through educational programs. A Risk Assessment will be conducted prior to educational programs regarding protection behaviours implemented.	
9	Information regarding mandatory reporting obligations is shared with families	
10	All educators will be advised of their obligations regarding the Reportable Conduct Scheme	

11	The approved provider and nominated supervisor will ensure all records identified as relevant to child safety and wellbeing (including child sexual abuse that has or is alleged to have occurred), are: - kept for at least 45 years - clear, objective and thorough - maintained in an indexed, logical and secure manner - retained and disposed of in a consistent manner <i>[Note: this is a recommendation in response to the Royal Commission into Institutional Responses to Child Sexual Abuse]</i>	
12	Educators, students and volunteers are advised they are required to notify the approved provider, within 72 hours of the event, or within 24 hours of becoming aware of the event, of any changes to their WWCC status, changes to their teacher registration or fit and proper status.	
13	The approved provider will notify the regulatory authority, in writing via the NQA ITS, within 24 hours of becoming aware of an event involving a change to the educator or staff member's WWCC, including any negative notices or changes to teacher accreditation or registration	

PHYSICAL AND ONLINE ENVIRONMENT

The approved provider and nominated supervisor will:

1	review the Service's <i>Physical Environment Policy</i> and <i>Safe Use of Digital Technologies and Online Environments Policy</i> annually in conjunction with children, families and educators	
2	introduce the <i>Physical Environment Policy</i> and <i>Safe Use of Digital Technologies and Online Environments Policy</i> to new educators, students and volunteers during induction and orientation	
3	require educators to adhere to the Service's <i>Supervision Policy</i> and floor plan to maintain effective supervision	
4	ensure adequate supervision will be provided when children are being transported. Consideration will be made depending on risk assessments, number, age and ability of children, visibility of children, each child's current activity	
5	ensure the minimum child ratio requirements are met at all times	
6	ensure a daily inspection of the physical premises will be undertaken before children begin to arrive. The <i>Opening Checklist</i> and <i>Outdoor Cleaning/Safety Checklist</i> will be used as the procedure to conduct these safety checks. A record of these will be kept by the Service.	
7	ensure risk assessments are completed and reviewed every 12 months to ensure risks are minimised and care taken to protect children from harm and hazards	

8	ensure risk assessments are reviewed following an incident involving child safety and wellbeing, including an assessment for areas of improvement	
9	ensure all educators and staff are informed of the <i>Safe Storage of Hazardous Chemicals Policy</i> during induction and orientation	
10	ensure the <i>Hazardous Chemical Register</i> lists hazardous chemicals used and/or stored within the Service	
11	ensure the <i>Emergency and Evacuation Policy and Procedures</i> are followed to ensure children are protected from harm during an emergency	
12	ensure educators follow the <i>Delivery of Children to and Collection from EC Service Premises Policy</i> to ensure children are only released to an authorised person as named on the child's enrolment form	
13	support online safety for children by adhering to the <i>Safe Use of Digital Technologies and Online Environments Policy</i>	
14	ensure management, educators, staff, visitors and volunteers are aware of and strictly adhere to legislative requirements related to taking images or videos of children, including: ○ adhering to the <i>Safe Use of Digital Technologies and Online Environments Policy</i> ○ only service-issued/approved devices are to be used when taking images or videos of children ○ personal electronic devices that can take images or videos (such as tablets, phones, digital cameras, smart watches, META glasses) and personal storage and file transfer media (such as SD cards, USB drives, hard drives and cloud storage) are not in the possession of any educator, staff member, visitor or volunteer while providing education and care and working directly with children ○ ensure educators, staff or volunteers submit a written request if seeking an exemption to use or have in their possession a personal electronic device for essential purposes ○ strict controls are in place for the appropriate storage and retention of images and videos in accordance with our <i>Record Keeping and Retention Policy</i>	
15	ensure the environment free is from the use of tobacco (including vaping) alcohol and illicit drugs in conjunction with the <i>Tobacco, Drug and Alcohol-Free Policy</i>	

REVIEW OF PROCEDURE

Date procedure created	11/03/2026	To be reviewed	March 2027
Approved by	Tracy Gill	Signature	<i>Tracy Gill</i>
Location of procedure	Policies and procedure folder, QR code and OWNA		

Procedure reviewed date	Modifications/Changes
February 2026	Updated procedure to include amendments to Education and Care Services National Law Education and Care Services National Regulations. Edits to procedure to include amendments to Children (Education and Care Services) National Law [NSW] and Education and Care Services National Regulations [NSW] Included additional points to strengthen child safe practices New Child Safe Environment Related Resources added below

APPENDIX: STATEMENT OF COMMITMENT TO CHILD SAFETY

Our Service, educators and staff are committed to ensuring the safety and wellbeing of all children and young people. We understand our responsibilities and statutory duty of care to implement the National Child Safe Principles and embed the Child Safe Standards to prevent and respond to allegations of child abuse. We are committed to implementing our *Child Safe Environment Policy* incorporating the Child Safe Standards. This policy accentuates our *zero tolerance* for child abuse and raises awareness about the importance of child safety and protecting children who have experienced or are at risk of significant harm, abuse or neglect within our Service and the broader community.

We ensure all staff, volunteers and students engaged at our Service are suitable to work with children and young people through rigorous employment procedures and Working with Children Checks. We uphold our commitment to follow the *Child Protection Policy*, ensuring compliance with mandatory reporting and the Reportable Conduct Scheme responsibilities to safeguard children from physical, sexual, emotional and psychological abuse and neglect.

We are dedicated to promoting cultural safety and providing an inclusive environment for all children and young people, including First Nations Peoples, children with culturally and/or linguistically diverse backgrounds, disabilities, gender identity and/or diversity. We believe all children are unique and have the right to be protected against discrimination, harm and abuse. We support ongoing professional development for employees to maintain clear boundaries between appropriate and inappropriate behaviour and their ability to distinguish and respond to situations of abuse and neglect.

We work in collaboration with the United Nations Convention on the Rights of the Child and educate children on their right to be safe, empowering them to voice any concerns they may have. We encourage children to express their views and opinions on matters that affect them and provide them with guidance on what to do if they feel unsafe. The Service policies and procedures are developed with the children's voice to help keep all children safe from harm and abuse.

We value communicating regularly with families, carers and the community to assist with input towards the review of our policies and procedures, ensuring continuous improvement to child safe practices.

Name of Service	Glenmore Park Early Learning Centre		
Name of employee		Position	
Employee signature		Date	

CODE OF CONDUCT POLICY

We believe in maintaining an inclusive and welcoming environment and workplace that motivates and facilitates personal growth and development for staff and educators. The values that underpin our work ethic include equality, respect, integrity, and responsibility. Our Service is committed to adhere to the Early Childhood Australia (ECA) Code of Ethics (2016) which is based on the principles of the United Nations Convention on the Rights of the Child (1991) and provides a framework for the reflection about the ethical responsibilities of early childhood professionals.

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 4: STAFFING ARRANGEMENTS		
4.1	Staffing arrangements	Staffing arrangements enhance children's learning and development.
4.1.2	Continuity of staff	Every effort is made for children to experience continuity of educators at the service.
4.2	Professionalism	Management, educators and staff are collaborative, respectful and ethical.
4.2.1	Professional collaboration	Management, educators and staff work with mutual respect and collaboratively, and challenge and learn from each other, recognising each other's strengths and skills.
4.2.2	Professional Standards	Professional standards guide practice, interactions and relationships.
QUALITY AREA 7: GOVERNANCE AND LEADERSHIP		
7.1.1	Service philosophy and purpose	A statement of philosophy guides all aspects of the service's operations.
7.1.3	Roles and responsibilities	Roles and responsibilities are clearly defined, and understood, and support effective decision-making and operation of the service.

EDUCATION AND CARE SERVICES NATIONAL LAW AND NATIONAL REGULATIONS	
S. 2A	Paramount consideration—safety, rights and best interests of children
S. 3A	Paramount consideration [NSW]
S.5AA	Meaning of inappropriate conduct [NSW]
S. 162A	Child protection training Offence relating to child protection training [NSW]
S. 162B	Child safety training
S. 165	Offence to inadequately supervise children

S. 166A	Offence to subject child to inappropriate conduct [NSW] Offences relating to inappropriate conduct
S. 167	Offence relating to protection of children from harm and hazards
S. 174AA	Educators and other staff members of education and care service to notify certain information [NSW]
Part 6A	Devices in education and care services
S. 188A	Offence to give false or misleading information to approved provider about prohibition notice False or misleading information about certain notices [NSW]
82	Environment to be free from tobacco, vaping devices, vaping substances, drugs and alcohol
83	Staff members and family day care educators not to be affected by alcohol or drugs
84	Awareness of child protection law
155	Interactions with children
168	Education and care services must have policies and procedures
170	Policies and procedures to be followed
171	Policies and procedures to be kept available
172	Notification of change to policies or procedures

RELATED POLICIES

Bullying, Discrimination and Harassment Policy Child Protection Policy Child Safe Environment Policy Dealing with Complaints Policy Interactions with Children, Family and Staff Policy Out of Hours Babysitting Policy Privacy and Confidentiality Policy Professional Development Policy Protected Disclosures (Whistleblower) Policy	Record Keeping and Retention Policy Recruitment Policy Respect for Children Policy Responsible Person Policy Safe Use of Digital Technologies and Online Environments Policy Staffing Arrangements Policy Social Media Policy Tobacco, Drug and Alcohol-Free Policy Work Health and Safety Policy

PURPOSE

We aim to establish a common understanding of workplace standards and ethics expected of all employees of the Service. We aim to ensure positive working relationships are formed between all educators and management, promoting dignity and respect by avoiding behaviour, which is or may be perceived as harassing, bullying or intimidating. Educators and management will at all times conduct

themselves in an ethical manner and strive to ensure that all interactions are positive and respectful and are in accordance with the Service's philosophy.

Our Service takes every reasonable effort to accommodate the diversity of all children into our organisation and service operations embedding the National Child Safe Principles and Child Safe Standards into our organisation and service operations. We are committed to the safety and wellbeing of children and young people. We believe that children's safety, rights, and best interests are the paramount consideration for all Service operations, decisions and functions. Our Service ensures that child safety, wellbeing and best interests take priority over all other considerations, including financial interests or other obligations of management, and are embedded in our daily practices, policies and procedures.

We are dedicated in promoting cultural safety for Aboriginal children, cultural safety for children from culturally and/or linguistically diverse backgrounds and to providing a safe environment for children with a disability.

SCOPE

This policy applies to staff, educators, management, approved provider, nominated supervisor, students, families, children, volunteers and visitors of the Service.

IMPLEMENTATION

The approved provider, nominated supervisor, educators, staff, volunteers, and students will adhere to the Early Childhood Australian Code of Ethics, Education and Care Services National Regulations and National Quality Standard, National Child Safe Principles and Child Safe Standards and Service policies and procedures at all times, promoting positive interactions both within the Service and the local community. Our Service adheres to and aligns with legislative requirements related to taking images or videos of children to ensure safe physical and online environments. (See *Safe Use of Digital Technologies and Online Environments Policy*.)

RESPECT FOR PEOPLE AND THE SERVICE

- Employees, educators, staff and management are committed to the Service philosophy and values, inclusive of best practice in early childhood education and building positive partnership with children, families and staff

- Our Service has developed a *Statement of Commitment to Child Safety and Wellbeing* to demonstrate a strong culture of child safety within the Service
- Employees, educators, staff and management must adhere to our child safe policies including *Child Safe Environment Policy*, *Child Protection Policy*, *Safe Use of Digital Technologies and Online Environments Policy* and - and take all reasonable steps at all times to protect children from abuse and harm
- Employees, educators, staff and management understand that *child safety is everyone's responsibility*
- Effective, open, and respectful reciprocal communication and feedback between employees, children, families, and management is conveyed
- It is important to treat colleagues, children, and families with respect. Bullying or insulting behaviour, including verbal and non-verbal aggression, abusive, threatening, or derogatory language or intimidation towards other employees, educators, staff, management, children, visitors, or families is unacceptable and will not be tolerated
- Employees, educators, staff and management are committed to valuing and promoting the safety, health, and wellbeing of employees, volunteers, children, and families
- Employees, educators, staff and management promote the cultural safety, participation and empowerment of Aboriginal and Torres Strait Islander children to express their culture and enjoy their cultural rights
- Employees, educators, staff and management promote the safety, participation and empowerment of children with culturally and/or linguistically diverse backgrounds to support children to express their culture and enjoy their cultural rights
- Employees, educators, staff and management promote the safety, participation and empowerment of children with a disability
- Employees, educators, staff and management are committed to an equal opportunity workplace and culture which values the knowledge, experience, and professionalism of all employees, team members, and managers, and the diverse heritage of our families and children
- Employees, educators, staff and management respect the privacy of children and their families by keeping all information about child protection concerns confidential and only share information to promote child wellbeing or safety and /or manage risk of family violence with other Information Sharing Entities (IES) as per state/territory legislation
- Our Service will conduct a comprehensive probation and induction orientation program for all new employees, volunteers and students to include awareness of their roles and responsibilities in relation to child safe practices and mandatory child safety and protection training including reporting obligations

- Policies and procedures will be developed to ensure employees, educators, staff, students, visitors and families are aware of the standards of behaviour that is expected within the Service
- Employees, educators, staff and management are informed that inappropriate conduct and behaviour, including bullying, sexual harassment, discrimination and harassment will not be tolerated
- It is important employees, educators, staff and management listen and respond to the views and concerns of children particularly if they are telling you that they or another child has been abused or they are worried about their safety or the safety of another.

EXPECTATIONS OF EMPLOYEES

EMPLOYEES WILL:

- adhere to the *Code of Conduct Policy*
- ensure their Working with Children Check (WWCC) is valid and current
- notify the approved provider, within 72 hours of any changes, or within 24 hours of becoming aware of any changes, to their WWCC status, changes to their teacher registration or fit and proper status (including show cause notice, suspension notice, supervision notice, disciplinary notices/orders or prohibition notices)
- ensure their work is carried out proficiently, harmoniously, and effectively
- act in a professional and respectful manner at all times whilst at work
- demonstrate and maintain professional boundaries that foster trust, dignity and mutual respect in their interactions with children, families, colleagues and members of the community
- refrain from any behaviour that may be considered inappropriate conduct, including behaviour that is threatening, intimidating, humiliating, degrading, hostile or otherwise inappropriate
- not be in the possession of a personal electronic device that can take images or videos or personal storage and file transfer media when providing education and care and working directly with children
- act honestly and exercise attentiveness in all Service operations
- carry out all lawful directions, retaining the right to question any direction which they consider to be unethical. If uncertain they can seek advice from the nominated supervisor, approved provider or the Ombudsman
- uphold the rights of children and always prioritise their needs
- treat all children and young people with respect
- promote the wellbeing and safety of children and take all reasonable steps to protect children from abuse
- provide active and adequate supervision of children at all times

- understand their legislative responsibility as mandatory reporters to report any allegation of child abuse, neglect or possible risk of harm to management or Child Protection authority
- understand their legislative responsibility to report any inappropriate action of any other employee that involves children or young people to management as part of the *Reportable Conduct Scheme (office of the guardian)*
- participate in all mandatory training, including mandatory [National Child Safety Training for the Early Childhood Education and Care Sector](#)
- follow and comply with the *Dealing with Complaints Policy* when matters are raised regarding child safety and wellbeing
- have a solid understanding of the Service's policies and procedures, National Principles for Child Safe Organisations and specific Child Safe Standards) and the ECA Code of Ethics. If uncertain about the content of any policy or procedure with which they must comply, employees should seek clarification from the nominated supervisor or approved provider
- work collaboratively with colleagues and management families and members of the community with courtesy, respect and recognise and value diversity
- be mindful of their duty of care towards themselves and others
- be positive role models for children at all times
- ensure compliance with a zero tolerance of racism within the Service
- report any incidents or bullying, discrimination or harassment, including sexual harassment they have experienced or witnessed
- not be under the influence of drugs or alcohol while working; bring alcohol or drugs onto the premises
- not smoke or vape in or on surrounding areas of the Service [see *Tobacco, Drugs and Alcohol-Free Policy*]
- respect the confidential nature of information gained about each child enrolled in our Service
- engage in critical reflection to inform individual and collective decision making and ensure continual improvement, including a review of child safe policies and procedures
- report to management and decline any bribe or gift, including money, received by a family that may influence or appear to influence a decision or action
- report any instances of suspected corrupt conduct, mismanagement of government funds or other serious allegation to the Department of Education via their [Online contact form](#). For more information visit the Department of Education website: [Reporting fraud via a tip-off](#).

EMPLOYEES MUST NOT:

- use abusive, derogatory or offensive language
- engage in conduct that is detrimental to the professional standing of our Service, is improper or unethical, is an abuse of power, or harasses, discriminates against, victimises, humiliates, intimidates, or threatens other educators, staff members, volunteers, or visitors at the Service, either directly or indirectly via information technology such as email, text or social media. Additionally, they must never support or encourage this behaviour in others.
- condone or participate in illegal, unsafe or abusive behaviour towards children, including physical, sexual or psychological abuse, ill-treatment, neglect or grooming
- exaggerate or trivialise child abuse issues
- fail to report information to the approved provider if they know a child has been abused
- engage in unwarranted and inappropriate touching involving a child
- persistently criticise and/or denigrate a child
- verbally assault a child or create a climate of fear
- encourage a child to communicate with an adult in a private setting
- share details of sexual experiences with a child
- use sexual language or gestures in the presence of children
- discriminate against any child, because of culture, race, ethnicity or disability
- put children at risk of abuse- refusing food/play, making threats, exposing children to inappropriate language or material (movies, internet, photos)
- show preferential behaviour towards any child
- accept an offer of money, regardless of the amount
- seek or accept a bribe
- acquire personal profit or advantage because of their position (e.g., through the use of Service information)
- exchange any property of the Service for own use unless properly authorised
- approach other employees, managers or visitors directly on individual matters that are irrelevant to them
- exchange large gifts or money to, or from, an individual child or family that may be seen as favouritism
- engage in any action in breach of our *Privacy and Confidentiality Policy*, including but not limited to disclosure of confidential Service or customer information, or the improper or illegal use of that confidential information. Authorised persons will only access confidential information for the purpose intended.

- engage in or support any action in breach of Service policies and/or procedures.

EXPECTATIONS OF LEADERS AND MANAGEMENT

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

- model child safe values in daily practices and decision-making
- monitor and review compliance with National Child Safe Principles and Child Safe Standards, NSW CSS mandatory reporting, National Law and Regulations
- promote a collaborative and interconnected workplace by developing a positive working environment where all employees can contribute to the ongoing continuous improvement of the Service
- promote leadership by working with employees and providing opportunities for professional development and growth
- provide flexible opportunities to ensure all employees can participate in staff meetings and professional development
- promote open and effective communication with all staff regarding [Right to Disconnect](#) provisions under Fair Work Act- including out of hours emergency contact and expectations of staff
- provide ongoing support and feedback to employees
- keep employees informed about essential information and any relevant changes and make all documents readily accessible to them
- ensure copies of the ECA Code of Ethics and National Child Safe Principles are available to staff and families
- model professional behaviour at all times whilst at the Service
- implement supportive and effective communication systems, consulting employees in appropriate decision making
- take appropriate action if a breach of the code of conduct occurs
- share skills and knowledge with employees
- give encouragement and constructive feedback to employees, respecting the value of different professional approaches
- follow recruitment policies and procedures to ensure all potential candidates undergo appropriate background checks, including WWCC
- model and provide guidance to educators and staff to ensure compliance with a zero tolerance of child abuse, racism and bullying within the Service.

REPORTING A BREACH OF THE CODE OF CONDUCT

Our Service aims to foster a culture of transparency and accountability while supporting employees to report any reasonable suspicion of reportable matters of improper, illegal or misconduct within the Service to management including, but not limited to:

- breaches of the Code of Conduct or other Service policies
- breaches of Education and Care Services National Law or Regulations
- breaches of legislation or law
- criminal activity
- corruption
- conduct that poses a danger or harm to any person/s
- harassment or discrimination
- improper or misleading financial practices.

Raising any concern, or breach of the Code of Conduct is a professional responsibility. Reports can be made verbally, in writing, and may be anonymous. Our Service will implement protective practices to ensure that, where applicable, employees identity is not compromised or disclosed following a report of a reportable matter. All reports will be handled professionally and confidentially including storage of documents in a secure and confidential manner and ensuring access to confidential documents is restricted to authorised personnel only. Once a report has been made the matter may be investigated through a formal investigation. [see: *Protected Disclosures (Whistleblower) Policy*]

REPORTING RESPONSIBILITIES

- as mandatory reporters, all employees, students and volunteers must report possible risk of harm to children or young persons to management and/or Child Protection authority, police (see *Child Protection Policy*)
- the approved provider/management will report any allegations or child related misconduct as per their legislative requirements (this may include reporting the matter to the Police, Department of Communities and Justice and the Office of the Children's Guardian in NSW.
- employees will report any concerns they may have about inappropriate actions of any other employee that involves children or young people to the approved provider as per the Reportable Conduct Scheme
- if employees become aware of a serious crime committed by another employee, they are required to report it to management

- all prospective employees are required to complete a prohibition notice declaration on the *Employment Application Form* to acknowledge they do not hold any prohibition notices that would prevent them from working with children
- employees are required to notify management immediately of any enforcement actions issued to them during their course of employment.

MANAGING CONFLICT IN THE WORKPLACE

MANAGEMENT WILL:

- adhere to the *Dealing with Complaints Policy*
- remain objective and impartial when managing conflict in the workplace
- be responsive and address a possible breach of the code of conduct by any employee as soon as they are aware of the breach
- investigate all allegations which may result in remedial action, or disciplinary action ranging from a caution to dismissal
- consider all relevant facts and make decisions or take actions fairly, ethically, consistently, and with transparency. If they are uncertain about the appropriateness of a decision or action they will consider:
 - whether the decision or conduct is lawful
 - whether the decision or conduct is consistent with Service policies and objectives
 - whether there will be an actual, potential, or perceived conflict of interest involving obligations that could influence the business relationship or conflict with business duties.

ADHERING TO SERVICE CONFIDENTIALITY

- Unless authorised to do so by legislation, employees must not disclose or use any confidential information without appropriate approval (including written approval as required)
- Lawful sharing of information with other parties must be to promote the wellbeing or safety of children and adhere to guidelines under Child and Family Information Sharing Schemes
- All employees are to ensure that confidential information is not accessed by unauthorised people
- Employees will adhere to the Service's *Privacy and Confidentiality Policy*.

BABYSITTING

- Our Service does not provide babysitting services outside normal operating hours
- Should employees undertake private babysitting arrangements with families, our Service takes no

responsibility for any private arrangements between staff members and the family. However, we do expect staff to inform the Service if they are babysitting or caring for a child that attends the Service.

- Should employees undertake private babysitting arrangements we require employees and families to sign a copy of the Code of Conduct and complete a '*Out of Hours Babysitting Agreement Waiver*' which will be kept in the child and staff member's file (see *Out of Hours Babysitting Policy*)
- All staff are bound by contract to the Service's *Privacy and Confidentiality Policy*, where they are unable to discuss any issues regarding the Service, other staff members, parents/families, or other children.

RECORD KEEPING

- Employees and management will maintain full, accurate, and honest records as required by the Education and Care Services National Regulations
- The approved provider has a responsibility to ensure that employees comply with their record keeping obligation outlined in the *Record Keeping and Retention Policy*
- Employees must not destroy records without permission from management
- Records must be retained and stored securely as per our *Record Keeping and Retention Policy*.

DUTY OF CARE

- Duty of Care refers to the legal obligation of the approved provider, nominated supervisors and educators to take all reasonable steps to protect children from harm, injury, infection and hazards, ensuring their overall health, safety and wellbeing are maintained at all times.
- This obligation includes providing adequate supervision, a safe environment and appropriate responses to incidents, all in line with the requirements of the National Quality Framework
- All staff and educators have a responsibility to take reasonable care for the health and safety of themselves and others at the workplace to enable compliance with the work health and safety legislation outlined in the *Work Health and Safety Policy*
- Duty of Care relates to both physical and psychological wellbeing of individuals

APPROPRIATE USE OF COMMUNICATION AND SOCIAL NETWORKING SITES

SOCIAL MEDIA

- As a Child Safe Organisation, our Service has the responsibility to ensure children and educators are protected from harm when they engage in with digital technology including social media
- Strict guidelines for the use of social media are outlined in our *Social Media Policy*

- The Service offers its current and staff members a WhatsApp chat as a communication tool. The administrator of the account is the Service's nominated supervisor. The administrator controls the content on the page and ensures that the postings are relevant and respectful of the Service, the children, the staff, families, and greater community.
- Current enrolled families are offered access to online Instagram and Facebook. The administrator controls the content on the page and ensures that the postings are relevant and respectful of the Service, the children, the staff, families, and greater community.
- Staff members are not permitted to post any negative comments relating to the Service, children, colleagues, or families on any personal social media account
- If they choose to 'like' the Service's page they have a responsibility to ensure that their profile picture is an appropriate representation of an early childhood educator. If it is not, we request that they do not 'like' the page.
- Staff members are to use their own personal discretion when adding a family of the Service as a 'friend' on Facebook. The Service does not recommend staff to add families of the Service as they will be seen still as a representative of the Service and held to the Service's Code of Conduct on all posts on their private 'wall' if families have access.
- Families are advised in our *Social Media Policy* to respect that staff may have a personal policy on adding families due to their professional philosophy and that the Service does not recommend staff to have families as friends on their private account.

ELECTRONIC DEVICE EXPECTATIONS

We are mindful that educators have a duty of care to ensure children are protected from potential risk of harm. It is imperative that all employees of the Service provide children with their full attention, ensuring supervision is maintained and remains on the children at all times.

Our Service adheres to and aligns with legislative requirements for taking images or videos of children.

- only service supplied or issued devices are to be used when taking images or video of children
- personal electronic devices that can take images or videos (such as tablets, phones, digital cameras, smart watches) and personal storage and file transfer media (such as SD cards, USB drives, hard drives and cloud storage) should not be in the possession of any person while providing education and care and working directly with children
- a register of all electronic devices purchased for and used within the Service is developed and maintained by the approved provider/nominated supervisor
- strict protocols are implemented for appropriate storage and retention of images and videos of children.

PERSONAL PHONE CALLS/MOBILE PHONES/SMART WATCHES

- employees are not authorised to use the Service's phones for personal reasons unless in the case of an emergency or with permission from management
- no personal mail or deliveries should be directed to the Service unless prior approval has been granted by the nominated supervisor/management
- employees are not to contact families or children of the Service for personal reasons
- if, for personal reasons an employee needs to remain contactable from someone outside the Service they should ensure that the situation is explained to management and that the service's primary contact details are passed on to the persons/family outside the Service
- children are at no time to be given access to Service-supplied or issued or personal electronic devices/mobile phones
- personal electronic devices can only be accessed by staff/educators when they are not working directly with children or providing education and care- taking a scheduled break, during planning time or administrative activities
- smart watches may not be worn under any circumstances

SERVICE EMAIL

- Email is to be used only for company usage, not for private communications
- Passwords and access privileges are strictly confidential and to be used only by the educator issued with that access, or persons delegated to know and use that access in the normal course of operation
- It is the responsibility of the authorised user to take fair and reasonable steps to ensure the passwords and other forms of access are held safe
- Employees are to be aware that their Service email account may be accessed by management at any time.

USE OF ALCOHOL, DRUGS, VAPING AND TOBACCO

- Smoking or vaping is NOT permitted in or on surrounding areas of the Service
- Educators, staff, visitors and volunteers must not carry or use vaping substances or vaping devices on the Service premises while education and care is provided to children
- It is expected that the odour of cigarette smoke will not be detected on an employee's clothing. If an employee is found smoking/vaping on the premises, that employee's employment may be terminated. Our Service supports the [Smoke Free Environment Act 2000](#). The Service and its employees will follow all conditions outlined in this act.

- Our Service is bound by the Education and Care Services National Regulations. Alcohol, drugs, or other substance abuse by employees can have serious adverse effects on their own health and the safety of others. As such, all employees must not:
 - consume alcohol nor be under the influence of alcohol while working
 - use or possess illegal drugs at any workplace
 - drive a vehicle, having consumed alcohol or suffering from the effects of illegal substances, or
 - bring alcohol, vaping devices or any illegal drugs onto the premises.
- If a co-worker suspects a colleague to be affected by drugs, alcohol or observes them vaping or smoking, they must inform the nominated supervisor immediately. No employee will be allowed to work under the influence of drugs or alcohol. (See: *Tobacco, Drugs and Alcohol-Free Policy*)
- Employees undergoing prescribed medical treatment with a controlled substance that may affect the safe performance of their duties are required to report this to the nominated supervisor. Consideration will be given as to whether the particular medication affects the person's capacity to provide education and care to children.
- All issues pertaining to these matters shall be kept strictly confidential. A breach of this policy may initiate appropriate action including the termination of employment.

DRESS CODE

- All employees must adhere to our uniform/dress code supplied during induction
- Enclosed shoes must be worn at all times (strictly no high heels, thongs, or wedges).
- Clothes must be suitable for free movement, active play, and messy play.
- No offensive logos or political statements are to be displayed on clothing.
- Jewellery – small studs no large hoops. Minimal jewellery to be worn.

PERSONAL HYGIENE

All employees are to adhere to the following standards:

- long hair is to be clean and neatly tied back. Ensure hair does not hang in your eyes
- makeup is to be light and natural
- fingernails are to be clean and well groomed
- nail polish (if worn) cannot be chipped
- employees will follow appropriate oral hygiene practices
- an appropriate deodorant/antiperspirant will be worn
- not chew gum when working directly with children

- strong perfumes will not be worn as they may cause allergic reactions in children.

BREACH OF THE CODE OF CONDUCT

All employees are made fully aware that the following breaches of the Code of Conduct and role responsibilities may result in disciplinary action which may lead to performance management or termination of employment:

- reporting to work under the influence of alcohol or drugs
- refusal to complete mandated professional training
- possessing or selling drugs at the Service
- immoral, immature, or indecent conduct while at the Service
- inappropriate use of company equipment and/or resources
- refusing to work as reasonably directed
- possessing a dangerous weapon whilst at the Service
- bringing disrepute to the Service
- causing disruption or discontent in the relationship between a family and the Service
- disclosure of confidential information
- providing false or misleading information, including information relating to prohibition notices
- stealing, abusing, defacing, or destroying company property
- interfering with work schedules
- falsification of reports, documents, or wages information
- failure to report for work without notice or unauthorised absence
- walking off the job
- failure to follow policies and procedures
- vulgarity or disrespectful conduct to families, management or colleagues
- making or publishing false, vicious, or malicious statements about any employee of the Service, or the Service itself
- failure to hand in lost property (this is regarded as stealing): Lost property is to be handed to the nominated supervisor
- unable to maintain or hold a current WWCC
- having personal visitors whilst on shift
- continued personal phone calls
- carrying a personal mobile phone/ electronic device whilst on shift
- using a personal mobile phone or device to take photographs or video of children
- unauthorised solicitation or distribution of money or materials

- consistent or ongoing poor work standard
- carelessness in the performance of duties
- consistent or ongoing low level of enthusiasm
- lack of personal cleanliness and hygiene
- taking excessive breaks
- failure to report health, fire or safety hazards
- repeated tardiness.

CONTINUOUS IMPROVEMENT/REFLECTION

The *Code of Conduct Policy* will be evaluated and reviewed on an annual basis or earlier if there are changes to legislation, ACECQA guidance or any incident related to our policy. Feedback will be requested from children, families, staff, educators and management and notification of any change to policies will be made to families within 14 days.

- RELATED RESOURCES

Code of Conduct – Staff Acknowledgement Form

SOURCES

Australian Children's Education & Care Quality Authority. (2026). [Guide to the National Quality Framework](#)

Australian Children's Education & Care Quality Authority. (2024). [National Model Code for Early Childhood Education and Care](#).

Anti-Discrimination Act: See <https://raisingchildren.net.au/disability/disability-rights-the-law/law/anti-discrimination-laws> for Acts for specific Australian states and territories.

Australian Human Rights Commission [Children's rights](#)

Australian Government. Fair Work Ombudsman. (2024). [Hiring employees](#)

Early Childhood Australia Code of Ethics. (2016).

[Education and Care Services National Law Act 2010](#).

[Education and Care Services National Regulations](#). (Amended 2025)

Government of South Australia Human Services [Child safe environments](#)

National Principles for Child Safe Organisations

NSW Government [Office of the Children's Guardian](#) *Code of Conduct- a guide to developing child safe Codes of Conduct*. (2020).

Ombudsman Act 2001 (Cth).

Privacy and Personal Information Protection Act 1998 (Cth).

Victoria State Government. (2021). Family Violence Multi-Agency Risk Assessment and Management Framework.

Victoria State Government. (2022). Families, Fairness and Housing. Resources for Child Safe Standards

Work Health and Safety Act 2011 (Cth).

Workplace Relations Act 1996 (Cth).

REVIEW

POLICY REVIEWED BY:	Tracy Gill	Nominated Supervisor	25/2/2026
POLICY REVIEWED	JANUARY 2026	NEXT REVIEW DATE	JANUARY 2027
VERSION NUMBER	V2		
MODIFICATIONS	JANUARY • updated policy to include amendments to Children (Education and Care Services) National Law (NSW) • updated policy to include amendments to Education and Care Services National Law • included additional points to strengthen child safe practices • revised wording around electronic devices following National Law amendments •		
POLICY REVIEWED	PREVIOUS MODIFICATIONS	NEXT REVIEW DATE	

APPENDIX: CODE OF CONDUCT ACKNOWLEDGEMENT

Our Code of Conduct aims to provide a framework for all employees of Kindy Australia Group to ensure an understanding of the standards of conduct and appropriate behaviour expected at all times. Our Service is committed to creating and maintaining an environment that promotes the safety of all children and embeds the National Principles for Child Safe Organisations. All employees, and volunteers are responsible for promoting a culture of safety and wellbeing to minimise the risk of child abuse or harm to children whilst promoting children's sense of security and belonging.

The approved provider, nominated supervisor, educators, staff members, volunteers, and students will maintain the following ethical conduct ideologies at all times, and demonstrate positive interactions within the Service and the local community by:

- committing to our Service philosophy and values, inclusive of best practice in early childhood education and building positive relationships with children, families, staff and the community
- developing a *Statement of Commitment to Child Safety and Wellbeing* to demonstrate a strong culture of child safety within the Service.
- adhering to our Child Safe Policies including *Child Safe Environment Policy*, *Child Protection Policy*, *Code of Conduct Policy* at all times and take all reasonable steps to protect children from abuse and harm
- upholding the rights of children and always promoting their needs
- promoting a commitment to a workplace that values and promotes the safety, health, and wellbeing of employees, volunteers, children and families
- promoting the cultural safety, participation and empowerment of Aboriginal and Torres Strait islander children to express their culture and enjoy their cultural rights
- promoting the safety, participation and empowerment of children with culturally and/or linguistically diverse backgrounds to support children to express their culture and enjoy their cultural rights
- promoting the safety, participation and empowerment of children with a disability
- treating colleagues, children, and families with respect. Bullying or insulting behaviour, including verbal and non-verbal aggression, abusive, threatening, or derogatory language or intimidation towards other employees, children, visitors, or families is unacceptable and will not be tolerated
- promoting honesty and integrity in all interactions with children, families, employees, and managers
- making a commitment to an equal opportunity workplace and culture that values the knowledge, experience, and professionalism of all employees, team members, and managers, and the diverse heritage of our families and children

- conducting a comprehensive probation and induction orientation program for all new employees, volunteers and students to include awareness of their roles and responsibilities in relation to Child Safe practices
- listening and responding to the views and concerns of children particularly if they are telling you that they or another child has been abused or they are worried about their safety or the safety of another
- ensuring the workplace environment is free from bullying, discrimination, harassment, including sexual harassment
- proactively contribute to ensuring a safe workplace by assisting to managing hazards, including identification, reducing and managing psychological and psychosocial hazards and risks within the work environment through risk assessments in line with WH&S legislation.

THE APPROVED PROVIDER, NOMINATED SUPERVISOR, EDUCATORS, STAFF MEMBERS AND VOLUNTEERS WILL:

- ensure their work is carried out proficiently, harmoniously, and effectively
- act in a professional and respectful manner at all times whilst at work, giving their full attention to their responsibilities and adhering to all Service policies, procedures, Child Safe Standards, Education and Care Services National Law and National Regulations, and the National Quality Standard
- act honestly and exercise attentiveness in all Service operations
- carry out all lawful directions, retaining the right to question any direction which they consider to be unethical. If uncertain they can seek advice from the nominated supervisor, approved provider or the Ombudsman
- uphold the rights of children and always prioritise their needs
- treat all children and young people with respect
- promote the safety of children and take all reasonable steps to protect children from abuse
- provide adequate supervision of children at all times
- understand their legislative responsibility as mandatory reporters to report any allegation of child abuse, neglect or possible risk of harm to management or Child Protection authority
- understand their legislative responsibility to report any inappropriate action of any other employee that involves children or young people to management as part of the *Reportable Conduct Scheme*
- participate in all compulsory training, including update of Child Protection training every 12-24 months or whenever there are changes to Child Protection law
- report any instances of suspected corrupt conduct, mismanagement of government funds or other serious allegation to the appropriate agency (tipoffline@education.gov.au)

- follow and comply with the *Dealing with Complaints Policy* when matters are raised regarding Child Safety and Wellbeing
- have a solid understanding of the Service's policies and procedures, Child Safe Standards and the ECA Code of Ethics. If uncertain about the content of any policy or procedure with which they must comply, employees should seek clarification from the nominated supervisor or approved provider
- be courteous and responsive when dealing with colleagues, students, visitors, children and families
- work collaboratively with colleagues and recognise and value diversity
- be mindful of their duty of care towards themselves and others
- be positive role models for children at all times
- ensure compliance with a zero tolerance of racism within the Service
- respect the confidential nature of information gained about each child enrolled in our Service
- engage in critical reflection to inform individual and collective decision making and ensure continual improvement, including review of Child Safe policies and procedures.

THE APPROVED PROVIDER AND NOMINATED SUPERVISOR WILL:

- promote a collaborative and interconnected workplace by developing a positive working environment where all employees can contribute to the ongoing continuous improvement of the Service
- promote leadership by working with employees and providing opportunities for professional development and growth
- provide flexible opportunities to ensure all employees can participate in staff meetings and professional development
- provide ongoing support and feedback to employees
- keep employees informed about essential information and any relevant changes and make all documents readily accessible to them
- ensure copies of the ECA Code of Ethics and Child Safe Standards are available to staff and families
- model professional behaviour at all times whilst at the Service
- implement supportive and effective communication systems, consulting employees in appropriate decision making
- take appropriate action if a breach of the code of conduct occurs
- share skills and knowledge with employees
- give encouragement and constructive feedback to employees, respecting the value of different professional approaches

- follow recruitment policies and procedures to ensure all potential candidates undergo appropriate background checks, including Working with Children Checks
- model and provide guidance to educators and staff to ensure compliance with a zero tolerance of racism within the Service.

THE APPROVED PROVIDER, NOMINATED SUPERVISOR, EDUCATORS, STAFF MEMBERS AND VOLUNTEERS WILL NOT:

- use abusive, derogatory or offensive language
- engage in conduct that is detrimental to the professional standing of our Service, is improper or unethical, is an abuse of power, or harasses, discriminates against, victimises, humiliates, intimidates, or threatens other educators, staff members, volunteers, or visitors at the Service, either directly or indirectly via information technology such as email, text or social media. Additionally, they will not support those who do this
- condone or participate in illegal, unsafe or abusive behaviour towards children, including physical, sexual or psychological abuse, ill-treatment, neglect or grooming
- exaggerate or trivialise child abuse issues
- fail to report information to the approved provider if they know a child has been abused
- engage in unwarranted and inappropriate touching involving a child
- persistently criticise and/or denigrate a child
- verbally assault a child or create a climate of fear
- encourage a child to communicate with me in a private setting
- share details of sexual experiences with a child
- use sexual language or gestures in the presence of children
- discriminate against any child, because of culture, race, ethnicity or disability
- put children at risk of abuse- refusing food/play, making threats, exposing children to inappropriate language or material (movies, internet, photos)
- drink alcohol or use illicit substances on the Service's premises, or come to the Service under their influence
- smoke or vape on the Service's premises including in the car park
- show preferential behaviour towards any child
- accept an offer of money, regardless of the amount
- seek or accept a bribe
- acquire personal profit or advantage because of their position (e.g., through the use of Service information)

- exchange any property of the Service for own use unless properly authorised
- approach other employees, managers or visitors directly on individual matters that are irrelevant to them
- engage in any action in breach of our *Privacy and Confidentiality Policy*, including but not limited to disclosure of confidential Service or customer information, or the improper or illegal use of that confidential information. Authorised persons will only access confidential information for the purpose intended
- engage in or support any action in breach of Service policies and/or procedures

All staff members are made fully aware that the following breaches of the Code of Conduct and role responsibilities may result in disciplinary action which may lead to termination of employment as per the *Code of Conduct Policy*.

FAMILIES, VISITORS AND CHILDREN (NOT ENROLLED AT THE SERVICE) WILL:

- treat all children at the Service equally and respectfully
- report any suspicious behaviour to the approved provider or nominated supervisor and encourage and actively support a safe and supportive Service environment
- respect the rights, dignity and worth of every person, regardless of their abilities, gender, religion or cultural background
- refrain from bullying, harassing or discriminating against any child or adult at the Service
- respect the decisions of educators and staff members and teach children (if adults) to do likewise
- tell an educator (if a child) or the approved provider or nominated supervisor if witness to any instances of bullying, harassment or discrimination at the Service
- cooperate and follow classroom routines and procedures
- listen to educators' instructions and follow them
- speak to an educator, approved provider or nominated supervisor if worried, concerned, or have a grievance about something.

FAMILIES, VISITORS AND CHILDREN (NOT ENROLLED AT THE SERVICE) WILL NOT:

- use abusive, derogatory or offensive language
- drink alcohol or use illicit substances while on the Service's premises or come to the Service under their influence
- smoke on the Service's premises including in the car park
- remove a child from the premises without advising a staff member.

ACKNOWLEDGMENT

I have read and understood the Service's Code of Conduct and agree to abide by its terms and conditions at all times.

Employee name

Date

Employee signature

Nominated supervisor name

Date

Nominated supervisor
signature

DEALING WITH COMPLAINTS POLICY

Feedback from families, children, educators, staff and the wider community is fundamental in creating an evolving Education and Care Service working towards the highest standard of care and education.

It is foreseeable that feedback will include divergent views, which may result in complaints. This policy details our Service's procedures for receiving and managing informal and formal complaints. Our policy and complaints processes support and encourage children, families, parents, visitors, students and members of the community to lodge a grievance or complaint with management in the understanding that it will be managed conscientiously and confidentially.

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 6: COLLABORATIVE PARTNERSHIPS		
6.1	Supportive relationships with families	Respectful relationships with families are developed and maintained and families are supported in their parenting role.
6.1.2	Parent views are respected	The expertise, culture, values and beliefs of families are respected and families share in decision-making about their child's learning and wellbeing.
6.2	Collaborative partnerships	Collaborative partnerships enhance children's inclusion, learning and wellbeing.
QUALITY AREA 7: GOVERNANCE AND LEADERSHIPS		
7.1.2	Management Systems	Systems are in place to manage risk and enable the effective management and operation of a quality service that is child safe.
7.2.1	Continuous Improvement	There is an effective self-assessment and quality improvement process in place.

EDUCATION AND CARE SERVICES NATIONAL LAW AND NATIONAL REGULATIONS	
S. 2A	Paramount consideration—safety, rights and best interests of children
S. 3A	Paramount consideration
S.5AA	Meaning of inappropriate conduct
S.166A	Offence to subject child to inappropriate conduct Offences relating to inappropriate conduct
S. 172	Offence to fail to display prescribed information
S.174 (2)(b)	Offence to fail to notify certain information to Regulatory Authority
12	Meaning of serious incident
84	Awareness of child protection law

149	Volunteers and students
168(2)(o)	Education and care service must have policies and procedures... for dealing with complaints
170	Policies and procedures must be followed
171	Policies and procedures to be kept available
172	Notification of change to policies or procedures
173(2)(b)	Requires an approved provider to make the name and telephone number of the person to whom complaints may be addressed clearly visible at the service
173	Prescribed information to be displayed- education and care service
176	Time to notify certain information to Regulatory Authority
183	Storage of records and other documents

RELATED LEGISLATION

Child Care Subsidy Secretary's Rules 2017	Family Law Act 1975
A New Tax System (Family Assistance) Act 1999	Child Care Subsidy Minister's Rules 2017
Family Assistance Law – Incorporating all related legislation as identified within the Child Care Provider Handbook	

RELATED POLICIES

CCS Accounts Policy	Interactions with Children, Family and Staff Policy
CCS Governance Policy	Payment of Fees Policy
Child Protection Policy	Privacy and Confidentiality Policy
Child Safe Environment Policy	Protected Disclosures (Whistleblower) Policy
Code of Conduct Policy	Record Keeping and Retention Policy
Dealing with Complaints Policy (Staff)	Respect for Children Policy
Enrolment Policy	Responsible Person Policy
Family Communication Policy	Safe Use of Digital Technologies and Online
Governance Policy	Environment Policy
	Student, Volunteer and Visitor Policy

PURPOSE

The *Education and Care Services National Regulations* require approved providers to ensure their services have policies and procedures in place for dealing with complaints (Reg. 168) and take reasonable steps to ensure those policies and procedures are followed (Reg. 170). We believe that children's safety, rights, and best interests are the paramount consideration for all Service operations, decisions and functions.

We aim to investigate all complaints and grievances with a high standard of equity and fairness. We will ensure that all persons making a complaint are guided by the following policy values:

- procedural fairness and natural justice
- code of ethics and conduct
- child safe complaint culture
- culture free from discrimination and harassment
- transparent policies and procedures
- opportunities for further investigation
- adhering to our Service philosophy

PROCEDURAL FAIRNESS AND NATURAL JUSTICE

Our Service believes in procedural fairness and natural justice that govern the strategies and practices, which include:

- The right to be heard fairly
- The right to an unbiased decision made by an objective decision maker
- The right to have the decision based on relevant evidence.

SCOPE

This policy applies to children, families, staff, educators, management, approved provider, nominated supervisor, students, volunteers and visitors of the Service.

IMPLEMENTATION

Grievances and complaints can transpire in any education and care setting. Complaints help our Service identify problems and provide opportunities to address these appropriately and effectively to sustain a child safe, healthy, harmonious and productive service environment.

Our *Dealing with Complaints Policy* ensures that all persons are presented with procedures that:

- value the opportunity to be heard
- promote conflict resolution
- encourage the development of harmonious partnerships
- ensure that conflicts and grievances are mediated fairly and are transparent and equitable
- appropriately handle children exhibiting harmful sexual behaviours
- promote children's rights, safety and wellbeing
- consider a child's age, cultural, developmental and additional needs.

NATIONAL PRINCIPLES FOR CHILD SAFE ORGANISATIONS- CHILD FOCUSED COMPLAINTS PROCESS

Our Service is committed to the National Principles for Child Safe Organisations (standard 6) and adopts a child safe approach to complaints involving a child or young person.

As a child safe organisation, we will respond promptly and systematically to any concerns, disclosures, allegations or suspicions while fostering an environment where children feel confident that their safety and wellbeing are paramount. Our Service ensures our complaint processes are easily understood by children, young people and families and are accessible, effective and culturally safe. Educators teach children about the complaints process so they know who to talk to if they want to make a complaint. We ensure complaints are taken seriously, addressed promptly and thoroughly, and comply with all legal obligations.

DEFINITIONS For additional definitions and key terms used within this policy, refer to *Key Terms – Policies and Procedures*.

Complaint: Expression of dissatisfaction made to or about an organisation related to its products, services, staff or the handling of a complaint where a response or resolution is explicitly or implicitly expected or legally required. [AS/NZS 10002:2014 Complaint Management Standard]

Complaints can be made to the approved provider, staff/educators in the service, external bodies including the regulatory authority, police, child protection agency or e-Safety commissioner.

Complaints can be verbal or in writing (letter, email or digital form).

Complaints and Grievances Management Register: Records information about complaints and grievances received at the Service, along with the outcomes. These documents must be securely stored, accessible only to management and the regulatory authority. They can provide valuable information to the approved provider and nominated supervisor of the Service to ensure children and family's needs are being met.

Complaint handling: Effective processes of receiving, investigating and resolving complaints.

Grievance: A grievance is a formal statement of complaint that cannot be addressed immediately and involves matters of a more serious nature. A *workplace grievance* is a complaint raised towards an employer by an employee due to a violation of legalities (workplace policies, employment contract, national standards).

Inappropriate conduct to a child: any behaviour that a reasonable person would consider to be inappropriate in an education and care service, taking into account the child's age, development, safety, wellbeing and the context of the interaction.

Investigation: A formal and systematic inquiry to establish facts about the complaint by collecting, documenting, examining and evaluating evidence.

Mediator: A person who attempts to assist and support people involved in a conflict to come to an agreement.

Mediation: An attempt to bring about a peaceful settlement or compromise between disputants through the objective intervention of a neutral party.

Notifiable complaint: A complaint that alleges a breach of the *Education and Care Services National Law and Regulations*, National Quality Standard or alleges that the health, safety or wellbeing of a child at the Service may have been compromised. Any complaint of this nature must be reported by the approved provider or nominated supervisor to the regulatory authority within 24 hours of the complaint being made – (S. 174[2] [b], Reg. 176[2][b]).

If the approved provider/ nominated supervisor are unsure whether the matter is a notifiable complaint, it is good practice to contact the [Regulatory Authority](#) for confirmation. Written reports must include:

- details of the event or incident
- the name of the person who initially made the complaint
- if appropriate, the name of the child concerned and the condition of the child, including a medical or incident report (where relevant)
- contact details of the nominated supervisor/approved provider
- any other relevant information.

Written notification of complaints must be submitted using the appropriate forms, which can be found on the ACECQA website: www.acecqa.gov.au and logged using [NQA ITS](#) (National Quality Agenda IT System).

Serious Incident: An incident resulting in the death of a child, or an injury, trauma or illness for which the attention of a registered medical practitioner, emergency services or hospital is sought or should have been sought. This also includes an incident in which a child appears to be missing, cannot be accounted for, is removed from the Service in contravention of the Regulations or is mistakenly locked in/out of the Service premises (Reg. 12).

A serious incident should be documented in an *Incident, Injury, Trauma and Illness Record* as soon as possible and within 24 hours of the incident. The regulatory authority must be notified within 24 hours of a serious incident occurring at the Service (Reg. 176(2)(a)).

These records are required to be retained for the periods specified in Reg. 183.

The approved provider will notify the regulatory authority of any incident where there is a reasonable belief that physical and/or sexual abuse of a child has occurred or is occurring at the service, or any allegation that sexual or physical abuse of a child has occurred or is occurring at the Service.

PRIVACY AND CONFIDENTIALITY

Management and educators will adhere to our *Privacy and Confidentiality Policy* when dealing with grievances and complaints. However, if a grievance or complaint involves a staff member or child protection issue, a relevant government agency will need to be informed. (See: Reportable Conduct Scheme in our *Child Protection Policy* (Responding to incidents, disclosures and suspicions of child abuse or harm))

Our Service provides a safe and confidential process for reporting wrongdoing, misconduct, or any matter that may risk the safety, welfare, or wellbeing of children within the service through the *Protected Disclosure (Whistleblower) Policy*. This process supports a culture of integrity and accountability

CONFLICT OF INTEREST

It is important for the complainant to feel confident in:

- being heard fairly
- an unbiased decision-making process

Should a conflict of interest arise during a grievance or complaint that involves the approved provider or nominated supervisor, other management will be nominated as an alternative mediator.

Our Service may also engage the resources of an Independent Conflict Resolution Service to assist with the mediation of a dispute. We will ensure that throughout the conflict resolution process the Services Code of Conduct is be adhered to.

THE APPROVED PROVIDER/NOMINATED SUPERVISOR/RESPONSIBLE PERSON WILL:

- ensure that obligations under the *Education and Care Services National Law and Regulations* are met
- ensure educators, staff, students, visitors and volunteers have knowledge of and adhere to this policy and associated procedure and are advised on how and where the policy can be accessed
- provide an induction program for new staff and educators that includes an overview of policies and procedures, including this *Dealing with Complaints Policy* and procedure
- ensure the name and telephone number of the person to whom complaints can be made is clearly visible at the entry of the Service
- ensure the address and telephone number of the regulatory authority where complaints can be made are clearly visible at the entry of the Service
- ensure information about our *Dealing with Complaints Policy* and *Dealing with Complaints Procedure* and all appropriate forms are easily accessible to all families, children, staff, educators, visitors and volunteers
- ensure our complaint handling processes are child-focused providing support and age-appropriate guidance for children to know who to talk to if they are feeling unsafe, and empowered to make a complaint
- ensure child-focused complaint procedures are in place so any inappropriate conduct concerns are promptly identified, addressed, and reported to the regulatory authority
- notify the regulatory authority within 24 hours if a complaint alleges the safety, health or wellbeing of a child is being compromised. Notification must include any incident where there is a reasonable belief that physical and/or sexual abuse of a child has occurred or is occurring at the service or any allegation that sexual or physical abuse of a child has occurred or is occurring at the Service
- treat all grievances and complaints seriously and as a priority
- ensure grievances and complaints remain confidential
- ensure grievances and complaints reflect procedural fairness and natural justice
- ensure people feel safe or comfortable when making a complaint, including children
- ensure educators, staff, volunteers and students are well informed about the different ways children may express concerns, distress and disclose harm as well as the process for responding to disclosures from children- including a complaint that alleges a child is exhibiting sexual behaviours that may be harmful to the child or another child

- conduct a review of policies and procedures, where required, following a complaint or grievance as part of our continuous improvement practices
- ensure the approved provider is notified of all complaints and grievances
- acknowledge the complaint or grievance in writing within 2 working days of receipt
- discuss the issue with the complainant within 24 hours of receiving the verbal or written complaint
- investigate and document the grievance or complaint fairly and impartially
- provide details of an outcome following an investigation if required. The investigation will consist of:
 - reviewing the circumstances and facts of the complaint (or breach) and inviting all affected parties to provide information where appropriate and pertinent
 - discussing the nature of the complaint (or breach) and giving the accused educator, staff member, volunteer or visitor an opportunity to respond
 - permitting the accused person to have a support person present during the consultation (for example: Union Representative, HR Representative, lawyer, colleague, friend or family member. A support person may provide support by taking notes during the meeting, clarifying questions and allegations made, help formulate responses, engage in discussions and are more than a passive observer, aid in understanding processes, request breaks and be an emotional support. A support person cannot represent the employer, speak on their behalf or advocate for the organisation.
 - providing the employee with a clear written statement outlining the outcome of the investigation
- advise the complainant and all affected parties of the outcome within 7 working days of receiving the verbal or written complaint
 - management will provide a written response outlining the outcome and provide a copy to all parties involved
 - if a written agreement about the resolution of the complaint is prepared, all parties will ensure the outcomes accurately reflect the resolution
 - all written responses will need to cater for complainant to be able to understand such as spoken language and special needs regarding reading
 - responses to children and young people will be age and developmentally appropriate
- should management decide not to proceed with the investigation after initial enquiries, a written notification outlining the reasoning will be provided to the complainant
- keep appropriate records of the investigation and outcome and store these records in accordance with our *Privacy and Confidentiality Policy* and *Record Keeping and Retention Policy*
- monitor ongoing behaviour and provide support as required
- ensure the parties are protected from victimisation and bullying

- request feedback on the grievance or complaint process using a feedback form
- track complaints to identify recurring issues within the Service which are addressed appropriately within the Service's Quality Improvement Plan (QIP).

EDUCATORS WILL:

- report all complaints received to the nominated supervisor, and/or approved provider within required timeframes
- ensure the complaints handling process is child focused, culturally safe and accessible
- ensure children know who to talk to if they are feeling unsafe and know the process that will happen to support them
- listen to the complainant's view of what has happened
- clarify and confirm the grievance or complaint, documenting all the facts prior to the investigation
- encourage and support the complainant to seek a balanced understanding of the issue
- discuss possible resolutions available to the complainant. These would include external support options.
- encourage and assist the complainant to determine a preferred way of solving the issue
- record the meeting, confirming the details with the complainant at the end of the meeting
- maintain confidentiality at all times
- refer complainant's (as necessary) to Service policies that may assist in resolving the grievance or complaint
- be informed about the different ways children can express concerns or distress and disclose harm as well as the process for responding to disclosures from children- including a complaint that alleges a child is exhibiting sexual behaviours that may be harmful to the child or another child
- be aware of child protection law and their individual responsibilities as mandatory reporters/notifiers.

COMPLAINANTS WILL:

- be informed of our duty of care to ensure that all persons are provided with a high level of equity and fairness in relation to the management of complaints. The complaints procedure ensures a fair opportunity for all stakeholders to be heard and promotes effective conflict resolution within our Service

- ensure children are able to express their concerns or allegations to either management, educators and/or family members who are encouraged by management to complete a child-friendly version of the *Complaints Form* on the child's behalf
- attempt to discuss their complaints with the relevant educator associated with a particular child and/or family as the first step to resolving the issue, unless it is a reportable offence and notification to the regulatory authority is to be made with 24 hours of complaint
- communicate any concerns they may have in writing addressed to the approved provider or nominated supervisor [see: *Complaints/Grievance Form*]
- raise any unresolved concerns with the approved provider or nominated supervisor
- maintain confidentiality at all times
- be provided with details of external agencies to contact should they feel our Service has not resolved their concerns (e.g., regulatory authority, e-Safety).

COMPLAINTS RELATING TO THE ADMINISTRATION OF CHILD CARE SUBSIDY

Families who wish to raise concerns regarding the management of Child Care Subsidy should speak with the nominated supervisor in the first instance. The nominated supervisor will follow the steps as outlined in this policy, including advising the approved provider of all grievances.

Families can raise concerns regarding management of the Child Care Subsidy to the Department of Education via their [Online contact form](#). Additionally, information about any potential breach of Child Care Subsidy can be reported anonymously by submitting an online report directly to the Department of Education. For more information visit the Department of Education website: [Reporting fraud via a tip-off](#)

COMPLAINTS INVOLVING ALLEGATIONS OF A CHILD EXHIBITING SEXUAL BEHAVIOURS

'Providers and educators play an important role in making informed professional judgements regarding sexualised behaviours involving children. Not all sexual behaviour involving children poses a risk to their safety.' (ACECQA, 2024).

The approved provider will ensure:

- educators and staff respond to any complaint that alleges a child is exhibiting sexual behaviours that may be harmful to the child or another child
- educators and staff assess the need for urgent police and emergency services assistance and inform the approved provider/nominated supervisor

- the regulatory authority is notified within 24 hours of any complaint alleging that a serious incident has occurred whilst a child is educated and cared for or complaints alleging that the Law has been contravened (S. 174 (2)(b))
- educators and staff are aware of the process for responding to disclosures from children as per our *Child Protection Policy* (Reg.84)
- educators and staff are aware of their duty of care and mandatory reporting obligations to make a report to Department of Communities and Justice (DCJ) Child Protection Hotline NSW
- educators and staff have a sound understanding of developmentally appropriate sexual development in children and sexual behaviour that may be concerning and requires a response
- families are encouraged and supported to raise concerns in confidence
- educators and staff engage in professional learning to promote a consistent and appropriate approach to identifying and responding to sexual behaviours in children that may include:
 - age and developmental capacity of the child/children
 - reasons why a child may be behaving in sexually harmful ways
 - behavioural history of the child
 - how the behaviour impacts the behaviour of other children
 - risk the behaviour imposes on others
 - vulnerability of the child to be engaging in harmful sexual behaviour
- procedures for supporting all stakeholders during the complaint procedure are implemented including documenting discussions, ensuring confidentiality and providing information of the progress of the complaint and access to support agencies as required (See *Complaints / Grievance Procedure and Complaints / Grievance Investigation Guide and Form*)
- educators and staff follow guidance from the Traffic Lights Framework [or similar program] to manage the concern or complaint
 - RED- signals sexual behaviours which indicate immediate intervention and action
 - ORANGE- signals sexual behaviour which may be concerning and educators to take notice and gather information to assess appropriate action
 - GREEN- signals sexual behaviours that are 'normal' and age appropriate

[Traffic Lights Framework-Age-appropriate Sexual Play and Behaviour in Children]

CONTINUOUS IMPROVEMENT/EVALUATION

Complaints provide our Service with opportunities for learning and improvement. We encourage regular and ongoing feedback from staff, children and families and the community. Our Service is committed to resolving complaints through prompt investigation, open communication, and transparent processes.

Our *Dealing with Complaints Policy* will be updated and reviewed annually in consultation with families, children, staff, educators and management.

To ensure complaints and grievances are handled appropriately, the approved provider/ nominated supervisor will:

- evaluate each individual complaint and grievance as recorded in the *Complaints and Grievance Management Register* to assess that a satisfactory resolution that has been achieved
- review complaints and grievances as recorded in the *Complaints and Grievance Management Register* to ensure a pattern of similar grievances is not occurring
- review the effectiveness of the Service policy and procedures to ensure all complaints and grievances have been handled fairly and professionally
- consider feedback from staff, educators, families, children and community regarding the policy and procedure.

- RELATED RESOURCES

Children's Complaint Grievance Suggestions and Feedback Form Complaints / Grievance Procedure Complaint / Grievance Investigation Guide and Form	Complaints / Grievance Form Complaints / Grievance Management Form Complaints / Grievance Register

SOURCES

Australian Children's Education & Care Quality Authority. (2026). [Guide to the National Quality Framework](#)

Australian Children's Education & Care Quality Authority. (2023). [Using Complaints to support continuous improvement.](#)

Australian Children's Education & Care Quality Authority. (2025). [NQF Child Safe Culture Guide.](#)

Australian Government Department of Education. [Child Care Provider Handbook](#) (Amended 2025)

Australian Human Rights Commission: <https://www.humanrights.gov.au>

Children (Education and Care Services) National Law (NSW)

Commissioner for Children and Young People- Western Australia. [Monitoring of Child-Focused Complaints Systems Report.](#)

[Education and Care Services National Law Act 2010.](#)

[Education and Care Services National Regulations.](#) (Amended 2025)

Fair Work Australia: <https://www.fairwork.gov.au/>

REVIEW

POLICY REVIEWED BY	Tracy Gill	Nominated Supervisor	24/1/2026
POLICY REVIEWED	JANUARY 2026	NEXT REVIEW DATE	JANUARY 2027
VERSION NUMBER	V2		
MODIFICATIONS	JANUARY 2026 • updated policy to include amendments to Children (Education and Care Services) National Law (NSW) • included additional points to strengthen child safe practices • annual policy review • additional information added re: child safe complaints process • added information re: National Principles for Child Safe • some points rearranged to group responsibilities • repetitive points removed • updated sources as required		

DEALING WITH COMPLAINTS POLICY (STAFF)

Feedback from families, educators, staff and the wider community is fundamental in creating an evolving Education and Care service working towards the highest standard of care and education.

It is foreseeable that feedback will include divergent views, which may result in complaints. This policy details our Service's procedures for receiving and managing informal and formal complaints from staff.

Educators and staff can lodge a grievance or complaint with management with the understanding that it will be managed conscientiously and confidentially.

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 4: STAFFING ARRANGEMENTS		
4.1.1	Organisation of educators	The organisation of educators across the service supports children's learning and development.
4.1.2	Continuity of Staff	Every effort is made for children to experience continuity of educators at the service.
4.2	Professionalism	Management, educators and staff are collaborative, respectful and ethical.
4.2.1	Professional collaboration	Management, educators and staff work with mutual respect and collaboratively, and challenge and learn from each other, recognising each other's strengths and skills.
4.2.2	Professional standards	Professional standards guide practice, interactions and relationships.
QUALITY AREA 7: GOVERNANCE AND LEADERSHIPS		
7.1.2	Management Systems	Systems are in place to manage risk and enable the effective management and operation of a quality service that is child safe.
7.2.1	Continuous Improvement	There is an effective self-assessment and quality improvement process in place.

EDUCATION AND CARE SERVICES NATIONAL LAW AND NATIONAL REGULATIONS	
S. 2A	Paramount consideration—safety, rights and best interests of
S. 3A	Paramount consideration [NSW]
S.166A	Offence to subject child to inappropriate conduct [NSW] Offences relating to inappropriate conduct
S. 172	Offence to fail to display prescribed information
S.174	Offence to fail to notify certain information to Regulatory Authority
12	Meaning of serious incident
168(2)(o)	Education and care service must have policies and procedures... for dealing with complaints

170	Policies and procedures must be followed
171	Policies and procedures to be kept available
173(2)(b)	Requires an approved provider to make the name and telephone number of the person to whom complaints may be addressed clearly visible at the service
176	Time to notify certain information to Regulatory Authority
183	Storage of records and other documents

RELATED POLICIES

CCS Governance Policy	Incident, Injury, Trauma and Illness Policy
Child Protection Policy	Interactions with Children, Family and Staff Policy
Child Safe Environment Policy	Privacy and Confidentiality Policy
Code of Conduct Policy	Protected Disclosures (Whistleblower) Policy
Dealing with Complaints Policy	Record Keeping and Retention Policy
Enrolment Policy	Respect for Children Policy
Family Communication Policy	Responsible Person Policy
Governance Policy	Safe Use of Digital Technologies and Online Environment Policy

PURPOSE

The *Education and Care Services National Regulations* require approved providers to ensure their services have policies and procedures in place for dealing with complaints (Reg. 168) and take reasonable steps to ensure those policies and procedures are followed (Reg. 170). We believe that children's safety, rights, and best interests are the paramount consideration for all Service operations, decisions and functions.

We aim to investigate all complaints and grievances with a high standard of equity and fairness. We believe in team collaboration to ensure a safe, healthy and harmonious work environment. We will ensure that all persons making a complaint are guided by the following policy values:

- procedural fairness and natural justice
- code of ethics and conduct
- culture free from discrimination and harassment
- transparent policies and procedures
- opportunities for further investigation
- adhering to our Service philosophy

PROCEDURAL FAIRNESS AND NATURAL JUSTICE

Our Service believes in procedural fairness and natural justice that govern the strategies and practices, which include:

- The right to be heard fairly
- The right to an unbiased decision made by an objective decision maker
- The right to have the decision based on relevant evidence

SCOPE

This policy applies to staff, educators, management, approved provider and nominated supervisor of the Service.

IMPLEMENTATION

Grievances and complaints can transpire in any workplace. Complaints help our Service identify problems and provide opportunities to address these appropriately and effectively to sustain a child safe, healthy, harmonious and productive service environment.

Our *Dealing With Complaints Policy* ensures that all persons are presented with procedures that:

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

DEFINITIONS For additional definitions and key terms used within this policy, refer to *Key Terms – Policies and Procedures*.

Complaint: Expression of dissatisfaction made to or about an organisation related to its products, services, staff or the handling of a complaint where a response or resolution is explicitly or implicitly expected or legally required. [AS/NZS 10002:2014 Complaint Management Standard]

Complaints can be made to the approved provider, staff/educators in the service, external bodies including the regulatory authority, police, child protection agency or e-Safety commissioner.

Complaints can be verbal or in writing (letter, email or digital form).

Complaints and Grievances Management Register: Records information about complaints and grievances received at the service, along with the outcomes. This register includes documents that must be securely stored, accessible only to management and the Regulatory Authority. The register can provide valuable

information to the approved provider and nominated supervisor of the service to ensure children and family's needs are being met.

Complaint handling: Effective processes of receiving, investigating and resolving complaints.

Grievance: A grievance is a formal statement of complaint that cannot be addressed immediately and involves matters of a more serious nature. A *workplace grievance* is a complaint raised towards an employer by an employee due to a violation of legalities (workplace policies, employment contract, national standards).

Inappropriate conduct to a child: any behaviour that a reasonable person would consider to be inappropriate in an education and care service, taking into account the child's age, development, safety, wellbeing and the context of the interaction.

Investigation: A formal and systematic inquiry to establish facts about the complaint by collecting, documenting, examining and evaluating evidence.

Mediator: A person who attempts to assist and support people involved in a conflict come to an agreement.

Mediation: An attempt to bring about a peaceful settlement or compromise between disputants through the objective intervention of a neutral party.

Notifiable complaint: A complaint that alleges a breach of the *Education and Care Services National Law and Regulations*, National Quality Standard or alleges that the health, safety or wellbeing of a child at the service may have been compromised. Any complaint of this nature must be reported by the approved provider or nominated supervisor to the regulatory authority within 24 hours of the complaint being made (S. 174(2)(b), Reg. 176(2)(b)).

If the approved provider / nominated supervisor is unsure whether the matter is a notifiable complaint, it is good practice to contact the [regulatory authority](#) for confirmation. Written reports must include:

- details of the event or incident
- the name of the person who initially made the complaint

- if appropriate, the name of the child concerned and the condition of the child, including a medical or incident report (where relevant)
- contact details of a nominated member of the Grievances Subcommittee (or nominated supervisor)
- any other relevant information.

Written notification of complaints must be submitted using the appropriate forms, which can be found on the ACECQA website: www.acecqa.gov.au and logged using NQA ITS (National Quality Agenda IT System).

Serious incident: An incident resulting in the death of a child, or an injury, trauma or illness for which the attention of a registered medical practitioner, emergency services or hospital is sought or should have been sought. This also includes an incident in which a child appears to be missing, cannot be accounted for, is removed from the centre in contravention of the regulations or is mistakenly locked in/out of the centre premises (Reg. 12). The regulatory authority must be notified within 24 hours of a serious incident occurring at the centre (Reg 176(2)(a)). A serious incident should be documented in an *Incident, Injury, Trauma and Illness Record* as soon as possible and within 24 hours of the incident.

These records are required to be retained for the periods specified in Reg.183.

PRIVACY AND CONFIDENTIALITY

Management and educators will adhere to our *Privacy and Confidentiality Policy* when dealing with grievances and complaints. However, if a grievance or complaint involves a staff member or child protection issues, a relevant government agency will need to be informed as soon as practicable or within 24 hours. As mandatory reporters, educators and staff are required to report all instances of (alleged or witnessed) of child abuse, including assault or sexual abuse (including grooming) to Police, approved provider and Child Protection agencies within 24 hours. [see: *Child Protection Policy*]

Our Service provides a safe and confidential process for reporting wrongdoing, misconduct, or any matter that may risk the safety, welfare, or wellbeing of children within the service through the *Protected Disclosure (Whistleblower) Policy*. This process supports a culture of integrity and accountability

CONFLICT OF INTEREST

It is important for the complainant to feel confident in

- being heard fairly
- an unbiased decision-making process

Should a conflict of interest arise during a grievance or complaint that involves the approved provider or nominated supervisor, other management will be nominated as an alternative mediator.

Our Service may also engage the resources of an Independent Conflict Resolution Service to assist with the mediation of a dispute. We will ensure that throughout the conflict resolution process the Services Code of Conduct is adhered to.

CONFLICT AND POSITIVE COMMUNICATION

We acknowledge that conflict is a natural part of the work environment. It is important that all conflict is resolved as unresolved conflict can lead to tension; stress; low productivity; bitter relationships; excess time off; ill health; anxiety and many other destructive emotions. When conflict is addressed and handled constructively the outcomes are feelings of relaxation; openness; high productivity; vitality; good health, empowerment; a sense of achievement etc.

Positive communication between educators is vital to the smooth running of the Service and to ensure a positive environment for children. Educators are expected to treat other educators with respect, accept differences and share ideas. It is every staff member's responsibility to contribute to the development of an open, healthy and constructive work environment. All grievances and complaints, whether considered minor or not, are to be dealt with promptly, professionally and thoroughly.

The Service's employees are expected to look at conflict in a positive way, ready to learn something new, reflect on good quality practice, improve work relationships and ultimately provide better care and education for children.

Employees are also to be aware of their responsibility to be a good role model for children, and appropriately and professionally handle conflict with work colleagues, children, parents, and other associates.

Employees should regularly reflect on *Early Childhood Australia's Code of Ethics* for guidance of appropriate behaviour when dealing with conflict. The Code of Ethics states that all team members should "*make every effort to use constructive methods to resolve differences of opinion in the spirit of collegiality.*"

THE APPROVED PROVIDER/NOMINATED SUPERVISOR/RESPONSIBLE PERSON WILL:

- ensure that obligations under the *Education and Care Services National Law and National Regulations* are met and child's safety and wellbeing are prioritised at all times

- ensure educators and staff have knowledge of and adhere to this policy and associated procedure and are advised on how and where the policy can be accessed
- provide an induction program for new staff and educators that includes an overview of policies and procedures, including this *Dealing with Complaints Policy* and procedure
- ensure all employees, volunteers and students are
 - required to participate in a comprehensive induction and orientation program, including an understanding of child protection law
 - aware of their mandatory reporting obligations to report suspected risk or risk of harm to authorities immediately
 - aware of the person to whom complaints can be made and the processes required
- ensure the name and contact number of the person to whom complaints can be made is clearly displayed and staff and educators are aware of the processes required to make a complaint
- treat all grievances and complaints seriously and as a priority
- notify the regulatory authority within 24 hours if a complaint alleges the safety, health or wellbeing of a child is being compromised. Notification must include any incident where there is a reasonable belief that physical and/or sexual abuse of a child has occurred or is occurring at the service or any allegation that sexual or physical abuse of a child has occurred or is occurring at the Service.
- comply with legislation for the Reportable Conduct Scheme and ensure the Office of the Children’s Guardian is notified within 7 business days of becoming aware of any allegations and/or convictions of abuse or neglect of a child made against an employee or volunteer and ensure they are investigated, and appropriate action taken
- ensure child-focused complaint procedures are in place, so any inappropriate conduct concerns are promptly identified, addressed, and reported to the regulatory authority
- ensure grievances and complaints remain confidential
- ensure grievances and complaints reflect procedural fairness and natural justice
- ensure people feel safe or comfortable when making a complaint
- discuss the issue with the complainant within 24 hours of receiving the verbal or written complaint
- investigate and document the grievance or complaint fairly and impartially. The investigation will consist of:
 - reviewing the circumstances and facts of the complaint (or breach) and inviting all affected parties to provide information where appropriate and pertinent
 - discussing the nature of the complaint (or breach) and giving the accused educator, staff member, volunteer or visitor an opportunity to respond

- permitting the accused person to have a support person present during the consultation (for example: Union Representative, HR Representative, lawyer, colleague, friend or family member
- providing the employee with a clear written statement outlining the outcome of the investigation.
- advise the complainant and all affected parties of the outcome within 7 working days of receiving the verbal or written complaint.
 - management will provide a written response outlining the outcome and provide a copy to all parties involved
 - if a written agreement about the resolution of the complaint is prepared, all parties will ensure the outcomes accurately reflects the resolution and sign in agreeance
- should management decide not to proceed with the investigation after initial enquiries, a written notification outlining the reasoning will be provided to the complainant
- keep appropriate records of the investigation and outcome and store these records in accordance with our *Privacy and Confidentiality Policy* and *Record Keeping and Retention Policy*
- monitor ongoing behaviour and provide support as required
- ensure the parties are protected from victimisation and bullying
- request feedback on the grievance or complaint process using a feedback form
- track complaints to identify recurring issues within the Service which are addressed appropriately within the Service's Quality Improvement Plan (QIP).

EDUCATORS AND STAFF WILL:

- participate in a comprehensive induction and orientation program that includes an understanding of child protection law and their obligations
- report all instances (alleged or witnessed) of child abuse, including assault or sexual abuse (including grooming) to **NSW Police** within 24 hours
- report any grievance/complaint involving suspected or actual unlawful activity to the approved provider or nominated supervisor immediately and privately
- be aware of the possible ramifications of their actions when dealing with staff issues
- raise the grievance or complaint directly with the person they have grievance with, in a professional manner and at an appropriate time. Both parties should try to resolve the issue and develop solutions to ensure the problem does not happen again. Discussions should be based on the principles of privacy, confidentiality, respect and open-mindedness, will not involve other educators, staff, volunteers or visitors (e.g., parents) and will take place away from children.
- if the person is unable to resolve the issue or feels uncomfortable raising the matter directly with the person concerned, the grievance or complaint must be raised with the approved

provider/management or nominated supervisor. The approved provider or nominated supervisor (or other manager) may ask for the issue to be put in writing.

- provide all relevant information, outlining the issue, identifying any other person involved in the problem, and any suggested solution
- communicate openly about the issue with the relevant parties
- maintain confidentiality at all times
- maintain professionalism at all times.

When the persons involved cannot resolve the grievance between them in a constructive and professional way the following steps will be taken.

The aggrieved person is to contact their immediate supervisor (lead educator, nominated supervisor) who will act as mediator

The mediator will have an interview with the persons involved and clarify the facts, work out whether advice is needed from other sources, discuss options available, and help to formulate a plan of action. If an employee does not feel comfortable in approaching their supervisor, or the conflict is with their immediate supervisor, they can contact the next level of management to act as mediator.

If an amicable resolution does not occur at this meeting the mediator is to present a report to the next level of management outlining:

- the nature of the grievance or complaint
- the procedures followed to date
- the solution(s) sought
- the recommended plan of action or resolution.

If an agreement is reached the mediator is to present a report to the next level of management outlining:

- the nature of the grievance
- the procedures followed to date
- the solution(s) agreed upon
- the plan of action to reach this solution and review time if warranted
- a copy of this report is to be provided to all persons involved in the grievance or complaint, and a copy is to be retained at the workplace.

GRIEVANCE/COMPLAINT PROCEDURES

Harmonious staff relations within the Service largely depend on staff feeling satisfied that their professionalism is being acknowledged by their involvement in appropriate decision-making processes. The quality of industrial relations is likely to be substantially better in a workplace if the decision-making processes adopted permit staff to have input into decisions that affect the nature and quality of their professional work.

Management and staff within the organisation will work together to develop and implement appropriate strategies to facilitate consultative and collaborative decision-making processes within the workplace. Where staff feel these processes have failed and are in conflict with decisions made by management, the following procedure is to be followed:

- the aggrieved person(s) will discuss the grievance with their immediate supervisor
- the supervisor is to report the grievance to the nominated supervisor
- the mediator will seek advice as necessary from other sources, (e.g.: unions, Work Cover and/or funding bodies)
- the mediator will then advise management of the possible solutions.

Meetings are to be arranged with the aggrieved person(s) as necessary throughout the process. The outcome of the grievance must be reported to the aggrieved person within a week of the decision.

RESOLUTION OF GRIEVANCES

Grievances are considered resolved when all persons involved agree to a solution, when the cause of the grievance has been removed or resolved, and when arrangements have been made, if appropriate, to repair any damage and distress suffered by the persons involved. Strategies agreed upon by both parties are to be put in place to help avoid further conflict.

UNRESOLVED CONFLICT

If resolution of the conflict is unsuccessful after all procedures in the *Dealing with Complaints Policy* have been followed it may then be necessary to take disciplinary action.

CONFIDENTIALITY

Mediators are to use discretion and do their utmost to maintain confidentiality. Any breach of this confidentiality could result in a charge of misconduct. However, confidentiality cannot be guaranteed in the following situations: if it is considered that someone is in danger, if disciplinary action or criminal investigation might be necessary; or if employer liability might be involved.

No action will be taken against the person about whom a formal complaint is lodged until they are made aware of any allegations so that they may respond.

SUPPORT PERSON

A staff member is able to nominate a support person to attend any meetings with them. This person may be a Union Representative, HR Representative, lawyer, colleague, friend or family member.

A support person may provide support by:

- taking notes during the meeting
- clarifying questions asked
- clarifying any allegations made
- help formulate responses
- engage in discussions and are more than a passive observer
- aid in understanding processes
- request breaks
- emotional support.

A support person cannot:

- represent the employer
- speak on their behalf
- advocate for the organisation

EDUCATORS AND STAFF WILL NOT

- become involved in complaints or grievances that do not concern them
- raise complaints with an external complaints body, such as a court or Tribunal, without exhausting the Services' grievance procedures.

CONTINUOUS IMPROVEMENT/EVALUATION

Complaints provide our Service with opportunities for learning and improvement. We encourage regular and ongoing feedback from staff, children and families and the community. Our Service is committed to resolving complaints through prompt investigation, open communication, and transparent processes.

Our *Dealing with Complaints Policy* will be updated and reviewed annually in consultation with families, children, staff, educators and management.

To ensure complaints and grievances are handled appropriately, the approved provider/ nominated supervisor will:

- evaluate each individual complaint and grievance as recorded in the *Complaints and Grievance Management Register* to assess that a satisfactory resolution that has been achieved
- review complaints and grievances as recorded in the *Complaints and Grievance Management Register* to ensure a pattern of similar grievances is not occurring
- review the effectiveness of the Service policy and procedures to ensure all complaints and grievances have been handled fairly and professionally
- consider feedback from staff, educators, families, children and community regarding the policy and procedure.

- RELATED RESOURCES

Complaints / Grievance Procedure Complaint / Grievance Investigation Guide and Form	Complaints Grievance Form Complaints / Grievance Management Form Complaints / Grievance Register

SOURCES

Australian Children's Education & Care Quality Authority. (2026). [Guide to the National Quality Framework](#)

Australian Children's Education & Care Quality Authority. (2023). [Using Complaints to support continuous improvement.](#)

Australian Human Rights Commission: <https://www.humanrights.gov.au>

Children (Education and Care Services) National Law (NSW) (For NSW Services only)

[Education and Care Services National Law Act 2010](#)

[Education and Care Services National Regulations.](#) (Amended 2025)

Fair Work Australia: <https://www.fairwork.gov.au/>

REVIEW

POLICY REVIEWED BY	Tracy Gill	Nominated Supervisor	25/1/2026
POLICY REVIEWED	JANUARY 2026	NEXT REVIEW DATE	AUGUST 2026
VERSION NUMBER	V2		
MODIFICATIONS	JANUARY • related amendments to National Law added • additional points added to strengthen child safe practices		
POLICY REVIEWED	PREVIOUS MODIFICATIONS		NEXT REVIEW DATE

COMPLAINT/GRIEVANCE PROCEDURE

Feedback from families, children, educators, staff and the wider community is fundamental in creating an evolving Childcare Service working towards the highest standard of care and education. In the event that feedback includes divergent views which result in complaints or a grievance, the nominated supervisor or approved provider will ensure the grievance is managed conscientiously and confidentially following the procedure below.

Working in conjunction with the *Dealing with Complaints Policy* and *Dealing with Complaints Policy (Staff)*, this procedure provides detailed steps for receiving and managing informal and formal complaints and grievances.

Education and Care Services National Law and Regulations (S. 2A, 3A[NSW], 166A, 172, 174. (R. 12, 84, 149, 168, 170, 172, 173, 176 and 183) NQS QA 6 and 7: Element 6.1.2, 6.2, 7.1.2 and 7.2.1 Relationships with families and Governance practices and procedures

Related Policy: *Dealing with Complaints Policy* and *Dealing with Complaints Policy (Staff)*

STEP 1: COMPLAINT PROCEDURE		
1	The approved provider, nominated supervisor and educators will review the Service's <i>Dealing with Complaints Policy</i> and <i>Dealing with Complaints Procedure</i> annually in consultation with families	
2	The name and telephone number of the person to whom complaints can be made is clearly visible at the Service	
3	Information about our <i>Dealing with Complaints Policy</i> and the <i>Dealing with Complaints Procedures</i> as well as the complaints resources listed below will be easily accessible to all families, visitors, staff and volunteers	
4	The approved provider and nominated supervisor will treat all complaints and grievances seriously, professionally and as a priority while ensuring complaints or grievances remain confidential	
5	The approved provider and nominated supervisor will ensure complaints or grievances reflect procedural fairness and natural justice	
6	Families and complainants are encouraged to read through the Service's <i>Dealing with Complaints Policy</i> and <i>Family Conduct Guidelines</i> to ensure the most effective and appropriate method of communication is used when raising a complaint or grievance	
7	Complainants are encouraged to contact an appropriate educator directly to make an appointment to discuss the complaint or grievance and raise their concerns. (In many cases an informal resolution can be achieved by communication and discussion). Complaints should be discussed privately and at an appropriate time. If complainants feel uncomfortable approaching the educator directly, we encourage them to contact Service management to arrange a formal meeting.	

8	If the complainant feels as though their grievance or complaint has not been resolved when approaching the educator, management will be contacted to arrange a formal meeting. They will contact the complainant within 24 hours of receiving the grievance or complaint.	
9	If any complaint or grievance is made verbally to an educator or staff member, a record of the conversation must be made and shared with the nominated supervisor. This record, although informal, should be kept in the <i>Complaints Register</i> .	
10	Staff, educators, families, visitors or members of the community are encouraged to submit a written complaint through the <i>Complaints/Grievance Form</i> . This form, or a written complaint, can be submitted anonymously and addressed to the appropriate person or management of the service if the complainant does not feel comfortable in providing their contact details.	
11	Staff, educators and families are encouraged to read through the Service's <i>Dealing with Complaints Policy</i> and <i>Dealing with Complaints Procedure</i> to ensure the most effective and appropriate method of communication is used when raising a complaint or grievance.	
12	The approved provider, nominated supervisors and educators will ensure a child focused approach to complaints involving a child or young person, taking into consideration the child's age, intellectual development and maturity as a commitment to the National Principles for Child Safe Organisations	
13	The approved provider and nominated supervisor will ensure a safe and confidential process for reporting wrongdoing, misconduct, or any matter that may risk the safety, welfare, or wellbeing of children within the service through the <i>Protected Disclosure (Whistleblower) Policy</i> . This process supports a culture of integrity and accountability	

STEP 2: UPON RECEIPT OF A COMPLAINT/FEEDBACK

1	The nominated supervisor or approved provider will discuss the issue with the complainant within 24 hours of receiving the verbal or written complaint and will investigate and document the complaint or grievance fairly and impartially	
2	Management and staff will adhere to our <i>Privacy and Confidentiality Policy</i> when conducting an investigation into complaints or grievances. However, if a complaint or grievance involves a staff member or a child protection issue, a relevant agency will need to be informed. (See: <i>Child Protection Policy</i> for Responding to incidents, disclosures and suspicions of child abuse or harm NSW .)	
3	The approved provider will notify the regulatory authority in writing within 24 hours of any complaints that a serious incident has occurred or the Education and Care Services National Law has been breached or where there is a reasonable belief that physical and/or sexual abuse of a child has occurred or is occurring at the service, or any allegation that sexual or physical abuse of a child has occurred or is occurring at the service including a complaint that alleges a child is exhibiting sexual behaviours and this behaviour may be harmful to the child or another child	
4	Families who wish to raise concerns regarding the management of Child Care Subsidy (CCS) should speak with the director/ nominated supervisor in the first instance. Families can raise concerns regarding management of the Child Care Subsidy to the Department of Education via their Online contact form	

	Information about potential breaches of the Child Care Subsidy can be reported anonymously through an online report to the Department of Education; for more details, visit their website: Reporting fraud via a tip-off	
5	A meeting will be arranged between the complainant and management of the Service. The <i>Complaint Management Form</i> may be used during the meeting to fairly and impartially document the complaint or grievance.	

STEP 3: INVESTIGATING THE COMPLAINT

1	The nominated supervisor or approved provider will begin an investigation of the complaint/grievance/feedback by: a) reviewing the circumstances and facts of the complaint (or breach) and inviting all affected parties to provide information where appropriate and pertinent b) discussing the nature of the complaint (or breach) and giving the accused educator, staff member, volunteer, parent or visitor an opportunity to respond c) permitting the accused person to have a support person present during the consultation (for example: Union Representative or family member) d) providing the employee with a clear written statement outlining the outcome of the investigation e) ensuring the procedure is child-focused and addresses concerns of any child, including any inappropriate conduct concerns, so that they are promptly identified, addressed, and reported to the regulatory authority f) children will be taken seriously and any disclosures of harm from any other person including other children will be addressed effectively (including a complaint of a child exhibiting sexual behaviours that may be harmful to the child or another child)	
2	Management will use the <i>Complaint/Grievance Investigation Guide and Form</i> to record the investigation conducted, if an investigation is required	
3	Should the nominated supervisor or approved provider decide not to proceed with the investigation after initial enquiries, a written notification outlining the reasoning is to be provided to the complainant	
4	Should a conflict of interest arise during a complaint or grievance that involves the approved provider or nominated supervisor, other management will be nominated as an alternative mediator	
5	Our Service may also engage the resources of an Independent Conflict Resolution Service to assist with the mediation of a dispute. We will ensure that throughout the conflict resolution process the Services Code of Conduct is adhered to.	

STEP 4: EVALUATION OF THE INVESTIGATION

1	The nominated supervisor or approved provider will advise the complainant and all affected parties of the outcome within 7 working days of receiving the verbal or written complaint or grievance	
2	Management will provide a written response outlining the outcome and provide a copy to all parties involved	
3	If a written agreement about the resolution of the complaint or grievance is prepared, all parties will ensure the outcomes accurately reflects the resolution and sign in agreeance	
4	The nominated supervisor or approved provider will monitor ongoing behaviour and provide support as required, and ensure the parties are protected from victimisation and bullying	

STEP 5: KEEPING RECORDS OF COMPLAINTS AND FEEDBACK

1	The nominated supervisor or approved provider will keep appropriate records of the investigation and outcome and store these records in accordance with our <i>Privacy and Confidentiality Policy</i> and <i>Record Keeping and Retention Policy</i>	
2	The nominated supervisor or approved provider will request feedback on the complaint or grievance process using a feedback form and review the effectiveness of the Service policy and procedures to ensure all complaints and grievances have been handled fairly and professionally	
3	The nominated supervisor or approved provider will track complaints to identify recurring issues within the Service through the <i>Complaints Register</i>	

STEP 6: NOTIFICATIONS OF COMPLAINTS AND FEEDBACK

1	The nominated supervisor or approved provider will notify the regulatory authority within 24 hours if a complaint alleges a breach of the Education and Care Services National Law and Regulations, the National Quality Standard or alleges the safety, health or wellbeing of a child is being compromised. If the nominated supervisor is unsure whether the matter is a notifiable complaint, it is good practice to contact the regulatory authority for confirmation. Written reports must include: • details of the event or incident • the name of the person who initially made the complaint • if appropriate, the name of the child concerned and the condition of the child, including a medical or incident report (where relevant) • contact details of the nominated supervisor • any other relevant information	
2	Written notification of complaints must be submitted to the regulatory authority using the appropriate forms, which can be found on the ACECQA website: www.acecqa.gov.au and logged using the NQA ITS	

CONCERNS OR COMPLAINTS INVOLVING CHILDREN EXHIBITING SEXUAL BEHAVIOURS		
1	Children's safety, rights, and best interests are the paramount consideration for all Service operations, decisions and functions, and as such, any concerns around children exhibiting sexual behaviours will be taken extremely seriously	
2	The approved provider, nominated supervisor, educators, staff, students and volunteers will ensure any complaint that alleges a child is exhibiting sexual behaviours that may be harmful to the child, or another child is reported promptly	
3	Educators and staff will respond to concerns or complaints, remaining calm and attentive. They will listen carefully, allow the child, family member, or other person to describe the incident, acknowledge their concern, and reassure the complainant that their concerns are being taken seriously.	
4	Educators and staff will refer to the Service's <i>Child Protection Policy and Procedure</i> for guidance on mandatory reporting procedures, including contacting Police and emergency services for immediate assistance when necessary	
5	The approved provider will ensure the regulatory authority is notified via the NQA ITS within 24 hours of any complaint alleging that a serious incident has occurred whilst a child is educated and cared for or complaints alleging that the Law has been contravened	
6	The approved provider, educators and staff will notify the relevant reporting authority as mandatory reporters as required	
7	Educators and staff will follow the <i>Traffic Lights Framework</i> to manage the complaint or concern: • RED- signals sexual behaviours which indicate immediate intervention and action • ORANGE- signals sexual behaviour which may be concerning and educators to take notice and gather information to assess appropriate action • GREEN- signals sexual behaviours that are 'normal' and age appropriate [Traffic Lights Framework-Age-appropriate Sexual Play and Behaviour in Children]	
8	Educators and staff will document the complaint or concern while maintaining confidentiality and privacy in accordance with the Service's <i>Privacy and Confidentiality Policy and Procedure</i>	

CONCERNS OR COMPLAINTS INVOLVING INAPPROPRIATE CONDUCT		
1	The approved provider and nominated supervisor must ensure that no child is subjected to inappropriate conduct. Any allegations of inappropriate conduct by an educator, staff member volunteer or any other person present at the are identified, responded to and addressed promptly. This procedure should be read in conjunction with the Service's <i>Management of Inappropriate Conduct Procedure</i> .	
2	Educators and staff will refer to the Service's <i>Child Protection Policy and Procedure</i> for guidance on mandatory reporting procedures, including contacting police and emergency services for immediate assistance when necessary	

3	The approved provider will ensure the regulatory authority is notified via the NQA ITS within 24 hours of any complaint alleging that a serious incident has occurred whilst a child is educated and cared for or complaints alleging that the Law has been contravened	
4	The approved provider, educators and staff will notify the relevant reporting authority as mandatory reporters if appropriate	
5	Educators and staff will document the complaint or concern while maintaining confidentiality and privacy in accordance with the Service's <i>Privacy and Confidentiality Policy and Procedure</i>	

REVIEW OF PROCEDURE			
Date procedure created	25/01/2026	To be reviewed	JANUARY 2027
Approved by	Tracy Gill	Signature	<i>Tracy Gill</i>
Location of procedure	Policies and procedures folder. & OWNA		
Procedure reviewed date	Modifications/Changes		
January 2026	Updated to include amendments to Education and Care Services National Law and Regulations Included additional points to strengthen child safe practices Concerns/complaints around Inappropriate Conduct section added		

APPENDIX: COMPLAINTS / GRIEVANCE FORM

We appreciate your point of view and welcome your input. If you have a complaint, grievance, or suggestion about any aspect of our Service, we request that you provide this in writing addressed to the approved provider or emailed to admin@glenmoreparkelc.com.au

Please refer to our *Dealing with Complaints Policy* and related procedures for further information.

Contact Name			
Email Address			
Contact Phone Number		Best time to call	

Complaint / Grievance/ Suggestion details [Please provide specific details of your complaint, grievance, or suggestion. What is the complaint about? - an action or decision of an educator/staff member; the health, safety or wellbeing of child/ren within the service including a complaint that alleges a child is exhibiting harmful sexual behaviours; the Service's response to an incident? Describe what happened and when the matter occurred. Mention any steps that have been taken to resolve the problem. Attach an extra page if required.]

Have you raised this matter with anyone before? Yes/ No What was the outcome from your discussion?

What is the result you are seeking? [apology, feedback/explanation, additional information, review or change of policy or decision]

Complainant Signature		Date	

Confidentiality

Your personal information will remain confidential and only disclosed as permitted under relevant privacy laws. If the information you have provided is related to a serious incident or matter of fraud, the approved provider will provide necessary information to the Regulatory Authority and other Government agencies if required. A complaint that alleges a breach of the *Education and Care Services National Law and Regulations* or National Quality Standard or alleges that the health, safety or wellbeing of a child at the Service may have been compromised. Any complaint of this nature must be reported by the approved provider or nominated supervisor to the Regulatory Authority within 24 hours of the complaint being made – (Section 174[2] [b], Regulation 176[2][b]).

APPENDIX: COMPLAINT MANAGEMENT FORM

This form is to be used to record details of meetings held between the Service and families, child, a member of the community or staff to address and resolve a complaint or grievance submitted, as per our *Dealing with Complaints Policy*. A copy of this document should be recorded in the *Complaints/Grievance Register*.

COMPLAINTS HISTORY

Name of person submitting complaint					
Date and time complaint was received by Service		Date		Time	
Name of employee who received complaint notification					
Complaint was received by		Complaint was responded to within 24 hours?			
☐ Letter ☐ Email Attach to this form		☐ Yes ☐ No			
Complaint is a notifiable incident / allegation? See Appendix A		If 'yes', notification of the complaint has been made to the Regulatory Authority?			
☐ Yes ☐ No		☐ Yes	Date		Time
Nature of complaint (action or decision of an educator/staff member; the health, safety or wellbeing of a child; service's response to an incident; other reason)					
Complaint was responded to by (name of employee)					
		Date and Time			
Addressing complaint (Response / steps taken to address complaint)					
☐ Meeting arranged					
☐ Other: Provide details here					

RECORD OF MEETING TO ADDRESS/ RESOLVE COMPLAINT/GRIEVANCE

Date		Venue		Meeting Opened			
Attendees representing complainant							
Attendees representing Service							
Record of discussion points (circumstances and facts)				Action/s to be taken		Person responsible	To be addressed by (date)
Further meeting required?	☐ Yes ☐ No		If 'Yes', date, time, and venue for next scheduled meeting				
Best person representing complainant to contact by telephone if required			Best contact number for complainant representative			Best times to make contact	
Person representing the Service responsible for making telephone contact						Meeting closed at	

FOLLOW UP

Management will provide a written response outlining the outcome and provide a copy to all parties involved within 7 days.	Written response provided by: On (date):
Should management decide not to proceed with the investigation after initial enquiries, a written notification outlining the reasoning will be provided to the complainant.	☐ Not required Written response provided by: On (date):

EVALUATION- CONTINUOUS IMPROVEMENT [consider effectiveness in responding to and resolving complaint.]

Has a satisfactory resolution been achieved?	☐ Yes ☐ No
Was the Service policy and procedures effective in providing guidance for the handling of the complaint/grievance?	☐ Yes ☐ No
Was the Service policy and procedures effective to ensure the complaint/grievance was handled fairly and professionally?	☐ Yes ☐ No
Do all parties agree that the complaint/grievance was handled fairly and professionally?	☐ Yes ☐ No
Feedback from Staff, educators and families regarding the policy and procedure. (Consider family survey or other feedback methods)	
Action to be taken if any questions above have been answered with 'No'	

APPENDIX A

Under the National Law and Regulations, the approved provider must notify the regulatory authority of certain incidents and allegations while a child or children are being educated and cared for by the service.

- serious incidents
- **complaints**
- circumstances at the service which pose a risk to the health, safety and wellbeing of children
- any incident or allegation that physical or sexual abuse of a child or children has occurred or is occurring while the child is being educated and cared for by the service,
- any allegation that sexual or physical abuse of a child has occurred or is occurring while the child is being educated and cared for by the service.

Complaints

The approved provider must notify the regulatory authority within 24 hours of any complaint alleging that a serious incident has occurred while the child is being educated and cared for or complaints alleging that the Law has been contravened (Section 174(2)(b))

Source: ACECQA

APPENDIX: COMPLAINT REGISTER

[Details extracted from individual Complaint/Grievance Record]

Date range: _____ to _____

DATE	TIME	COMPLAINT RECEIVED FROM	DETAILS OF COMPLAINT	INVESTIGATION REQUIRED	ACTION TAKEN	REPORTED TO REG. AUTH.	FURTHER ACTION REQUIRED	DOCUMENTS ATTACHED
				YES/NO		YES/NO	YES/NO	YES/NO

DEALING WITH INFECTIOUS DISEASE POLICY

The Education and Care Services National Regulations require early childhood education and care services implement specific strategies to minimise the spread of infectious illness and maintain a healthy environment for all children, staff, educators and families. The spread of infections in the early childhood environment is facilitated by microbial contamination of the environment, as well as the greater exposure to young children who are still developing hygienic behaviours and habits. Our Service will minimise children's and staff's exposure to infectious diseases by adhering to all recommended guidelines from relevant government authorities regarding the prevention of infectious diseases, promoting practices that reduce the transmission of infection, ensuring the exclusion of sick children and educators, supporting child immunisation and implementing effective hygiene practices.

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 2: CHILDREN'S HEALTH AND SAFETY		
2.1	Health	Each child's health and physical activity is supported and promoted.
2.1.1	Wellbeing and comfort	Each child's wellbeing and comfort is provided for, including appropriate opportunities to meet each child's needs for sleep, rest and relaxation.
2.1.2	Health practices and procedures	Effective illness and injury management and hygiene practices are promoted and implemented.
2.2	Safety	Each child is protected.

EDUCATION AND CARE SERVICES NATIONAL LAW AND NATIONAL REGULATIONS	
S. 2A	Paramount consideration - safety, rights and best interests of children
S. 3A	Paramount consideration
S. 172	Offence to fail to display prescribed information
S.174(2)(a)	Serious incident- any emergency for which emergency services attended
12	Meaning of serious incident
77	Health, hygiene and safe food practices
83	Staff members and family day care educators not to be affected by alcohol or drugs
85	Incident, injury, trauma and illness policies and procedures
86	Notification to parents of incident, injury, trauma and illness

87	Incident, injury, trauma and illness record
88	Infectious diseases
89	First aid kits
90	Medical conditions policy
92	Medication record
93	Administration of medication
162	Health information to be kept in enrolment record
168	Education and care service must have policies and procedures
170	Policies and procedures to be followed
173	Prescribed information to be displayed
175(2)(c)	Prescribed information to be notified to the Regulatory Authority- (2) any circumstance arising at the service that poses a risk to the health, safety or wellbeing of a child or children attending the service

RELATED POLICIES

Administration of Medication Policy Bottle Safety and Preparation Policy Child Protection Policy Child Safe Environment Policy Code of Conduct Policy Dental Health Policy Enrolment Policy Family Communication Policy Governance Policy Hand Washing Policy	Health and Safety Policy Immunisation Policy Incident, Injury, Trauma and Illness Policy Medical Conditions Policy Nappy Change and Toileting Policy Physical Environment Policy Pregnancy in Early Childhood Policy Privacy and Confidentiality Policy Sleep and Rest Policy Work Health and Safety Policy

PURPOSE

Children encounter many other children and adults within the Service environment which can result in the contraction of infectious illnesses. Our Service has a duty of care to ensure that children, families, educators, and visitors of the Service are provided with a high level of protection during the hours of the Service's operation. We aim to minimise cross contamination and the spread of infectious illnesses by implementing best practice and high standards of personal hygiene, infection control and supervision while supporting children's emotional wellbeing during illness and exclusion periods.

This policy communicates clear directions and guidance about protocols and actions to be followed to avoid adversely affecting the safety and health of children, other staff members and visitors to the service. A simple, safe and effective way of protecting individuals and others within the community against harmful diseases is immunisation. All decisions relating to illness management, exclusion, outbreak response and attendance during infectious disease risks are guided by the paramount consideration of children's safety, health, rights and best interests.

SCOPE

This policy applies to children, families, staff, educators, management, approved provider, nominated supervisor, students, volunteers and visitors of the Service.

IMPLEMENTATION

Under the Education and Care Services National Regulations, the approved provider must ensure policies and procedures are in place in relation to dealing with infectious diseases. (ACECQA, August 2021).

Our Service is committed to minimise the spread of infectious diseases and viruses by implementing recommendations as stated in the [*Staying healthy: Preventing infectious diseases in early childhood education and care services \(6th Edition\)*](#) developed by the Australian Government National Health and Medical Research Council (NHMRC) and advice provided from the Australian Health Protection Principal Committee (AHPPC).

We are guided by decisions regarding exclusion periods and notification of infectious diseases by the Australian Government- Department of Health and local Public Health Units in our jurisdiction as per the Public Health Act (NSW)

This policy must be read in conjunction with our other Quality Area 2 policies:

- Immunisation Policy
- Incident, Injury, Trauma and Illness Policy
- Medical Conditions Policy
- Handwashing Policy *and*
- Child Protection Policy

Infectious disease management practices will be implemented in a manner that upholds child safe principles, including adequate supervision, respectful interactions, protection of children's dignity and privacy, and emotional wellbeing, particularly when children are isolated or unwell.

DEFINITION OF AN INFECTIOUS DISEASE

In relation to a participating jurisdiction, means an infectious disease that is designated under a law of that jurisdiction or by a health authority (however described) as a disease that would require a person with the disease to be excluded from an education and care service (Definitions- Education and Care Services National Regulations).

PREVENTING INFECTIOUS DISEASES

Children enter education and care services when their immune systems are still developing. They have not been exposed to many common germs and therefore are susceptible to bacteria that may cause infections. Given the close physical contact children have with other children in early childhood and care, it is very easy for infectious diseases and illnesses to spread through normal daily activities, as germs can be picked up directly from an infected person or from the environment. It is important to understand that an infected person may not show any signs or symptoms of illness.

Our Service implements rigorous hygienic practices to limit the spread of illness and infectious diseases including:

- immunisation- for children and adults
- effective hand washing hygiene
- respiratory hygiene- cough and sneeze etiquette
- appropriate use of gloves and other PPE
- exclusion of children, educators or staff when they are unwell or displaying symptoms of an infectious disease or virus
- effective environmental cleaning including toys, resources and bedding
- encouraging use of the outdoors environment
- requesting parents and visitors to wash their hands with soap and water or hand sanitizer upon arrival and departure at the Service
- ensuring adequate ventilation
- encouraging children, educators or staff to seek medical attention if they show symptoms of an infectious disease or virus, including COVID-19.

IMMUNISATION REQUIREMENTS

- Immunisation is a reliable way to prevent many child hood infectious diseases.
- In accordance with state and territory legislation, children who are not vaccinated due to conscientious objection may be subject to enrolment restrictions

Children who cannot be fully vaccinated due to a medical condition or who are on a recognised catch-up schedule may still be enrolled upon presentation of the appropriate form signed by a medical practitioner who meets the criteria stated by the Australian Government.

- Only parents of children who are fully immunised, are on a recognised catch-up schedule or have an approved medical exemption recorded on the Australian Immunisation Register (AIR) can receive Child Care Subsidy (CCS). The relevant vaccinations are those under the National Immunisation Program (NIP), which covers the vaccines usually administered before age five. These vaccinations must be recorded on the AIR.
- Educators and other staff at our Service are highly recommended to keep up to date with all immunisations including yearly influenza vaccinations. These include recommended vaccinations outlined in the *Australian Immunisation Handbook* and the *Staying healthy: Preventing infectious diseases in early childhood education and care services*.
- Staff are required to provide an Immunisation History Statement from the Australian Immunisation Register (AIR) and/or records from their general practitioner to management for their staff record.
- Vaccination is important as not only can staff members catch a potentially serious infection such as measles or whooping cough, but they could also then inadvertently pass it onto children in their care who are too young to have had their vaccinations or to women who may be pregnant.

EXCLUDING CHILDREN AND ADULTS FROM THE SERVICE

'Excluding children, staff and parents who are at risk of transmitting infection to others limits the spread of infection in education and care services.' (Staying healthy, 2024, p. 75)

The need for exclusion and the length of time a person is excluded from the Service depends on:

- the type of infection
- if symptoms are present and how severe they are
- how easily the infection or disease can spread
- how long the person is likely to be infectious

When a child or adult has symptoms or has been diagnosed with an illness or infectious disease, the Service will refer to information about recommended exclusion periods from the Public Health Unit (PHU) and *Staying healthy: Preventing infectious diseases in early childhood education and care services*, 6th edition.

Although some illnesses will state '*not excluded*', any child or staff member displaying symptoms of an illness or condition are encouraged to stay at home and/or seek medical advice for any concerning symptoms or if symptoms continue. [Exclusion for common or concerning conditions](#)

- When an infectious disease has been diagnosed or suspected, the Service will display appropriate documentation and alerts for families including information on the illness/disease, symptoms, infectious period and the exclusion period. (Fact sheets are available [Staying Healthy Guidelines](#))
- If a vaccine preventable disease occurs in the Service, children who have not been fully immunised will be excluded from care; staff who are not vaccinated will be notified and should be excluded from the workplace. Management will check all children's immunisation records and alert parents as required.
- Staff and children that have had diarrhoea and/or vomiting will be excluded from the Service until there has not been any diarrhoea or vomiting for at least 24 hours. If the diarrhoea or vomiting are confirmed to be norovirus, they will be excluded until there has not been any diarrhoea or vomiting for at least 48 hours. Staff who handle food will be excluded from the Service for up to 48 hours after they have stopped vomiting or having diarrhoea. [*Staying healthy*, 2024.]
- Decisions about exclusion will consider the child's wellbeing, family circumstances and public health advice, while prioritising the safety of all children and staff.

REPORTING OUTBREAKS TO THE PUBLIC HEALTH UNIT AND REGULATORY AUTHORITY (REG. 175 (2)(C))

Outbreaks of communicable diseases and contagious viruses represent a threat to public health. To help prevent outbreaks, each state/territory Public Health Unit (PHU) monitors the number of people who contract certain infectious diseases and their characteristics, the recent travel or attendance of infected people in a public place or on public transport and works with health specialists and doctors to help prevent the transmission of diseases to other people.

Public health legislation across all states/territories lawfully requires and authorises doctors, hospitals, laboratories, school principals and childcare centre directors to confidentially notify the PHU of patients with certain conditions, and to provide the required information on the notification forms. Specialist trained public health staff review this information and if necessary, contact the patient's doctor, and sometimes the patient, to provide advice about disease control and to complete the collection of information.

All notifications and displays will protect the privacy of infected children, families and staff in line with privacy legislation and the Service's *Privacy and Confidentiality Policy*. Under the Commonwealth Privacy Acts, patient information is only released/disclosed where it is lawfully required or authorised.

The approved provider is required to notify the local PHU by phone as soon as possible (within 24 hours) after they are made aware that a child enrolled at the Service is suffering from one of the following vaccine preventable diseases.

- Diphtheria
- Hib (Haemophilus influenzae type b)
- Mumps
- Poliomyelitis
- Meningococcal disease
- Rubella ('German measles')
- Measles
- Pertussis ('whooping cough')
- Tetanus

Notification is also required for:

- Gastroenteritis (if 2 or more people are affected and an outbreak is suspected)

Management will closely monitor health alerts and guidelines from Public Health Units and the Australian Government- Department of Health for any advice and emergency health management in the event of a contagious illness outbreak. The approved provider must also notify the regulatory authority of any incidence of a notifiable infectious disease or illness that poses a risk to health, safety and wellbeing of children within 24 hours.

THE APPROVED PROVIDER/NOMINATED SUPERVISOR WILL ENSURE:

- that obligations under the Education and Care Services National Law and Education and Care Services National Regulations are met
- educators, staff, students, visitors and volunteers have knowledge of and adhere to this policy and associated procedure
- all new employees are provided with a copy of this policy as part of their induction process
- families are aware of this *Dealing with Infectious Diseases Policy* upon enrolment
- children are protected from harm by ensuring relevant policies and procedures are followed regarding health and safety within the Service
- an Immunisation History Statement for each child is collected on enrolment and maintained/updated regarding the child's immunisation status (AIR) and any medical conditions
- a staff immunisation record that documents each staff member's previous infection or immunisations (including dates) is developed and maintained

- the Service implements recommendations from [*Staying healthy: Preventing infectious diseases in early childhood education and care services- 6th Edition*](#) to maintain a healthy environment
- that all information regarding the prevention and transmission of infectious diseases is sourced from a recognised government health authority [Australian Government Department of Health, Disability and Ageing](#)
- exclusion periods for people with infectious diseases recommended by government authorities are implemented for all staff, children, parents, families and visitors
- wall charts about immunisation are displayed
- the Public Health Unit is notified as soon as possible after they are made aware that a child enrolled has a vaccinated preventable disease
- the Public Health Unit is notified in the event of an outbreak of viral gastroenteritis. Management must document the number of cases, dates of onset, duration of symptoms. An outbreak is when two or more children or staff have a sudden onset of diarrhoea or vomiting in a 2-day period
- after confirmation that a child is suffering from an infectious disease, and as soon as practical, the family of each child enrolled in the Service must be notified whilst maintaining the privacy of the ill/infectious child. Communication may be:
 - verbal
 - through a letter from the educator or approved provider
 - via electronic message- text message or email
 - notice clearly displayed at the Service
- families are advised that they are requested to alert the Service if their child is diagnosed with an infectious illness, including COVID
- daily attendance records for staff, children and visitors are up to date at all times
- safe health and hygiene practices are implemented at all times throughout the day
- educators and staff routinely role model hand washing, hand drying, cough and sneeze etiquette
- infection control practices are implemented for nappy changing and toileting
- effective environmental cleaning policies and procedures are adhered to all times
- children are supported in their understanding of health and hygiene practices throughout the daily program and routine (hand washing, hand drying, cough and sneeze etiquette)
- families are provided with relevant sourced materials and information on infectious diseases, health, and hygiene including:
 - the current National Immunisation Schedule
 - exclusion guidelines in the event of a vaccine preventable illness at the Service for children that are not immunised or have not yet received all their immunisations

- advice and information regarding any infectious diseases in general and information regarding any specific infectious illnesses that are suspected/present in the Service.
- all educators are mindful and maintain confidentiality of individual children's medical circumstances
- that opportunities for educators to source pertinent up to date information from trusted sources on the prevention of infectious diseases and maintaining health and hygiene are provided
- that opportunities for staff, children, and families to have access to health professionals by organising visits/guest speakers to attend the service to confirm best practice are provided
- families are advised to keep children at home if they are unwell and not return to the Service until they have improved
- the recommended minimum exclusion periods from *Staying healthy* are followed for children or staff depending on their symptoms or disease and whether a medical professional has diagnosed a specific condition
- to minimise the chance of disease/illness spreading, children must be well for 24 hrs before returning to the Service
- to complete the register of *Incident, Injury, Trauma or Illness* and/or document incidents of infectious diseases no later than 24 hours of an illness or infectious disease occurring in the Service
- a review of practices is conducted following an outbreak of illness or infectious diseases at the Service, including an assessment of areas for improvement
- educators or staff who have diarrhoea or an infectious disease do not handle food for others and are not to return to work until they have been symptom free for 48 hours
- any risk to a child or adult with complex medical needs is minimised in the event of an outbreak of an infectious disease or virus. This may require a risk assessment and decision-making regarding the suitability of attendance of the child or staff member during this time.

EDUCATORS WILL ENSURE:

- that any child suspected of having an infectious illness is responded to and their health and emotional needs are supported
- any child suspected of having an infectious illness is separated from other children and supervised by an educator or staff member whilst waiting for collection by parents/guardian or emergency contact person
- they apply child safe practices when caring for unwell children, including maintaining professional boundaries and respectful physical contact
- they maintain children's dignity and privacy when managing symptoms, applying first aid or supporting hygiene needs

- ensure supervision arrangements are adjusted as required during outbreaks or increased illness to maintain child safety at all times
- that appropriate health and safety procedures are implemented when treating ill children e.g.; wear disposable gloves, face mask or other PPE if needed
- families are aware of the need to collect their unwell child/ children as soon as practicable from the Service
- all resources or items touched by a child with a suspected illness are thoroughly cleaned and disinfected (e.g., cushions, pillows, toys)
- their own immunisation status is maintained, and the approved provider/nominated supervisor is advised of any updates to their immunisation status
- opportunities are provided for children to participate in hygiene practices, including routine opportunities, and intentional practice such as hand washing, sneezing and cough etiquette
- consideration is given to the combination of children to decrease the risk of attaining an infectious illness when planning the routines/program of the day
- they adhere to the Service's *Health and Safety Policy* including:
 - hand washing
 - daily cleaning of the Service
 - wearing gloves (particularly when in direct contact with bodily fluids- nappy changing and toileting)
 - appropriate and hygienic handling and preparation of food
 - wearing face masks (optional)
 - providing adequate ventilation to reduce the transmission of diseases that are airborne
- they maintain up-to-date knowledge regarding best practice principles and high standards of hygiene to reduce the spread of spread of infectious disease and promote good health and safety
- bedding is cleaned using detergent and water after each use and if the surface is known to be contaminated with a potential infectious disease, disinfectant is also used to clean beds
- that all play dough is freshly made every week. If there is an outbreak of vomiting and/or diarrhoea, or any other contagious communicable disease, play dough is to be discarded at the end of each day and a new batch made each day for the duration of the outbreak [Our service chooses to avoid the use of playdough during this time]
- children and adults wash their hands before and after using play dough.

PREVENTION STRATEGIES FOR MINIMISING THE SPREAD OF DISEASE WITHIN OUR SERVICE.

STAFF AND EDUCATORS WILL ENSURE:

- a healthy environment is provided through adherence to the [*Staying Healthy cleaning guidelines*](#)
- utility gloves are worn and washed and dried between uses
- surfaces are cleaned first with detergent and water before using disinfectants. (Disinfectants cannot kill germs unless areas are clean)
- that a daily clean is carried out on other surfaces that may transmit germs such as high touch objects including doorknobs, tables, light switches, handles, remotes, play gyms, low shelving, etc. This will be increased to several times a day if an outbreak of an infectious disease/virus has been recorded in the Service or to minimise the risk of transmission of a virus such as COVID-19
- that if a child has a toileting accident, the items are placed in a plastic bag with the child's name on it. The plastic bag will be stored in a sealed container labelled 'soiled/wet clothing' for parents to take home.
- cloths and mops are colour coded so that a separate cloth or mop is used to clean floors, bathroom, art and craft, and meal surfaces
- detachable mop heads and cloths are washed in a washing machine using hot water and air dried
- that any toy that is mouthed by a child is placed immediately in the 'toys to be washed' basket located on the top shelf in the nappy change area and washed with warm soapy water at the end of the day. All washable toys out on display for the children are to be washed on a weekly basis to decrease the risk of cross contamination and recorded with the date and a signature as evidence.
- toys and equipment (that are difficult to wash) will be washed with detergent (or soap and water) and air-dried in sunlight
- washable toys and equipment will be washed in detergent and hot water or the dishwasher and aired to dry (toys will not be washed in the dishwasher at the same time as dishes). All toys and equipment that have been cleaned will be recorded on the toy cleaning register.
- a 'Dummy Basket' is located by the sign in sheet that requires all children that use a dummy to place the dummy in the basket in an individual container, small zip locked plastic bag, or a protector with the child's name clearly stated to reduce the risk of cross contamination
- dummies are stored out of children's reach and never shared with other children
- all cleaning procedures will be recorded on the Service's Cleaning Checklist
- all cushions, including floor cushions, should have removeable cushion covers and will be laundered regularly as well as whenever they are visibly dirty or contaminated
- floor surfaces will be cleaned on a daily basis after each meal and at the end of each day

- toilets/bathrooms will be cleaned in the middle of the day, the end of the day and whenever needed throughout the day using detergent and water followed by disinfectant and paper towel
- when cleaning up spills of faeces, vomit or urine off beds, floors, bathrooms etc. educators will use disinfectant on the surface after cleaning it with detergent and warm water
- management must ensure pregnant women are aware of the occupational risks and exposure to specific infectious diseases including Cytomegalovirus (CMV). Occupational risks of CMV in childcare should be individually managed and control measures implemented. Risk management may include ensuring pregnant women do not work with children under two years of age including avoiding changing nappies or assist in toileting or cleaning up toileting accidents to prevent unexpected cross contamination and risk of contracting [Cytomegalovirus \(CMV\)](#). (see *Pregnancy in Early Childhood Policy*)

FAMILIES WILL:

- adhere to and support the Service's policies regarding *Dealing with Infectious Diseases, Immunisation, Incident, Injury, Trauma and Illness* and exclusion requirements
- alert the Service if their child is diagnosed with an infectious illness, including COVID-19
- exclude their child from care for the recommended minimum exclusion period if they display symptoms of an infectious illness or disease
- adhere to exclusion periods in the event of a vaccine preventable disease occurring in the Service and their child is not fully immunised
- adhere to the Service's restrictions of entry into the Service in the event of an outbreak of an infectious disease or virus
- adhere to the Service's policy regarding *Hand Washing*
- advise the Service of their child's immunisation status, by providing a current Immunisation History Statement recorded on the Australian Immunisation Register (AIR) for the Service to copy and place in the child's file
- advise the Service when their child's medical management plan is updated
- provide sufficient spare clothing, particularly if the child is toilet training
- adhere to the Service's risk minimisation strategies if their child has complex medical needs in the event of an outbreak of an infectious disease or virus.

RESOURCES

[Gastro Pack NSW Health](#)

[Common cold fact sheet](#)

[Exclusion for common or concerning conditions](#)

Pregnancy Birth and Baby. [Cytomegalovirus \(CMV\) during pregnancy](#).

[RSV Fact Sheet](#)

[Time Out Keeping your child and other kids healthy!](#) (Queensland Government)

CONTINUOUS IMPROVEMENT/REFLECTION

Our *Dealing with Infectious Diseases Policy* will be evaluated and reviewed on an annual basis or earlier if there are changes to legislation, ACECQA guidance or any incident related to our policy. Feedback will be requested from children, families, staff, educators and management, and notification of any change to policies will be made to families within 14 days.

- RELATED RESOURCES

Control of Infectious Diseases Letter to Families	Illness Management Procedure
Exclusion Letter Conjunctivitis	Illness or Infectious Disease Register
Exclusion Letter Diarrhoea and Vomiting	Immunisation Register
Exclusion Letter Hand Foot and Mouth	Incident Injury Trauma and Illness Record
Exclusion Letter Head Lice	Late Collection of Child When Unwell Letter
Hand Washing Procedure	Reporting Infectious Diseases Procedure

SOURCES

Australian Children's Education & Care Quality Authority. (2026). [Guide to the National Quality Framework](#)

Australian Children's Education & Care Quality Authority. (2021). [Dealing with infectious diseases Policy and procedures guidelines](#).

[Children \(Education and Care Services\) National Law \(NSW\)](#)

Department of Human Resources: [National Immunisation Program Schedule](#)

Early Childhood Australia. (2016). [Code of Ethics](#).

[Education and Care Services National Law Act 2010](#).

[Education and Care Services National Regulations 2011](#)

[Education and Care Services National Regulations \(NSW\) \(2025\)](#) (For NSW services only)

National Health and Medical Research Council. (2024). [Staying healthy: Preventing infectious diseases in early childhood education and care services. 6th Edition](#).

NSW Government. Department of Education. [Managing COVID cases](#)

NSW Government Department of Health. [Vaccination requirements for child care](#).

Public Health Act 2010 (NSW)

Safe Work Australia

REVIEW

POLICY REVIEWED BY	Tracy Gill	Nominated Supervisor	2/3/2026
POLICY REVIEWED	MARCH 2026	NEXT REVIEW DATE	MARCH 2027
VERSION NUMBER	V2		
MODIFICATIONS	• annual policy review • child safety practices and principles added within policy • updated National Law and Regs (including NSW) • sources updated as required		

REPORTING INFECTIOUS DISEASES PROCEDURE

According to Regulation 88 under Education and Care Services National Regulations, the approved provider of the Service must ensure that all reasonable steps are taken to prevent the spread of the infectious disease at the Service. Parents and guardians of each child being educated and cared by the Service must be notified of the occurrence as soon as practicable. Advise about notifying families about infectious diseases, symptoms and exclusion periods can be obtained through local public health units.

Working in conjunction with the *Dealing with Infectious Diseases Policy*, this procedure outlining the detailed steps for reporting of infectious diseases when a child becomes ill while being educated and cared for at the Service.

Education and Care Services National Law or Regulations (S.172, 174. R. 12, 77, 83, 85, 86, 87, 88, 89, 90, 92, 93, 162, 168, 170, 173, 175) NQS QA 2: Element 2.1, 2.1.1, 2.1.2 and 2.2 Health and Governance practices and procedures.

Related Policy: *Dealing with Infectious Diseases Policy*

REPORTING INFECTIOUS DISEASES		
Within all states and territories, management must ensure they have a current and up to date illness and infectious disease register. Each jurisdiction has guidelines regarding immediate notification to the Public Health Unit when they are aware of certain infectious diseases.		
1	The approved provider, nominated supervisor and educators will review and update the <i>Dealing with Infectious Diseases Policy</i> annually	
2	The nominated supervisor will ensure the Service has a current and up to date copy of the <i>Illness and Infectious Disease Register</i> during an outbreak of a reportable illness or disease	
3	The nominated supervisor will inform all educators, staff, families and visitors in the Service there is an infectious disease outbreak	
4	The nominated supervisor and educators will implement the steps listed in <i>Dealing with Infectious Diseases Policy</i> to control the outbreak. Including: • effective hand washing hygiene • respiratory hygiene- cough and sneeze etiquette • appropriate use of gloves and other PPE • exclusion of children, educators or staff when they are unwell or displaying symptoms of an infectious disease or virus • effective environmental cleaning including toys and resources and bedding • encouraging use of the outdoors environment • requesting parents and visitors to wash their hands with soap and water or hand sanitizer upon arrival and departure at the Service • ensuring adequate ventilation	

	encouraging children, educators or staff to seek medical attention if they show symptoms of an infectious disease or virus, including COVID-19.	
5	The nominated supervisor will notify the local public health unit (PHU) within 24 hours of diagnosis or as soon as the Service has been made aware of the any vaccine preventable diseases specific to your state/territory	
6	Management should seek advice from the PHU NSW and provide specified information when they suspect an infectious disease outbreak is affecting the Service, such as outbreaks of a gastrointestinal or respiratory illness. [NSW services- Vaccine preventable disease notification form].	
7	The nominated supervisor and educators will follow directions from the PHU relating to the provision of information to parents and/or the exclusion of children	
8	The nominated supervisor will continue to update the <i>Illness and Infectious Disease Register</i> as directed by the PHU	

For further information on childhood infectious diseases, please refer to:

[Staying Healthy- Preventing infectious diseases in early childhood education and care services](#)

(6th Edition) Australian Government- National Health and Medical Research Council.

NEW SOUTH WALES	Notify the local public health unit (PHU) NSW within 24 hours of diagnosis by phoning 1300 066 055 or as soon as the Service has been made aware of one of the following vaccine preventable diseases: - Diphtheria - Gastroenteritis (if 2 or more people are affected and you suspect an outbreak) - Haemophilus influenzae Type b (Hib) - Measles - Meningococcal disease - Mumps - Poliomyelitis - Rubella ("German measles") - Tetanus - Whooping cough ("Pertussis")

REVIEW OF PROCEDURE			
Date procedure created	20.11.2025	To be reviewed	November 2026
Approved by	Tracy Gill		
Procedure reviewed date	Modifications/Changes		

DELIVERY OF CHILDREN TO, AND COLLECTION FROM EDUCATION AND CARE SERVICE PREMISES

Under the *Education and Care Services National Regulations* the approved provider must ensure that policies and procedures are in place for the delivery of children to, and collection from, service premises and take reasonable steps to ensure those policies are followed. (ACECQA 2021).

Arrival and departure times are planned to promote a smooth transition between home and our Service. The opportunity to build secure, respectful and reciprocal relationships between children and families is promoted during arrival and departure times where educators have the opportunity to engage in conversations with families and support each child's well-being.

To ensure the health and safety of children at our Service our *Delivery of Children to and Collection from Education and Care Service Premises Policy* is strictly adhered to, allowing only nominated authorised persons to collect children at any time throughout the day. The daily sign in and out register is not only a legally required document to record children's attendance as per National Law and Regulations but also used as a record of the children on the premises should an emergency evacuation be required to be implemented.

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 2: CHILDREN'S HEALTH AND SAFETY		
2.1.1	Wellbeing and comfort	Each child's wellbeing and comfort is provided for, including appropriate opportunities to meet each child's needs for sleep, rest and relaxation.
2.2	Safety	Each child is protected.
2.2.1	Supervision	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.
2.2.2	Incident and emergency management	Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practiced and implemented.
2.2.3	Child Protection	Management, educators and staff are aware of their roles and responsibilities to identify and respond to every child at risk of abuse or neglect.

EDUCATION AND CARE SERVICES NATIONAL LAW AND NATIONAL REGULATIONS	
S. 162A	Child protection training

S. 165	Offence to inadequately supervise children
S. 167	Offence relating to protection of children from harm or hazard
S. 170	Offence relating to unauthorised persons on education and care service premises
84	Awareness of child protection law
86	Notification to parents of incidents, injury, trauma and illness
87	Incident, injury, trauma and illness record
99	Children leaving the education and care service premises
100	Risk assessment must be conducted before excursion
102	Authorisations for excursions
102AAB	Safe arrival of children policies and procedures
102AAC	Risk assessment for the purposes of safe arrival of children policies and procedures
102B	Transport risk assessment must be conducted before service transports a child
102C	Conduct of risk assessment for transporting children by education and care service
102D	Authorisation for service to transport children
122	Educators must be working directly with children to be included in ratios
123	Educator to child ratios- centre-based services
157	Access for parents
158	Children's attendance record to be kept by approved provider
160	Child enrolment records to be kept by approved provider and family day care educator
161	Authorisations to be kept in enrolment record
168	Education and care services must have policies and procedures
170	Policies and procedures to be followed
171	Policies and procedures to be kept available
172	Notification of change of policies or procedures
173	Prescribed information to be displayed
175	Prescribed information to be notified to the regulatory authority
176	Time to notify certain information to regulatory authority
177	Prescribed enrolment and other documents to be kept by approved provider

RELATED POLICIES

Acceptance and Refusal Authorisation Policy	Incident, Injury, Trauma and Illness Policy
Administration of Medication Policy	Orientation of New Families Policy
Child Protection Policy	Privacy and Confidentiality Policy
Child Safe Environment Policy	Safe Arrival of Children Policy
Code of Conduct Policy	Safe Transportation Policy
Dealing with Infectious Diseases Policy	Student, Volunteer and Visitor Policy
Emergency and Evacuation Policy	Work Health and Safety Policy
Enrolment Policy	
Handwashing Policy	

PURPOSE

We aim to ensure the protection and safety of all children, staff members, and families accessing the Service. Educators and staff will only release children to an authorised person as named by the parent/guardian on the individual child's enrolment form.

SCOPE

This policy applies to children, families, staff, educators, approved provider, nominated supervisor, management, students, volunteers and visitors of the Service.

IMPLEMENTATION

Our Service has detailed processes, guidelines and practices for the delivery and collection of children to ensure the safety and wellbeing of each individual child. We ensure that all educators and staff implement these.

THE APPROVED PROVIDER/NOMINATED SUPERVISOR/RESPONSIBLE PERSON WILL ENSURE:

- that obligations under the *Education and Care Services National Law and National Regulations* are met
- educators, staff, students, visitors and volunteers have knowledge of and adhere to this policy
- families are aware of this *Delivery of Children to, and Collection from an Education and Care Service Premises Policy*
- a risk assessment is conducted at least once every 12 months, to identify any risks or hazards that may pose a risk to children's health, safety or wellbeing as they travel between our Service and any other service which provides education and care to children (See: *Safe Arrival of Children Policy*)
- adequate supervision is provided when children arrive and depart the Service premises

- relevant educator to child ratios is adhered to at all times
- accurate attendance records are kept
- children only leave the education and care premises in the care of a parent /guardian or authorised person or in accordance with written authorisation as per Reg. 99
- enrolment records are kept for each child enrolled in the Service including the name, address and contact details of
 - any emergency contacts
 - any authorised nominee
 - any person authorised to consent to medical treatment or administration of medication
 - any person authorised to give permission to the educator to take the child off the premises
 - any person who is authorised to approve the Service to transport the child or arrange transportation of the child
 - details of any court order, parenting orders or parenting plan
 - authorisations for the service to take the child on regular outings
 - authorisations for the service to take the child on regular transportation
 - any medical management plan, anaphylaxis medical management plan (ASCM) or risk minimisation plan
- should any serious incident occur, an Incident, injury, trauma or illness record must be completed (see *Incident, Injury, Trauma and Illness Policy and Procedure*)
- in the case of a serious incident occurring, the regulatory authority must be notified within 24 hours through the [NQA IT System](#)
- all new educators and staff are provided with an induction to the Service including an understanding of this policy
- all educators and staff are provided with procedures and training on how they will verify the identity of an authorised nominee or a person authorised by the parent or authorised nominee to collect the child (including procedures of what to do when an unauthorised person attempts to collect a child).

ARRIVAL AT SERVICE

- all children need to be signed in by an authorised person. (Note: the signing in of a child is verification of the accuracy of the attendance record. Information required on the register includes the child's name, the date and time they arrive and the signature of the person dropping off the child.)
- the parent/authorised nominee must also advise staff who will be collecting the child/children
- families will be reminded to sign their child/children into the Service and will be encouraged to do so immediately upon arrival to avoid forgetting

- should families forget to sign their child/children in, National Regulations require the nominated supervisor or educator to sign the child in
- sign in sheets/attendance records are to be used as a record in the case of an emergency to account for all children present at the Service
- children are to be sighted by an educator before the parent or person responsible for the child leaves. This ensures that the educator is aware that the child has arrived and is in the building
- a child's medication needs, or any other important or relevant information should be passed on to one of the child's educators by the person delivering the child
- the educator will check that the family has completed an *Administration of Medication Record* and store the medication appropriately, away from children's reach
- in order for children to feel secure and safe, it is important that children and families are greeted upon arrival by a member of staff and have the chance to say goodbye to the person dropping them off. Saying goodbye helps to build trust, while parents/guardians leaving without saying goodbye could cause the child to think they have been left behind.
- a locker or shelf space will be made available to children and their families. A locker will be labelled for your child to identify where their belongings are stored
- in the case of a separated family, either biological parent is able to add a contact in writing unless a court order is provided to the nominated supervisor stating that one parent has sole custody and responsibility
- if a child has not arrived at the Service by 10am for their booked attendance and no notification has been received, the child will be marked as absent for the day, and an educator will contact the family to confirm their status and ensure their well-being (best practice)

DEPARTURE FROM THE SERVICE

- Children may only leave the Service premises if the child leaves:
 - in accordance with the written authorisation of the child's parent/guardian or authorised nominee named in the enrolment record; or
 - taken on an excursion or on transportation provided or arranged by the Service with the written authorisation of the child's parent or authorised nominee; or
 - given into the care of a person or taken outside the premises because: ~~or~~
 - the child requires medical, hospital or ambulance care or treatment; or
 - because of another emergency (evacuation due to bush fire, flood, severe storm)
 - in the case of an emergency, (because the child requires medical, hospital or ambulance care or treatment), where the parent or a previously authorised nominee (as indicated in the child's

enrolment form) is unable to collect the child, the parent or person responsible for the child (as listed on enrolment form as having a parenting role) may telephone the service and arrange an alternative person to pick up the child. This contact must then be confirmed in writing to the Service (email, text or letter).

- parents/guardians are to advise their child's educator if someone different is picking up their child, both verbally and on the sign in/out sheet. This person is to be named on the enrolment form or added in writing to management as an authorised nominee or authorised person for the child.
- photo identification must be sighted by a primary contact educator before the child is released. If educators cannot verify the person's identity, they may be unable to release the child into that person's care, even if the person is named on the enrolment form
- all children must be signed out by their parent (or a person authorised by the parent) when the child is collected from our Service including each child's name, date and time they depart. If the parent or other person forgets to sign the child out, they will be signed out by the nominated supervisor or educator.
- parents/guardians or authorised person are required to arrive to collect their child/children by 6.00pm
- no child will be withheld from an authorised contact or biological parent named on the enrolment form unless a current court order is on file at the Service
- in the case of a particular person (including a biological parent) being denied access to a child, the Service requires a written notice (court order) from a court of law.
 - educators will attempt to prevent that person from entering the service and taking the child however, the safety of other children and educators must be considered
 - educators will not be expected to physically prevent any person from leaving the Service
 - in such cases, the parent with custody will be contacted along with the local police and appropriate authorities
 - where possible the educator will provide police with the make, colour, and registration number of the vehicle being driven by the unauthorised person, and the direction of travel when they left the service.
 - a court order overrules any requests made by parents to adapt or make changes.
 - for the protection of the children and educators, family members are asked not to give our front door code to anyone other than those absolutely necessary.
- in the case of a serious incident occurring, as described above, the regulatory authority must be notified within 24 hours through the [NQA IT System](#)
- nominated supervisor/responsible person will ensure that the authorised nominee pick-up list for

each child is kept up to date. It is our policy that we do not allow emergency contacts/authorised nominees under the age of 16 to collect children [recommendation- not mandated]

- if the person collecting the child appears to be intoxicated or under the influence of drugs, and educators feel that the person is unfit to take responsibility for the child, educators will:
 - discuss their concerns with the person, without the child being present if possible, and
 - suggest they contact another parent or authorised nominee to collect the child
 - follow procedures to protect the safety of children and staff of the education and care service as per Child Protection Law and Child Protection Policy
 - contact the Police and other regulatory authorities (Child Protection Hotline 132 111)
 - if an authorisation to collect a child is refused by the Service, it is best practice to document the actions for evidence to authorities (refer to *Refusal of Authorisation Register*)
- at the end of each day educators will check indoor and outdoor premises including all rooms and storage rooms, beds and cots, and storage sheds to ensure that no child remains on the premises after the Service closes
- children may leave the premises in the event of an emergency, including medical emergencies as outlined in our *Emergency Evacuation Policy*
- details of absences during the day will be recorded.

VISITORS

Our Service will ensure no child or children are left alone with a visitor, student or volunteer.

- to ensure we meet Work Health and Safety requirements and ensure a child safe environment, individuals visiting our Service must sign in when they arrive at the service and sign out when they leave [recommended best practice]
- visitors who may come into direct contact with children are required to submit their Working with Children Check to be verified by the approved provider (best practice)
- visitors will remain under the direct supervision of the approved provider, nominated supervisor, responsible person or educator at all times whilst at the Service.

LATE COLLECTION OF CHILDREN

- if there are children still present at the Service upon closing, it is best practice to ensure a minimum of two educators remain until all children are collected.
- if parents/guardians know that they are going to be late, they must notify the Service. If possible, they should make arrangements for someone else to collect their child

- if they have not arrived by 6pm, the Service will attempt to contact them via phone. If parents/authorised persons are unable to be contacted the nominated supervisor will call alternative contacts as listed on the enrolment form to organise collection of the child
- due to licensing and insurance purposes, if by 6pm neither the parent or any of the authorised nominee are available or contactable, the Service may need to contact the police and other relevant authorities
- if the child is taken to an alternative safe location for example: Police Station, a sign will be displayed at the Service notifying parents/guardian of the child's whereabouts. If this occurs, the Service will be obligated to contact relevant Child Protection Agencies and notify the Regulatory Authority.
- where families are continually late to collect children, a *Late Collection of a Child Letter* will be presented to parents/guardians
- should this non-compliance continue, the Service reserves the right to terminate a child's enrolment.

CHILDCARE CENTRE DESKTOP - RELATED RESOURCES

Authorisation Form	Late Delivery of a Child Letter
Alternative Authorisation Form	Safe Travel Agreement Form
Children's Arrival and Departure Procedure	Refusal of Authorisation Register
Late Collection of Child Letter	Visitor sign in sign out record

CONTINUOUS IMPROVEMENT/REFLECTION

The *Delivery of children to, and collection from Education and Care Service Policy* will be reviewed on an annual basis in conjunction with children, families, educators and staff.

SOURCES

Australian Children's Education & Care Quality Authority. (2024). [Guide to the National Quality Framework](#)

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Safe Work Australia (2020)

REVIEW

POLICY REVIEWED BY	Tracy Gill	Nominated Supervisor	14/11/25
POLICY REVIEWED	DECEMBER 2024	NEXT REVIEW DATE	DECEMBER 2025
VERSION NUMBER	V15.12.24		

CHILDREN'S ARRIVAL AND DEPARTURE PROCEDURE

To ensure the health and safety of children at our Service, staff and educators will strictly adhere to our *Delivery of Children to, and Collection from an Education and Care Service Premises Policy*. Our Service has detailed processes, guidelines and practices for the delivery and collection of children to ensure the safety and wellbeing of each individual child. As part of this procedure, children may only be collected by a parent, an authorised person, or an authorised nominee listed on the child's enrolment form. Educators and staff are responsible for implementing these procedures consistently to maintain a secure environment.

Working in conjunction with the *Delivery of Children to, and Collection from an Education and Care Service Premises Policy*, this procedure provides clear guidelines for staff, educators, and management to ensure the safe arrival and collection of children, support smooth transitions, and maintain compliance with National Regulations and legislation

Education and Care Services National Law or Regulations (S. 162A, 165, 167, 170 and R. 84, 86, 87, 99, 100, 102, 102AAB, 102AAC, 102B, 102C, 102D, 122, 123, 157, 158, 160, 161, 168, 170, 171, 173, 176, 177) NQS QA 2: Element 2.1.1, 2.2.1, 2.2.2 and 2.1.3 Health practices and procedures

Related Policy: *Delivery of Children to, and Collection from an Education and Care Service Premises Policy*

DELIVERY TO AND COLLECTION OF CHILDREN FROM THE SERVICE		
The approved provider/nominated supervisor will:		
1	review and update the Service's <i>Delivery of Children to, and Collection from Education and Care Service Premises Policy</i> annually, in collaboration with educators and families	
2	provide training to educators on the <i>Delivery of Children to, and collection from Education and Care Service Premises Policy and Procedure</i>	
3	ensure that children arriving from or transitioning to any other educational Service follow procedures outlined within the <i>Safe Arrival of Children Policy and Procedure</i>	
4	remind families not to share our front door code to anyone other than emergency or authorised nominees	
5	ensure educator to child ratios are maintained at all times, including arrival and departure periods	

RECORD OF ATTENDANCE		
1	Attendance records will include: - the child's full name - actual attendance times including arrival and departure - date - signature and name of the person delivering and collecting the child	
2	Families will be reminded to sign their child/children into the Service either electronically or by written authorisation and will be encouraged to do so immediately upon arrival to avoid forgetting	
3	If families forget to sign their child/children in, National Regulations require an educator or nominated supervisor to sign the child in	
4	The attendance record, whether electronic or hard copy, are to be used as a record in the case of an emergency evacuation or lockdown to account for all children present at the Service	
5	Attendance records will be reviewed at various points throughout the day to ensure all children are accounted for	
6	Any child who is absent on a particular day will be marked absent by the nominated supervisor or educator [manually or electronically]	

DELIVERY OF CHILDREN AT THE SERVICE		
1	Educators will ensure effective supervision during morning arrival periods to ensure children do not leave the Service unsupervised	
2	A member of staff will greet each child and family in order for children to feel secure and safe	
3	Children are to be sighted by an educator before the parent or person responsible for the child leaves. This ensures that the educator is aware that the child has arrived and is on the premises.	
4	A child's medication needs, or other important or relevant information, must be passed on to one of the child's educators by the person delivering the child. The educator will check that the family has completed an <i>Administration of Medication Record</i> and store the medication in a secure and locked location.	
5	Children will be provided with the opportunity to say goodbye to the person dropping them off	
6	Each child will be provided with a locker or shelf space to store their belongings	
7	If children have not arrived at the Service by 10am for their booked attendance and no notification has been received, the child will be marked as absent for the day,	

AUTHORISATION OF COLLECTION OF CHILDREN		
1	Educators will ensure effective supervision during afternoon departure periods to ensure children do not leave the Service unsupervised	
2	Parents/authorised nominees must advise staff who will be collecting the child/children in writing as per the <i>Acceptance and Refusal of Authorisations Policy</i>	
3	Written authorisation, from a parent or authorised nominee, must be provided prior to a new contact collecting the child from the Service This person is to be named on the enrolment form or added as a one-off collection as an authorised person to collect the child	
4	In the case of a separated family, either biological parent may add a contact in writing unless a court order is provided to the nominated supervisor stating that one parent has sole custody and responsibility	
5	No child will be withheld from an authorised contact or biological parent named on the enrolment form unless a current court order is on file at the Service	
6	In the case of a particular person (including a biological parent) being denied access to a child, the Service requires a written notice (court order) from a court of law - educators will attempt to prevent that person from entering the Service and taking the child however, the safety of other children and educators must be considered - educators will not be expected to physically prevent any person from leaving the Service - in such cases, the parent with custody will be contacted along with the local police and appropriate authorities - where possible the educator will provide police with the make, colour, and registration number of the vehicle being driven by the unauthorised person, and the direction of travel when they left the Service - educators will provide a description of the person to the police- including their clothing, gender, height and a description of the child's clothing - a court order overrules any requests made by parents to adapt or make changes.	
7	In the case of a serious incident occurring, as described above, the regulatory authority must be notified within 24 hours through the NQA IT System	
8	The nominated supervisor will ensure that the authorised nominee pick-up list for each child is kept up to date. It is our policy that we do not allow emergency contacts/ authorised nominees under the age of 18 to collect children from the Service.	
9	Children may only leave the Service premises if the child: - is given into the care of a parent of the child, or - into the care of an authorised nominee named in the child's enrolment record, or - given into the care of a person authorised by a parent or authorised nominee named in the child's enrolment record, or - is taken on an excursion with written authorisation, or	

	given into the care of a person or taken outside the premises because the child requires medical, hospital or ambulance care or treatment; or because of another emergency (evacuation due to bush fire, flood)	

RELEASING CHILDREN TO AUTHORISED NOMINEE

1	Photo identification must be sighted by a primary contact educator before the child is released. If educators cannot verify the person's identity, they may be unable to release the child into that person's care, even if the person is named on the enrolment form.	
2	If a person's identity is not able to be verified, educators are to contact the parent to confirm a description of the authorised nominee and/or arrange for an alternative person to collect the child	
3	All children must be signed out by their parent (or a person authorised by the parent) when the child is collected from our Service. If the parent or other person forgets to sign the child out, they will be signed out by an educator or nominated supervisor.	
4	If authorisation to collect a child is refused by the Service, it is best practice to document the actions for evidence to authorities (refer to <i>Refusal of Authorisation Record</i>)	

HEALTH AND SAFETY CONSIDERATIONS

1	If the person collecting the child appears to be intoxicated or under the influence of drugs, and educators feel that the person is unfit to take responsibility for the child, educators will: - discuss their concerns with the person, without the child being present if possible, and - suggest they contact another parent or authorised nominee to collect the child - follow procedures to protect the safety of children and staff of the education and care service as per Child Protection Law and <i>Child Protection Policy</i> - contact the Police and other regulatory authorities - In an emergency contact 000 immediately - Child Protection Hotline NSW 132 111	
2	At the end of each day two (2) educators will check indoor and outdoor premises including all rooms and storage rooms, beds and cots, and storage sheds to ensure that no child remains on the premises after the Service closes. (See <i>Opening and Closing Checklist</i>)	
3	If a child's bag or belongings are left at the Service and the attendance record does not indicate the child has left the Service. The responsible person is to contact the parent to ensure the whereabouts of the child.	
4	If a child appears missing, the <i>Missing Child Procedure</i> is to be implemented	

LATE COLLECTION OF CHILDREN

1	Parents and authorised persons are informed of the service's opening and closing times during enrolment and orientation and are requested to collect their child/children by 6:00 pm.	
2	If there are children still present at the Service upon closing, ensure a minimum of two educators remain until all children are collected	
3	Parents are provided with late collection fee structure upon enrolment	
4	If parents/guardians know that they are going to be late, they must notify the Service. If possible, they should make arrangements for someone else to collect their child.	
5	If they have not arrived by 6:00pm the Service will attempt to contact them via phone. If parents/authorised persons are unable to be contacted, the nominated supervisor or responsible person will call alternative contacts as listed on the enrolment form to organise collection of the child.	
6	If by 6.00pm neither the parent or any of the authorised nominee or emergency contacts are available or contactable, the Service may need to contact the police and other relevant authorities to assist in contacting parents/guardian	
7	If the child is taken to an alternative safe location for example: Police Station, a sign will be displayed at the Service notifying parents/guardian of the child's whereabouts. If this occurs, the Service will be obligated to contact Communities and Justice and notify the regulatory authority	
8	Where families are continually late to collect children, a <i>Late Collection of Children Letter</i> will be presented to parents/guardians	
9	Should this non-compliance continue, the Service reserves the right to terminate a child's enrolment	

IN AN EMERGENCY SITUATION

1	In the case of an emergency, (because the child requires medical, hospital or ambulance care or treatment), where the parent or a previously authorised nominee (as indicated in the child's enrolment form) is unable to collect the child, the parent or person responsible for the child (as listed on enrolment form as having a parenting role) may telephone the Service and arrange an alternative person to pick up the child. This contact must then be confirmed in writing to the Service (email, text or letter) by the parent/guardian.	
2	Children may leave the premises in the event of an emergency, including medical emergencies as outlined in our <i>Emergency and Evacuation Policy</i>	
3	Sign in sheets or attendance reports are to be used as a record in the case of an emergency to account for all children present at the Service	

REVIEW OF PROCEDURE

Date procedure created	18.11.2025	To be reviewed	November 2026
Approved by	Tracy Gill		

Location of procedure	Policy and Procedure QR code, staff handbook, family handbook
Procedure reviewed date	Modifications/Changes

DIABETES MANAGEMENT POLICY

Diabetes in children can be a diagnosis that has a significant impact on families and children. It is imperative that educators and staff within the Service understand the responsibilities of diabetes management to reduce the risk of emergency situations and long-term complications. Most children will require additional support from the Service and educators to manage their diabetes whilst in attendance.

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 2: CHILDREN'S HEALTH AND SAFETY		
2.1	Health	Each child's health and physical activity is supported and promoted.
2.1.2	Health practices and procedures	Effective illness and injury management and hygiene practices are promoted and implemented.
2.2	Safety	Each child is protected.
2.2.1	Supervision	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.

EDUCATION AND CARE SERVICES NATIONAL LAW AND NATIONAL REGULATIONS	
S. 165	Offence to inadequately supervise children
S. 167	Offence relating to protection of children from harm and hazards
S. 172	Failure to display prescribed information
12	Meaning of a serious incident
85	Incident, injury, trauma and illness policies and procedures
86	Notification to parents of incident, injury, trauma and illness
87	Incident, injury, trauma and illness record
89	First aid kits
90	Medical conditions policy
90(1)(iv)	Medical Conditions Communication Plan
91	Medical conditions policy to be provided to parents
92	Medication record

93	Administration of medication
95	Procedure for administration of medication
101	Conduct of risk assessment for excursion
136	First aid qualifications
162	Health information to be kept in enrolment record
168	Education and care service must have policies and procedures
170	Policies and procedures to be followed
171	Policies and procedures to be kept available
175	Prescribed information to be notified to Regulatory Authority

RELATED POLICIES

Acceptance and Refusal of Authorisations Policy Administration of First aid Policy Administration of Medication Policy Excursion/ Incursion Policy Enrolment Policy Family Communication Policy	Incident, Injury, Trauma and Illness Policy Medical Conditions Policy Nutrition Food Safety Policy Privacy and Confidentiality Policy Record Keeping and Retention Policy Supervision Policy

PURPOSE

The *Education and Care Services National Regulations* requires approved providers to ensure their services have policies and procedures in place for medical conditions including diabetes. Our Service is committed to providing a safe and healthy environment that is inclusive for all children, staff, volunteers, visitors, and family members. The aim of this policy is to minimise the risk of a diabetic medical emergency occurring for any child whilst at our Service by supporting young people with diabetes, working in partnership with families and health professionals, and following the child's medical management plan.

SCOPE

This policy applies to children, families, staff, management, the approved provider, nominated supervisor, students, volunteers and visitors of the Service.

DUTY OF CARE

Our Service has a legal responsibility to take reasonable steps to ensure that the health needs of all children enrolled in the service are met. This includes our responsibility to provide

- e. a safe environment and
- f. adequate supervision at all times.

Our Service will ensure that staff members, including relief staff, have adequate training and knowledge about diabetes and know what to do in an emergency to ensure the health and safety of children (especially regarding hypoglycaemia). Management will ensure all staff are aware of children's medical management plan and risk management plans. This policy supplements our *Medical Conditions Policy*.

DESCRIPTION

- **Type-1 Diabetes** is an autoimmune condition, which occurs when the immune system damages the insulin producing cells in the pancreas. This condition is treated with insulin replacement via injections or a continuous infusion of insulin via a pump. Without insulin treatment, type-1 diabetes is life threatening.
- **Type-2 Diabetes** occurs when either insulin is not working effectively (insulin resistance) or the pancreas does not produce sufficient insulin (or a combination of both). Type-2 diabetes accounts for between 85 and 90 per cent of all cases of diabetes and usually develops in adults over the age of 45 years but is increasingly occurring at a younger age. Type-2 diabetes is unlikely to be seen in children under the age of 4 years old.

IMPLEMENTATION

We will involve all educators, families and children in regular discussions about medical conditions and general health and wellbeing throughout our curriculum. The Service will adhere to privacy and confidentiality procedures when dealing with individual health needs, including having families provide written authorisation to display the child's medical management plan in prominent positions within the Service.

A copy of our *Medical Conditions Policy* and *Diabetes Management Policy* will be provided to all educators, volunteers and families of the Service. It is important that communication is open between families and educators so that management of diabetes is effective.

Children diagnosed with diabetes will not be enrolled into the Service until the child's medical management plan is completed and signed by their medical practitioner or diabetes team and the relevant staff members have been trained on how to manage the individual child's diabetes. A risk minimisation and communication plan must be developed with parents/guardians to ensure risks are minimised and strategies developed for minimising any risk to the child.

It is imperative that all educators and volunteers at the Service follow a child's medical management plan in the event of an incident related to a child's specific health care need, allergy, or medical condition.

THE APPROVED PROVIDER/MANAGEMENT AND NOMINATED SUPERVISOR WILL ENSURE:

- obligations under the *Education and Care Services National Law and National Regulations* are met
- all staff, educators, students, visitors and volunteers have knowledge of and adhere to this policy and our Service's *Medical Conditions Policy*
- that as part of the enrolment process, **all** parents/guardians are asked whether their child has a medical condition and clearly document this information on the child's enrolment record
- that if the answer is *yes*, the parents/guardians are required to provide a medical management plan completed by the child's diabetes medical specialist team **prior** to their child's commencement at the Service
- parents/guardians of an enrolled child who is diagnosed with diabetes are provided with a access of the *Diabetes Management Policy, Medical Conditions Policy and Administration of Medication Policy* at least one educator, staff member or nominated supervisor is in attendance and immediately available at all times children are being cared for by the service who:
 - holds a current ACECQA approved first aid qualification
 - undertaken current ACECQA approved emergency asthma management and
 - current ACECQA approved emergency anaphylaxis management training
- all staff and educators have completed ACECQA approved first aid training at least every 3 years and cardiopulmonary resuscitation (CPR) at least every 12 months
- a risk minimisation plan is developed in collaboration with parents/guardian and cover the child's known triggers and where relevant other common triggers which may lead to a diabetic emergency
- the risk minimisation plan is specific to our Service environment and the individual child
- risk assessments are developed prior to any excursion or incursion consistent with Reg. 101

- keep a copy of the child's medical management plan and risk minimisation plan in the enrolment record
- ensure the medical management plan includes all how to manage the child's diabetes on a day-to-day basis as well as the emergency management of the child's medical condition. The plan should include:
 - blood glucose testing- BG meter
 - insulin administration
 - food, carbohydrate counting
 - how to store insulin correctly
 - how the insulin is delivered to the child- as an injection or via an insulin pump/
Continuous Glucose Monitoring CGM
 - oral medicine the child may be prescribed
 - managing diabetes during physical activities and excursions
 - a recent photograph of the child
- parental authorisation is provided to display a child's medical management plan in key locations at the Service, where educators and staff are able to view these easily whilst ensuring the privacy, safety and wellbeing of the child (for example, in the child's room, the staff room, kitchen, and / or near the medication cabinet)
- a communication plan is developed in collaboration with staff and parents/guardians encouraging ongoing communication regarding the management of the child's medical condition, the status of the child's medical condition, and this policy and its implementation within the Service prior to the child starting at the Service
- access of this policy is provided and reviewed during each new staff member's induction process
- when a child diagnosed with diabetes is enrolled, all staff attend regular professional training on the management of diabetes and, where appropriate, emergency management of diabetes
- if a child is enrolled who has diabetes there is a staff member who is appropriately trained to perform finger-prick blood glucose or urinalysis monitoring and is aware of the action to be taken if these are abnormal whenever the child attends the Service
- consideration is given as to how and where insulin is stored and the safety of sharps disposal
- the family supplies all necessary glucose monitoring and management equipment, and any prescribed medications prior to the child's enrolment
- all staff members are trained to identify children displaying the symptoms of a diabetic emergency and are aware of the location of the child's medical management plan, required insulin/food and risk minimisation plan

- staff member accompanying children outside the Service to attend excursions, or any other event, carries the appropriate monitoring equipment, any prescribed medication and a copy of the medical management plan for children diagnosed with diabetes
- the programs delivered at the Service are inclusive of children diagnosed with diabetes and that children with diabetes can participate in activities safely and to their full potential
- updated information, resources and support is regularly given to families for managing childhood diabetes
- meals, snacks and drinks that are appropriate for the child and are in accordance with the child's medical management plan are available at the Service at all times
- eating times are flexible and children are provided with enough time to eat
- Diabetes Australia are contacted for further information to assist educators to gain and maintain a comprehensive understanding about managing and treating diabetes
- applications for additional funding opportunities are made if required to support the child and educators.
- that they notify the regulatory authority of any serious incident of a child while being educated and cared for at the service within 24 hours.

EDUCATORS WILL:

- read and comply with the *Diabetes Management Policy, Medical Conditions Policy and Administration of Medication Policy*
- know which child/ren are diagnosed with diabetes, and the location of their monitoring equipment, medical management plan and risk management plans and any prescribed medications
- perform finger-prick blood glucose or urinalysis monitoring as required and will act by following the child's medical management plan if these are abnormal [or educator/staff member trained to perform finger-prick blood glucose or urinalysis monitoring]
- communicate with parents/guardians regarding the management of their child's medical condition as per their communication plan
- ensure that children diagnosed with diabetes are not discriminated against in any way and are able to participate fully in all programs and activities at the Service
- follow the strategies developed for the management of diabetes at the Service
- ensure a copy of the child's diabetes medical management plan is visible and known to staff within the Service
- take all personal medical management/action plans, monitoring equipment, medication records, and any prescribed medication on excursions and other events outside the Service

- recognise the symptoms of a diabetic emergency and treat appropriately by following the medical management plan
- ensure a suitably trained and qualified educator will administer prescribed medication if needed according to the medical management/action plan and in accordance with the Service's *Administration of Medication Policy*
- record any medication in the *Administration of Medication Record*
- identify and where possible minimise possible triggers as outlined in the child's medical management plan and risk minimisation plan
- increase supervision of a child diagnosed with diabetes on special occasions such as excursions, incursions, parties and family days, as well as during periods of high-energy activities
- ensure appropriate supplies of insulin administration equipment, carbohydrate and hypo food are taken on excursions, including back-up supplies in the event of delays
- maintain a record of the expiry date of the prescribed medication relating to the medical condition to ensure it is replaced prior to expiry
- ensure the location is known of glucose foods or sweetened drinks to treat hypoglycaemia (low blood glucose), e.g., glucose tablets, glucose jellybeans, etc.

FAMILIES WILL:

- provide details of the child's health condition, treatment, medications, and known triggers during the enrolment process
- provide a medical management plan following enrolment and **prior** to the child starting at the Service. The plan must be completed by their child's diabetes team (paediatrician or endocrinologist, general practitioner and diabetes educator).
- develop a risk minimisation plan in collaboration with the nominated supervisor and other service staff
- develop a communication plan in collaboration with the nominated supervisor and lead educators
- ensure the appropriate monitoring equipment needed according to the diabetes medical management plan is provided to the Service
- ensure an adequate supply of emergency insulin for the child is provided at all times according to the medical management plan
- notify the Service of any changes to their child's medical condition in writing via email or through the *Notification of Changed Medical Status* form including the provision of a new diabetes medical management plan to reflect these changes as needed

- communicate all relevant information and concerns to staff, for example, any matter relating to the health of the child that may impact on the management of their diabetes
- review the risk minimisation plan annually with the nominated supervisor and other service staff (recommended best practice)

DIABETIC EMERGENCY

A diabetic emergency may result from too much or too little insulin in the blood. There are two types of diabetic emergency

- very **low** blood sugar- **HYPO**- (hypoglycaemia, usually due to excessive insulin), and
- very **high** blood sugar- **HYPER**- (hyperglycaemia, due to insufficient insulin).

The more common emergency is hypoglycaemia. This can result from:

- too much insulin or other medication
- not having eaten enough carbohydrate or other correct food
- a meal or snack has been delayed or missed
- unaccustomed or unplanned physical exercise or
- the young person has been more stressed or excited than usual

SIGNS and SYMPTOMS

HYPOGLYCAEMIA- (HYPO)

If a child is wearing a CGM device, it will sound an alert when they are below their target range.

Symptoms can vary between each young person.

If caused by low blood sugar, the child may:

- feel dizzy, weak, tremble and feel hungry
- look pale and have a rapid pulse (palpitations)
- sweat profusely
- feel numb around lips and fingers
- change in behaviour- angry, quiet, confused, crying
- become unconsciousness or have a seizure

HYPERGLYCAEMIA –(HYPER)

If caused by high blood sugar, the child may:

- feel excessively thirsty
- have a frequent need to urinate
- feeling tired or lethargic
- feel sick
- be irritable
- complain of blurred vision
- lack concentration
- have hot dry skin, a rapid pulse, drowsiness
- have the smell of acetone (like nail polish remover) on the breath
- become unconsciousness

If a child suffers from a diabetic emergency staff will:

- Always provide adult supervision
- Follow the child's medical management plan
- If the child does not respond to steps within the medical management plan, immediately dial 000 for an ambulance
- Continue first aid measures and follow instructions provided by emergency services
- Contact the parent/guardian when practicable
- Contact the emergency contact if the parents or guardian can't be contacted when practicable
- Notify the regulatory authority within 24 hours

REPORTING PROCEDURES

Any incident involving serious illness of a child which requires urgent medical attention or hospitalisation is regarded as a serious incident. The following is required:

- staff members involved in the situation are to complete an *Incident, Injury, Trauma and Illness Record* which will be countersigned by the nominated supervisor of the Service at the time of the incident
- ensure the parent or guardian signs the *Incident, Injury, Trauma and Illness Record*
- if necessary, a copy of the completed form will be sent to the insurance company
- a copy of the *Incident, Injury, Trauma and Illness Record* will be placed in the child's file
- the nominated supervisor will inform the Service management about the incident
- the nominated supervisor or the approved provider will inform regulatory authority of the incident within 24 hours as per regulations

- staff will be debriefed after each incident and the child's individual medical management plan and risk minimisation plan evaluated, including a discussion of the effectiveness of the procedure used
- a review of practices is conducted following an incident involving anaphylaxis at the Service, including an assessment of areas for improvement.

FOR MORE INFORMATION, CONTACT THE FOLLOWING ORGANISATIONS:

Diabetes Australia <https://www.diabetesaustralia.com.au/contact-us>

Juvenile Diabetes Research Foundation: www.jdrf.org.au

National Diabetes Services Scheme- An Australian Government Initiative <https://www.ndss.com.au/living-with-diabetes/about-you/young-people/living-with-diabetes/school/>

STATE AND TERRITORY SPECIFIC INFORMATION

Diabetes NSW & ACT: <https://diabetesnsw.com.au/>

CONTINUOUS IMPROVEMENT/REFLECTION

Our *Diabetes Management Policy* will be reviewed on an annual basis in consultation with children, families, staff, educators and management.

- RELATED RESOURCES

Administration of Medication Form	Medical Management Plan
Authorisation to Display Medical Management Plan	Medical Risk Minimisation Plan
Managing a Medical Condition Procedure	
Medical Communication Plan	

SOURCES

As 1 Diabetes (2017) - <http://as1diabetes.com.au/>

Australian Children's Education & Care Quality Authority. (2021). [Dealing with Medical Conditions in Children Policy Guidelines](#)

Australian Children's Education & Care Quality Authority. (2025). [Guide to the National Quality Framework](#)

Early Childhood Australia Code of Ethics. (2016).

Education and Care Services National Law Act 2010. (Amended 2023).

[Education and Care Services National Regulations](#). (Amended 2023).

National Diabetes Services Scheme (NDSS). *Mastering diabetes in preschools and schools*. (2020).

National Health and Medical Research Council. (2024). [Staying Healthy: preventing infectious diseases in early childhood education and care services \(6th Ed.\)](#). NHMRC. Canberra.

[Western Australian Legislation Education and Care Services National Regulations \(WA\) Act 2012](#)

[Western Australian Legislation Education and Care Services National Law \(WA\) Act 2012](#)

REVIEW

POLICY CREATED BY	Tracy Gill	Nominated Supervisor	11.11.2025
POLICY REVIEWED	November 2025	NEXT REVIEW DATE	November 2026
VERSION NUMBER	V1		
MODIFICATIONS			
POLICY REVIEWED	PREVIOUS MODIFICATIONS		NEXT REVIEW DATE

EMERGENCY AND EVACUATION POLICY

Under the Education and Care Services National Regulations, an approved provider must ensure that policies and procedures are in place for emergency and evacuation and take reasonable steps to ensure policies and procedures are followed. (ACECQA, 2021).

Emergency and evacuation situations in early education and care services may arise for a variety of reasons, often suddenly and unexpectedly. It is vital that if an emergency situation arises, staff are confident to manage the situation effectively and efficiently, maintaining the safety and wellbeing of children, families and visitors.

Ensuring that educators and children know what to do in an emergency situation requires vigilant planning and practice. Regularly practicing the rehearsals for emergency situations also provides an opportunity to help support and build on children's coping mechanisms and resilience.

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 2: CHILDREN'S HEALTH AND SAFETY		
2.2	Safety	Each child is protected.
2.2.1	Supervision	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.
2.2.2	Incident and emergency management	Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practiced and implemented.
QUALITY AREA 7: GOVERNANCE AND LEADERSHIP		
7.1.2	Management Systems	Systems are in place to manage risk and enable the effective management and operation of a quality service.
7.1.3	Roles and responsibilities	Roles and responsibilities are clearly defined, and understood, and support effective decision-making and operation of the service that is child safe.

EDUCATION AND CARE SERVICES NATIONAL LAW AND NATIONAL REGULATIONS	
S. 2A	Paramount consideration—safety, rights and best interests of children
S. 3A	Paramount consideration NSW
S. 165	Offence to inadequately supervise children
S. 167	Offence relating to protection of children from harm and hazards
S. 174	Offence to fail to notify certain information to Regulatory Authority

S. 219A	Power of Regulatory Authority to close services because of emergency event NSW
4	Definitions “multi-storey building” and “storey”
12	Meaning of a serious incident- any emergency for which emergency services attended
97	Emergency and evacuation procedures
98	Telephone or other communication equipment
99	Children leaving the education and care service premises
136	First aid qualifications
168	Education and Care Services must have policies and procedures
170	Policies and procedures are to be followed
171	Policies and procedures to be kept available
175	Prescribed information to be notified to regulatory authority
176	Time to notify certain information to Regulatory Authority

RELATED POLICIES

Acceptance and Refusal Authorisation Policy Administration of First Aid Policy Bush Fire Policy Child Safe Environment Policy Delivery of Children to, and collection from Education and Care Service Premises Policy Enrolment Policy Family Communication Policy	Health and Safety Policy Incident, Injury, Trauma and Illness Policy Lockdown Policy Record Keeping and Retention Policy Safe Transportation Policy Sun Safety Policy Supervision Policy

PURPOSE

Our Service has a duty of care to maintain the safety and wellbeing of each child, educator, and all persons using or visiting the Service during an emergency or evacuation situation. We are committed to identifying risks and potential hazards of emergency and evacuation situations by conducting thorough risk assessments on an annual basis and continually plan for further risk minimisation and improvement to our policy and procedures. We believe that children’s safety, rights, and best interests are the paramount consideration for all Service operations, decisions and functions.

SCOPE

This policy applies to children, families, staff, educators, approved provider, nominated supervisor, students, volunteers, management and visitors of the Service.

IMPLEMENTATION

We define an emergency as an unplanned, sudden or unexpected event or situation that requires immediate action to prevent harm, injury, or illness to persons, or damage to the Service's premises. Emergency situations may pose a risk to an individual's health and safety. It is important that Services identify potential emergencies that may be specific to their location and environment. Severe heat or heatwaves, also pose an immediate risk to babies and young children and require risk mitigation strategies to be implemented. [See *Sun Safety Policy*].

An emergency is any event, situation or event where there is an imminent or severe risk to the health, safety or wellbeing of children at the Service. Education and Care Services National Regulations state that emergency evacuation rehearsals are to be practiced and reviewed every three months by the responsible person, all staff members, volunteers, visitors and children present on the day. (Guide to the NQF).

Circumstances under which an emergency evacuation will occur may include:

- Fire within the building or playground
- Fire in the surrounding area where the Service may be in danger
- Flood
- Cyclone, severe storm or dust storm or other natural weather event
- dangerous animal, insect or reptile
- Terrorist threat
- Other circumstances may include:
 - gas explosion, traffic accident, or any event which could render the building unsafe (e.g.: earthquake).

[Our Bushfire Policy contains specific information about Bushfire Risk Management Plans and evacuation plans for Bush Fires.]

The approved provider, in conjunction with educators of the Service, will conduct a comprehensive risk assessment in order to identify any risks or hazards associated with potential emergencies that may affect the safe evacuation of children from the Service.

The risk assessment will be reviewed at least every 12 months or after being aware of an incident or circumstance that may affect the safe evacuation of children. All risk assessments will be regularly assessed and evaluated as to facilitate continuous improvement in our Service. If a risk concerning the safe evacuation of a child is identified during the risk assessment, the approved provider must update the *Emergency and Evacuation Policy* and procedure as soon as possible. The risk assessment is to be stored safely and securely and kept for 3 years after the last date on which the child was educated and cared for by the Service.

For definitions and key terms used within this policy, refer to *Key Terms – Policies and Procedures*.

THE AUSTRALIAN WARNING SYSTEM (AWS)

The Australian Warning System (AWS) is a nationally consistent, three-tiered approach designed to make warnings clearer and lead people to take action during emergencies like bushfire, flood, storm, extreme heat and severe weather. The warning system comprises of levels, action statements, hazard icons, colours and shapes.

The three warning levels are:

Advice (Yellow): An incident has started. There is no immediate danger. Stay up to date in case the situation changes. Monitor conditions.

Watch and Act (Orange): There is a heightened level of threat. Conditions are changing and you need to start taking action now. Prepare to leave/evacuate. Do not enter flood water.

Emergency Warning (Red): An Emergency Warning is the highest level of warning. You need to take action immediately. Leave/evacuate (immediately by am/pm/hazard timing).

When there is an Emergency Warning, educators need to prepare for possible emergency evacuation and implement the procedures effectively to ensure the safety of all children, staff, families and visitors in the Service.

Services must refer to their state/territory website for information on any current warnings and incidents in their community. [NSW SES Warnings](#)

THE APPROVED PROVIDER/ MANAGEMENT/NOMINATED SUPERVISOR AND EDUCATORS WILL ENSURE:

- obligations under the Education and Care National Law and National Regulations are met and understood by all staff and educators

- all educators, including casual/relief educators and staff members, are familiar with our *Emergency and Evacuation Policy*, procedures and regulatory requirements
- emergency and evacuation policies and procedures are available for inspection at the Service's premises at all times
- the approved provider will conduct a risk assessment to identify potential emergencies that are relevant to the Service
- the approved provider will review the risk assessment every 12 months or after becoming aware of any circumstance that may affect the safe evacuation of children from the Service
- relevant stakeholders/authorities are consulted for advice and guidance to improve risk mitigation strategies as part of our emergency and evacuation plan (police, fire, parents/families)
- an Emergency Management Plan (EMP) is developed and updated
- all staff and educators have a thorough understanding of the [Australian Warning System \(AWS\)](#)
- the [Bureau of Meteorology \(BOM\)](#) will be checked regularly to monitor emergency situations and warnings relevant to our Service location
- consideration is made to evacuate infants and non-ambulant children evacuating the premises resulting in enhanced ratios (see *Evacuating Infants and non-ambulatory children* section below)
- additional consideration is made for services operating in multi-storey buildings (assembly areas, lifts not being used, stairwells, non-ambulant children, staffing implications, supervision) [Reg. 97(1)(b)]
- emergency rehearsals should involve other building tenants and building manager (if applicable)
- emergency evacuation plans are displayed in prominent positions near each exit at the Service premises including both the indoor and outdoor learning areas
- the emergency and evacuation procedures include instructions for what must be done in the event of an emergency
- emergency evacuation plans include a floor plan for ease of reference with clearly defined assembly points and clearly marked exit routes from all locations within the Service
- all exits have exit signs clearly visible
- all emergency exit doors must be unlocked and ready to ensure safe evacuation of children and staff. Exit doors must be accessible from the inside with an emergency push bar or device
- there are no obstructions in hallways, stairways or emergency exits
- new staff, volunteers and students are provided with information and training about our *Emergency and Evacuation Policy* and procedures during induction
- all staff, visitors and students are aware of emergency evacuation points and assembly areas
- staff are trained how to use emergency equipment such as fire extinguishers, fire blankets, hoses etc

- that emergency evacuation rehearsals are to be practiced and reviewed **every three months** by the responsible person, all staff members, volunteers, visitors and children present on the day.
- National Regulations state that evacuation rehearsals are to be practiced **every 3 months**: However, to ensure best practice our Service will conduct emergency evacuation drills in a weekly block every 3 months so that all children and staff experience an evacuation on a regular basis.
- families are informed of the purpose and importance of regular emergency evacuation rehearsals upon enrolment
- families are encouraged to provide authorisation for their child to participate in emergency evacuation rehearsals where children move off Service premises to an external emergency assembly point
- an *Emergency Evacuation Risk Assessment* will be conducted for regular outings involving emergency evacuation rehearsals that require children to move to an external emergency assembly point
- that the risk assessment for emergency evacuation rehearsals is reviewed every 12 months or following any changes to the emergency evacuation rehearsal, such as changes to the location of emergency assembly point
- spontaneous rehearsals also take place during the year to assist in refining risk management procedures and evacuation procedures
- each time a planned or spontaneous emergency evacuation rehearsal is performed, it is to be timed and documented in the *Emergency Evacuation Rehearsal Evaluation*
- after reflection, notes on any areas that need improving or revising are to be documented in the *Emergency Evacuation Rehearsal Evaluation*. Educators will discuss and implement strategies to make continuous improvement to procedures which will be documented in the Service's *Team Meeting Minutes* and Quality Improvement Plan (QIP).
- in the event of limited educators (e.g. early morning or late afternoon), staff members are to work together to perform the duties as per the evacuation plan (the roster must include a responsible person being on the premises at all times to take responsibility and delegate duties). This scenario will be discussed as part of the WH&S review and documented in the Service's *Team Meeting Minutes*.
- children are provided with age-appropriate support and information before, during and after emergency and evacuation rehearsals
- all staff are aware of their roles and responsibilities in the event of an emergency situation
- regular communication with families includes information about emergency and evacuation procedures
- families are informed when a rehearsal has occurred

- each room has an *Emergency Evacuation Kit* located in a prominent position
- *Emergency Evacuation Kits* are regularly audited and restocked as required
- an up-to-date register of emergency telephone numbers for children is maintained. A copy of the current list will always be available in the *Emergency Evacuation Kit*
- portable First Aid Kits are readily available in case of an emergency evacuation
- at least one staff member or one nominated supervisor who holds current ACECQA approved first aid qualifications, approved anaphylaxis management and emergency asthma management training is in attendance at all times
- medical management plans for children are able to be accessed easily
- children's medication is collected during an evacuation
- all fire extinguishers, fire blankets, fire hoses, and other emergency equipment located throughout the Service will be inspected and tested at six monthly intervals by an authorised company as per the Australian Safety Standard AS 1851-2012: *Maintenance of Fire Protection Systems and Equipment*.
- extinguishers will be emptied, pressure tested, and refilled every five years
- all tests performed on emergency equipment and the date on which it was tested will be recorded on a label or metal tag attached to the unit. Certificates to verify testing will be filed.
- ensure smoke detectors are regularly tested and batteries replaced annually
- any transportation provided by the Service is cancelled or postponed during a severe storm warning or cyclone warning event
- staff and educators have access to an operating telephone or other means of communication at all times (mobile phone)
- in the event of a telephone not operating or no other means of communication the Service will consider closure of the Service (See *Closure of Service* below)
- emergency telephone numbers will be displayed prominently throughout the Service in the kitchen, office, staff room and each area where children are educated and cared for.
- our emergency telephone list (located next to the telephone) includes the numbers for:
 - Police
 - Local fire station
 - Rural Fire Service
 - State Emergency Services (SES)
- following the emergency evacuation or an incident that poses a risk to the health and safety of children attending the Service, an *Emergency Evacuation Record* and an *Incident, Injury, Trauma and Illness Record* will be completed

- the approved provider will make a notification of a serious incident to the regulatory authority (within 24 hours) through the [NQA IT System](#) when emergency services have attended an education and care service in response to an emergency, other than as a precaution or for any other reason or following an incident that poses a risk to the health and safety of children attending the Service
- the approved provider will notify the regulatory authority and Department of Education (CCS) if the Service is required to close for a period of time as a result of a local emergency.

EMERGENCY AND EVACUATION PROCEDURE GUIDELINES

(include who is responsible for the implementation of each step)

As per Reg. 97, the emergency and evacuation procedures must set out

- a) instructions for what must be done in the event of an emergency; and
 - b) an emergency and evacuation floor plan; and
 - c) if the education and care service premises is located within a multi-storey building shared with other occupants and on a storey with no direct egress to an assembly area
 - I. all possible evacuation routes from each storey on which the premises is located; and
 - II. the evacuation routes that are proposed to be used in an evacuation; and
 - III. how all children will be safely evacuated from the premises, including non-ambulatory children; and
 - IV. the stages in which an evacuation will be carried out; and
 - V. the identity of the person in charge of an evacuation; and
 - VI. the roles and responsibilities of staff members during an evacuation; and
 - VII. the arrangements made with the other occupants of the multi-storey building in relation to the evacuation of the multi-storey building.
- the nominated supervisor/approved provider will make the final call as to whether to evacuate the premises due to an emergency situation
 - contact 000 for local emergencies- provide name, address and nearest cross street, reason for evacuation, phone contact number, number of children and adults evacuating
 - guidance will be provided by the relevant emergency service (Fire service, SES, Police)
 - move all children and visitors to the identified evacuation/emergency assembly area as indicated on the *Emergency and Evacuation Plan*
 - collect Emergency Evacuation Kit, medical management plans and associated children's medication
 - collect First Aid Kit
 - check daily attendance record and visitor record to ensure all children, staff and visitors are accounted for

- once children are safely evacuated, administer first aid if required
- remain calm and reassure children
- once emergency services arrive, contact parents/emergency contacts
- await instructions from relevant emergency services for re-entering premises or alternative evacuation procedure.

EVACUATING INFANTS AND NON-AMBULATORY CHILDREN

The approved provider and nominated supervisor will:

- complete a detailed risk assessment specifically considering the safe evacuation of infants and non-ambulatory children from the Service including:
 - additional staffing requirements to safely evacuate all children from single storey and multi-storey buildings
 - the procedure to safely evacuate multiple infants and/or non-ambulatory children at once
 - the location of emergency equipment which may include- emergency cots, prams, baby carriers or wagons to safely transport children
 - ensuring staff are aware of the maximum capacity of emergency equipment, including weight limits for emergency cots, prams or wagons
 - ensuring this equipment can travel through the evacuation route to the assembly area without obstruction
 - specific procedures required for evacuating infants and non-ambulatory children in multi-storey buildings via stairs
 - collection of emergency supplies for infants including breast milk/formula, nappies, blankets
- ensure infants and non-ambulatory children are included in ALL evacuation rehearsals
- ensure staff assess children's developmental milestones and physical mobility during an emergency
- to ensure children who cannot walk independently or require assistance will be identified and prioritised for evacuation
- reflect and assess evacuation rehearsals with all staff considering time taken to safely evacuate infants and non-ambulatory children
- ensure all equipment is easily accessible in an emergency situation
- ensure all staff have knowledge of how to use emergency equipment for transporting infants and non-ambulatory children.

FAMILIES WILL:

- ensure contact details are kept up to date

- provide emergency contact details on their child's enrolment form and advise the service of any change of name or phone number
- complete authorisation for their child to participate in regular emergency evacuation rehearsals that require children and staff move off Service premises to an external assembly point
- ensure the attendance record for their child is completed each day
- ensure they are aware of the Service's *Emergency and Evacuation Policy* and procedures
- follow the directions of the approved provider/chief warden in the event of an emergency or evacuation

CLOSURE OF THE SERVICE

There may be times where the normal operation of the Service is disrupted, and the Service is required to close temporarily during a planned or unplanned emergency occurrence. Situations that affect the normal operation include a local emergency which poses a risk to the health and safety of children attending the service, or where the service is inaccessible or is unsafe for children or staff or the emergency services/regulatory authority have directed the Service to close.

Situations where the Service may consider closure include:

- A period of local emergency, or emergency event
- Flooding
- Health emergency (i.e. pandemic)
- Bushfire
- Cyclone
- Unexpected absence of staff where ratios are unable to be met
- Severe outbreak of illness or disease
- Lack of access to operating phone/communication means
- Damage or vandalism to the service
- Chemical hazard
- Earthquake
- The approved provider or nominated supervisor will consult with emergency services/ local authorities regarding the closure of the service
- Our Service will ensure families are informed of emergency closures as soon as practicable to ensure immediate collection of children
- In the event of a planned closure, management will advise families as reasonably practicable through SMS/social media/phone calls/email to provide details of the planned closure including the period of closure

- Our Service will notify the regulatory authority of the Service closure within 24 hours of an incident, including if the Service is required to close for a period of time due to an emergency via the NQA ITS
- Our Service will notify the Department of Education (CCS) through the Provider Entry Point (PEP) or our third-party software of the Service closure within 24 hours.

DEALING WITH TRAUMA

Emergencies and natural disasters are extremely stressful, and it is normal for children and adults to feel overwhelmed and distressed. People cope with trauma in many different ways. Children look to adults for reassurance, care and opportunities to share their feelings. It is important for educators to understand the impact of disasters and seek help when needed.

The approved provider/nominated supervisor will support educators to provide information to parents and families following any emergency or natural disaster including:

- will the service be open in the days and weeks ahead?
- how to find alternative care and education
- how to contact services for support with dealing with trauma

Several organisations offer support for educators in these situations:

[Emerging Minds](#)

BeYou- [Trauma informed practice](#)

PREPARING FOR AN EMERGENCY

Australian Government Department of Education - [Help in an emergency](#)

[Australian Government Bureau of Meteorology](#)

JURISDICTION SPECIFICATIONS FOR EACH STATE

NEW SOUTH WALES (NSW)

- NSW Police: www.police.nsw.gov.au
- NSW Rural Fire Service: www.rfs.nsw.gov.au
- NSW State Emergency Services: www.ses.nsw.gov.au

- Northern Territory Police, Fire and Emergency Services: www.pfes.nt.gov.au

CONTINUOUS IMPROVEMENT/REFLECTION

The *Emergency and Evacuation Policy* will be evaluated and reviewed on an annual basis or earlier if there are changes to legislation, ACECQA guidance or any incident related to our policy. Feedback will be requested from children, families, staff, educators and management, and notification of any change to policies will be made to families within 14 days.

CHILDCARE CENTRE DESKTOP RESOURCES

Bomb Threat Checklist	Emergency Management Team Structure and Guide
Bomb Threat Procedure	Emergency Support Services Record
Emergency Evacuation Record	Extreme Weather Procedure
Emergency Evacuation Kit Checklist	Fire and Safety Equipment Checklist
Emergency Evacuation Procedure	Interruptions to Care - Risk Assessment Action Plan
Emergency Evacuation Rehearsal Calendar	Medical Emergency Rehearsal Record
Emergency Evacuation Rehearsal Evaluation	Planned and Unplanned Power Outage Procedure
Emergency Evacuation Rehearsal Letter to Families	Potential Emergencies - Risk Assessment Action Plan
Emergency Evacuation Rehearsal Procedure	Team meeting minutes
Emergency Evacuation Situation Letter	
Emergency Management Audit	
Emergency Management Plan (EMP)	

SOURCES

ABAC & ACECQA Joint statement on early childhood centres. (2023). [Joint NCC and NQF Reforms Statement](#)

Australian Children's Education & Care Quality Authority. (2023). Policy and procedure guidelines- [Emergency and evacuation guidelines](#).

Australian Children's Education & Care Quality Authority. (2026). [Guide to the National Quality Framework](#)

Australian Children's Education & Care Quality Authority. (2023). [Multi Storey Buildings: Evacuations and Approvals](#)

Australian Government. Business. (2024). [Emergency management](#).

Australian Government Department of Education. (2023). [Help in an emergency](#)

Australian Government. National Emergency Management Agency. [Australian Warning System](#).

Early Childhood Australia. (2016). *Code of Ethics*.

[Education and Care Services National Regulations](#). (Amended 2025)

Fire Protection Association Australia: www.fpaa.com.au/

Fire System Services: <http://www.firesys.com.au/Fire-Extinguisher-Service-and-Maintenance-pg14686.html>

NSW Department of Education. (2023). [Emergency Planning, Management, Response and Recovery](#)

NSW Rural Fire Service: www.rfs.com.au

Work Health and Safety Act 2011.

REVIEW

POLICY REVIEWED BY	Tracy Gill	Nominated Supervisor	04/02/2026
POLICY REVIEWED	FEBRUARY 2026	NEXT REVIEW DATE	FEBRUARY 2027
VERSION NUMBER	V2		
MODIFICATIONS	• annual policy maintenance • minor edits within policy • sources checked for currency and updated as required		
POLICY REVIEWED	PREVIOUS MODIFICATIONS		NEXT REVIEW DATE

EMERGENCY EVACUATION PROCEDURE

Emergency and evacuation situations in early education and care services may arise for a variety of reasons, often suddenly and unexpectedly. It is vital that if an emergency arises, staff are confident to manage the situation effectively and efficiently, maintaining the safety and wellbeing of children, families and visitors.

Working in conjunction with the *Emergency Evacuation Policy*, this procedure provides detailed steps for educators to confidently manage emergency situations effectively and efficiently, maintaining the safety and wellbeing of children, families and visitors.

Education and Care Services National Law or Regulations (S. 165A, 174. R. 4, 12, 97, 98, 99, 136, 168, 170, 171 and 175) NQS QA2 Element 2.2.1, 2.2.2 Children's Health and Safety QA7 Element 7.1.2 and 7.1.3 Governance and Leadership

Related Policy: *Emergency Evacuation Policy*

STEP 1: DURING AN EVACUATION		
1	Chief Warden/incident manager (nominated supervisor/responsible person) makes the final call for an evacuation/lock down/shelter-in place response. (This person will be referred to as Chief Warden throughout this procedure).	
2	Chief Warden will activate the Service's <i>Emergency Management Plan</i>	
3	Chief Warden will: • contact emergency services on 000 stating name and address of the education and care service and the nearest cross street • state reason for evacuation, phone contact number and number of children and adults evacuating • liaise with emergency services for further instructions	
4	Educator (or designated staff member) moves through the premises continually blowing the whistle or calling out the secret code (for example: <i>apple</i> if there is a lockdown) and stating the designated assembly point	
5	Educators and staff will: • remain calm and reassure children • lead children to designated assembly point • assist with the movement of babies, young children and any non-ambulant children (see <i>Step 2: Evacuating infants and non-ambulatory children</i> below) • search building/premises for children and/or visitors	
6	Designated educator/staff member will: • collect child sign in sheets • collect staff sign-in sheets • collect visitor sign-in sheets	

7	The designated educator will use sign-in sheets to check that all children, staff and visitors are accounted for when assembled at designated location and respond to any direction given by the Chief Warden	
8	Educators will support and supervise children until the service is cleared by emergency services	
9	Designated Resource Officer/First aid officer will: • collect Emergency Evacuation backpacks • collect portable First Aid Kit • gather copies of Medical Management Plans and required medication • check room for children and adults while collecting these items • close all windows and doors as you move through the service, if possible • shut off power, gas and water as required • attend assembly point • ensure support personnel have completed delegated tasks • once children are safely evacuated, administer first aid if required • respond to any direction given by the Chief Warden	
10	Chief Warden will: • respond to requests from emergency services personnel • confirm when evacuation/lockdown is completed • provide information to other staff members to contact families when it is safe	
11	Management/Communications officer will: • communicate information to staff, children and visitors as appropriate • provide instructions to parents/families as required • contact parents/families as requested by the Chief Warden • keep accurate records of children that may be collected by families during the evacuation	

STEP 2: EVACUATING INFANTS AND NON-AMBULATORY CHILDREN

Educators will:

1	use emergency equipment to assist with infants and non-ambulatory children. Emergency equipment used at our Service include	
2	assess children's developmental milestones and physical mobility during emergency evacuation rehearsals to ensure children who cannot walk independently or require assistance will be identified and prioritised for evacuation in an emergency situation	
3	ensure weight restrictions and maximum capacity requirements are maintained at all times when using emergency equipment during an emergency evacuation	
4	use pre-planned routes for emergency evacuations, using ramps and paths	

STEP 3: INFORMING FAMILIES OF AN EVACUATION

1	Chief Warden will contact parents, guardians, or emergency contacts to inform them of the emergency incident. They will also advise whether children can be collected from the designated assembly point or, if permitted, from the Service once it is safe to re-enter.	
2	Educators will keep a record of the time parents/guardians are contacted and the name of the person spoken with	
3	Sample phone/email communication: <i>We want to inform you that due to [reason for evacuation, e.g., a fire alarm activation], the children and staff have safely evacuated the Service. All children are accounted for and are currently at our designated emergency assembly point as per Emergency Diagram.</i> <i>You are welcome to collect your child from this location. Please check in with a staff member upon arrival so we can ensure a smooth and safe dismissal.</i> <i>We will continue to provide updates as needed. If you have any questions, please contact us at 02 4726 8000.</i>	
4	As children are collected by parents or emergency contacts, educators will ensure sign out records are accurately documented, including: • date of collection • time of collection • name of person collecting the child (if verbal authorisation has been provided ensure this is documented and written authorisation obtained at a later date)	
5	The approved provider/nominated supervisor will liaise with emergency services to determine if the Service must remain closed. They will communicate any necessary updates to parents and guardians as required.	

STEP 4: FOLLOWING AN EVACUATION

Management will:

1	send families a letter confirming the evacuation and procedures implemented	
2	if the Service is not able to continue to operate, notify families when it is safe to return and alternative options for education and care in the area	
3	complete the <i>Emergency Evacuation Record</i>	
4	notify the regulatory authority within 24 hours- NQA IT System	
5	liaise with any attending emergency service for debrief and feedback on emergency procedure	
6	organise counselling for children and staff if required, to support emotional well-being following the evacuation	

REVIEW OF PROCEDURE

Date procedure created	18.11.2025	To be reviewed	18.11.2026
Version	V1		
Modification			

EMERGENCY AND EVACUATION REHEARSAL PROCEDURE

Emergency and evacuation situations in Early Education and Care Services may arise for a variety of reasons, often suddenly and unexpectedly. It is vital that if an emergency arises, staff are confident to manage the situation effectively and efficiently, maintaining the safety and wellbeing of children, families and visitors.

Working in conjunction with the *Emergency and Evacuation Policy*, *Lockdown Policy* and *Emergency Evacuation Procedure*, this procedure provides detailed steps for educators to follow when undertaking and planning emergency evacuation rehearsals. It also outlines records that must be kept when an emergency evacuation rehearsal has been performed.

Education and Care Services National Law or Regulations (S. 165A, 174. R. 4, 12, 97, 98, 99, 136, 168, 170, 171 and 175) NQS QA2 Element 2.2.1, 2.2.2 *Children's Health and Safety* QA7 Element 7.1.2 and 7.1.3 *Governance and Leadership*

Related Policy: *Emergency and Evacuation Policy*

Emergency and evacuation procedures

During an emergency evacuation or lockdown, it is imperative to ensure the situation is controlled carefully with consideration to children, staff, families and visitors of the Service. Supporting children in an emergency requires vigilant preparation and a unified operation.

Preparing children for emergency situations provides them with the opportunity to help support and build on coping mechanisms and resilience. It can also be an opportunity for communities to connect and for children to experience the strength and compassion within the community.

The National Quality Standard, Element 2.2.2 – '*Incident and emergency management*' encourages Education and Care Services to effectively manage incidents and emergencies and to plan for these in consultation with relevant authorities. These emergency plans should be practiced and reviewed every three months by the responsible person, all staff members, children, volunteers and visitors.

As per recommendations, we will schedule a week every three months, to practice emergency evacuation and lockdown procedures. By conducting emergency rehearsals each day (of that week), it provides adequate opportunity for all staff and children to be involved. Emergency evacuation and lockdown rehearsals should be conducted for any potential emergency that may occur at the Service, such as a medical emergency, traffic accident, police operation nearby or severe weather event so that staff are prepared to respond and manage appropriately in the event of an emergency.

Authorisation for emergency evacuation rehearsals

Our Service conducts emergency evacuation rehearsals every 3 months that require children and staff to leave the Service premises and move to an external emergency assembly point. Families will be informed of the purpose and importance of these regular emergency evacuation rehearsals upon enrolment and asked to provide authorisation for any emergency evacuation rehearsals that require children to move off Service premises to an external emergency assembly point. (Please note that authorisation may not be required if the emergency evacuation assembly point is located on the Service or school premises). Authorisation for children to participate in emergency evacuation rehearsals as a regular outing will be obtained during enrolment, and every 12 months at the start of the year. A risk assessment will be prepared and available at the Service, this risk assessment will be reviewed every 12 months or following any changes to the emergency evacuation rehearsal, such as changes to the location of emergency assembly point.

STEP 1: PLANNING EMERGENCY EVACUATION or LOCKDOWN REHEARSALS		
1	The approved provider, nominated supervisor and educators will review the Service's <i>Emergency and Evacuation Policy and Lockdown Policy</i> annually	
2	Management will facilitate the first emergency evacuation or lockdown rehearsal of the year. Each one thereafter will be allocated to a responsible person or educator. It will be their responsibility to follow the procedures, evaluate and present potential improvements.	
3	Schedule a week every 3 months to practice emergency evacuations and lockdowns	
4	By conducting emergency evacuations and lockdown rehearsals each day (of that week), it provides adequate opportunity for all staff and children to be involved	
5	Different types of emergency situations and responses will be rehearsed during the week. These should include both onsite and offsite evacuations, lock down, lock out and shelter-in-place procedures. These may include: • intruder/lockdown • building fire • bomb threat • bush fire • smoke • flooding • child/staff medical emergency (accident, anaphylaxis, asthma emergency) • incident involving a vehicle • snake or another dangerous animal • extreme heat • traumatic death/injury/grief • violence and/or aggression	

	gas/chemical leak	
6	The <i>Emergency Evacuation Rehearsal Calendar</i> will be used to plan and document the dates of future emergency evacuation rehearsals	
7	Advise families of the emergency evacuation or lockdown rehearsal by utilising the <i>Emergency Evacuation Rehearsal Letter to Families</i>	
8	Management and educators will consider risks inherent in the rehearsal of emergency and evacuations. If necessary, conduct risk assessments to identify and mitigate possible risks- (supervision, non-ambulant children, moving children from sleep; burnt feet due to evacuation route on paved surfaces- how children evacuate with/without shoes, emergency equipment, multi-storey buildings).	
9	Families will provide authorisation on the enrolment form for children to leave the Service premises (if required) during an emergency evacuation as part of a regular	
10	The approved provider/nominated supervisor will ensure a risk assessment is conducted for regular outings involving emergency evacuation rehearsals that require children to move to an external emergency assembly point	
11	The approved provider/nominated supervisor will ensure that the risk assessment for emergency evacuation rehearsals is reviewed every 12 months or following any changes to the emergency evacuation rehearsal, such as changes to the location of emergency assembly point	

STEP 2: PERFORMING AN EVACUATION EMERGENCY or LOCKDOWN REHEARSAL

1	Chief Warden (nominated supervisor or responsible person) starts the emergency rehearsal as per <i>Emergency Evacuation Procedure or Lockdown Procedure</i>	

STEP 3: RECORD KEEPING DOCUMENTATION OF REHEARSAL

1	An ' <i>Emergency Evacuation Rehearsal Evaluation</i> ' should be completed with the Chief Warden to record and critically reflect upon the emergency response in collaboration with all stakeholders. This provides opportunities for continuous improvement in addition to compliance and identifies any required changes or improvements that need to be made before the next rehearsal.	
2	All emergency evacuation or lockdown rehearsals must be recorded and documented accurately. The record must include: - the date and time of the emergency evacuation or lockdown response - the time duration of the rehearsal (from when the alert was made until all children and staff have been accounted for in the assembly area) - names of participating staff and volunteers - names of participating children (the day's sign-in sheets are a good checklist)	

	- all rooms must participate - an evaluation of the practice is to be documented and any resulting issues followed up	
3	Provide opportunities for educators, staff, visitors, families and children to debrief about the rehearsal and provide support/clarification as required. Families may be interested in taking part in regular emergency evacuation or lockdown rehearsals.	
4	Consult with relevant authorities and keep any evidence of that consultation. Consultation may assist the development of your policies, processes, procedures and plans and provide advice for improvement.	

REVIEW OF PROCEDURE			
Date procedure created	19.11.2025	To be reviewed	November 2026
Approved by	Tracy Gill		
Procedure reviewed date	Modifications/Changes		

BOMB THREAT PROCEDURE

Our aim is to provide immediate direction to an employee who may receive a bomb threat or observe suspicious behaviour which may be related to a bomb or similar threat.

- It is essential to remain calm and do not alarm other employees and children
- Do not use a mobile-phone, two-way radio or other electronic devices that may trigger the device

Working in conjunction with the *Emergency Evacuation Policy* and *Lockdown Policy*, this procedure provides detailed steps for educators to follow in the event of a bomb threat at the service.

Education and Care Services National Law or Regulations (R.168 and 97) NQS QA 2: Element 2.1.2 and 2.2.2 Health practices and procedures.

Related Policy: Emergency Evacuation Policy and Lockdown Policy Related Resource: Bomb Threat Checklist

BOMB THREAT RECEIVED BY PHONE		
1	If a direct or indirect threat or warning is received by phone, the receiver answering the phone will check the caller identification number and record the number	
2	The receiver of the phone call will alert the Nominated Supervisor/Responsible Person to call emergency services on another phone without alerting the caller	
3	The receiver of the phone call will try to keep the person calm and talking. DO NOT hang up the phone	
4	The receiver of the phone call will refer to the <i>Bomb Threat Checklist</i> , asking each question and writing their exact response. Do not say anything that may encourage irrational behaviour.	
5	The Nominated Supervisor/Responsible Person is to follow emergency services instructions. Do not evacuate the service unless instructed to do so.	
6	If instructed to evacuate by emergency services, educators are to check the immediate area to see if there are any packages, bags or other form of suspicious items that appear to not belong. Do not attempt to inspect the suspicious item.	
7	If a suspicious object is found, clear everyone away from the immediate area	
8	Implement the Service's <i>Lockdown Procedure</i> or <i>Emergency Evacuation Procedure</i> if advised by emergency services	
9	Once instructed to evacuate, ensure doors and windows are left open	

10	Do not leave the evacuation assembly area until instructed by emergency services	

SUSPICIOUS LETTER/ITEM/PACKAGE IDENTIFIED AT THE SERVICE

1	The educator who identifies the letter/item/package is to avoid handling the item and REMAIN CALM	
2	The Nominated Supervisor/Responsible Person is to notify emergency services immediately and follow all instructions as authorised by emergency services	
3	Do not approach, touch, tilt or tamper with the package	
4	Educators are to move children away from the area and implement the <i>Emergency Evacuation Procedure</i> if advised by emergency services	
5	Check that all children, staff and visitors are accounted for using attendance records	
6	Follow directions from emergency services	
7	Following the resolution of the incident, the Nominated Supervisor is to notify the Regulatory Authority of the serious incident within 24 hours	
7	If the bomb threat is received electronically- by email or text- DO NOT DELETE THE MESSAGE	
8	Follow the procedure above and alert emergency services immediately	

REVIEW OF PROCEDURE

Date procedure created	31.11.2025	To be reviewed	November 2026
Approved by	Tracy Gill	Position	Nominated Supervisor
Procedure Reviewed Date	Modifications/Changes		

APPENDIX: EMERGENCY EVACUATION REHEARSAL EVALUATION

The emergency evacuation plan is to be evaluated following each emergency evacuation rehearsal by assessing how well the plan was implemented and reflecting on areas for improvement.

Emergency evacuation rehearsals **MUST** be conducted every 3 months.

EMERGENCY REHEARSAL DETAILS			
Date of rehearsal		Type of rehearsal	
Time started		Time ended	
Name of nominated supervisor/responsible person on duty			

EVACUATION DETAILS			
Alarm activated	☐ YES ☐ NO	Was the Service evacuated?	☐ YES ☐ NO
Number of children participating in rehearsal 0-3 years		Number of educators/staff participating in rehearsal	
Number of children participating in rehearsal 3-5 years		Number of students/visitors participating in rehearsal	
Was management was notified of emergency evacuation rehearsal?		☐ YES ☐ NO	Date:
Were parents/guardians notified of emergency rehearsal evacuation?		☐ YES ☐ NO	Date:
Attendance Record attached	☐ YES ☐ NO	Staff/Visitor Sign In/Out Records attached	☐ YES ☐ NO

EMERGENCY IDENTIFICATION	YES	NO
Initial response- Did the person who started the emergency rehearsal alert other educators/staff/visitors?		
Was communication to begin the emergency evacuation with all relevant staff effective? If not, how will this be amended or improved?		
During a lockdown was the communication 'word' or 'signal' effective to begin the lockdown?		
Was evacuation assembly area suitable for the emergency situation? If not, is there an alternative assembly area to utilise in this situation?		

Were staff, children and visitors able to access a primary emergency evacuation location in a timely manner?		
Was a secondary emergency evacuation location required or utilised off-site for this rehearsal?		
Did the <i>Emergency Evacuation Procedure</i> or <i>Emergency Lockdown Procedure</i> effectively address the situation? If not, how will the procedure be amended or improved?		
Did all staff understand their roles as identified in the <i>Emergency Evacuation Procedure</i> ? If not, how will this plan be amended or improved?		
Were all areas checked and cleared to ensure no children, staff or visitors were exposed to the danger? (kitchen, bathrooms)		
Were isolated areas searched? If not, identify areas that were potentially missed and amend the plan as required.		
Was the evacuation plan logical and methodical? If not, how will the plan be amended or improved?		
Was the attendance record checked for 1. Children 2. educators/staff member 3. Visitors/students/volunteers/family members?		
Were children with disabilities accounted for? Are there any modifications required to evacuate non-ambulant children?		
Did anyone refuse to leave the building or participate in the rehearsal? If yes, what strategies should be implemented to ensure all persons follow emergency evacuation plans.		
Were emergency exits clear and easily accessible? If not, what amendments or improvements are required?		
Were <i>Emergency Evacuation backpacks</i> collected? If not, what amendments or improvement are required for number of Backpacks or locations?		
Were <i>Medical Management Plans</i> easily accessible and collected for evacuation? If not, what amendments or improvements are required?		
Did staff collect required medications for identified children? (epi-pen, asthma inhaler) If not, what amendments or improvement are required?		
Did a staff member collect a portable First Aid Kit?		
Were staff able to access emergency contacts information for all children and staff?		
Were all doors closed? If no, what strategies need to be implemented for improvement?		
During a lockdown were all curtains/blinds closed to limit visibility from the outside?		

Was the 'all clear' given when the rehearsal was over?		
Were parents/families informed about the rehearsal?		
Were there any family or community concerns about the emergency evacuation? If yes, what modifications may be required to address these concerns?		

REFLECTION/FUTURE MODIFICATIONS:

CONSULTATION WITH RELEVANT AUTHORITIES/STAKEHOLDERS:

Nominated supervisor name		Date	
Nominated supervisor signature			

APPENDIX: EMERGENCY EVACUATION KIT CHECKLIST

DATE	Name of educator	
/ /	Signature of educator	

To be completed every Month

CONTENTS	YES	NO	COMMENTS
Hand sanitiser			
First Aid Kit including medical supplies			
Emergency evacuation plan			
Child and staff medications as required, including asthma inhalers, auto adrenalin injection devices			
Emergency contact/authorised nominee details and information for children and staff			
Emergency contact details for local emergency services			
Copy of Service Emergency Management Plan			
Medical condition plans			
Whistle			
Bottled water and plastic cups			
Snacks (biscuits, muesli bars) (check expiry dates)			
Nappies, gloves, wipes, portable nappy change mat			
Plastic bags			
Torch and spare batteries			
Tissues			
Sunscreen (check expiry date) and spare hats			
Activities for children: books, games			
Other			

APPENDIX: EMERGENCY EVACUATION RECORD

SERVICE DETAILS			
Name of Service			
Service address			
Date of emergency evacuation		Time taken to evacuate	
Name of nominated supervisor/responsible person on duty			

EVACUATION DETAILS			
Alarm activated	☐ YES ☐ NO	Was the Service evacuated?	☐ YES ☐ NO
Name of emergency services contacted		TYPE OF EMERGENCY: ☐ Fire ☐ Bush Fire ☐ Lock Down ☐ Bomb Threat ☐ Chemical Spill ☐ Flood ☐ Other: _____	
Number of children evacuated 0-3 years		Number of educators/staff evacuated	
Number of children evacuated 3-5 years		Number of students/visitors evacuated	
Management was notified of emergency evacuation	☐ YES ☐ NO	Date:	
Parents/guardians notified of emergency evacuation	☐ YES ☐ NO	Date:	
How were parents/guardians contacted	Method:		
Notification of serious incident has been completed and uploaded to the NQA ITS	☐ YES ☐ NO	Date:	
NOTE: Attach evidence of documentation of how the emergency was communicated with families and a copy of the <i>Incident, Injury, Trauma and Illness record</i> submitted to ACECQA through the NQA ITS Portal. For example: A list of all the children's names, time contacted family, name of person spoken to; copy of the email sent; copy of the text used to communicate with families showing the time and information given to families.			

ENVIRONMENT CHECK		
Areas to be checked	Clear / comments	Time checked
Room 1	☐	
Room 2	☐	
Room 3	☐	
Room 4	☐	
Staff Room	☐	
Kitchen	☐	
Children's Bathroom	☐	
Staff Bathroom	☐	
Office	☐	
Storeroom	☐	
Name of person conducting room check		
Signature		

EMERGENCY/EVACUATION INCIDENT <i>[provide description of the emergency/evacuation incident]</i>

EVALUATION/ACTION PLAN					
CONCERNS	ACTION REQUIRED	WHO IS RESPONSIBLE	DATE TO BE ACTIONED	ACTION COMPLETED	DATE COMPLETED

Nominated supervisor name		Date	
Nominated supervisor signature			

Approved provider name		Date	
Approved provider signature			

ENROLMENT POLICY

Enrolment and orientation are an exciting and emotional time for children and families. It is important to manage this time with sensitivity and support, building partnerships between families and the Service. Such partnerships enable the Service and families to work toward the common goal of promoting consistent quality outcomes for individual children and the Service.

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 2: CHILDREN'S HEALTH AND SAFETY		
2.2	Safety	Each child is protected.
2.2.2	Incident and emergency management	Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practised and implemented.
QUALITY AREA 6: COLLABORATIVE PARTNERSHIPS		
6.1	Supportive relationships with families	Respectful relationships with families are developed and maintained and families are supported in their parenting role.
6.1.1	Engagement with the service	Families are supported from enrolment to be involved in their service and contribute to service decisions.
6.1.2	Parent views are respected	The expertise, culture, values and beliefs of families are respected, and families share in decision-making about their child's learning and wellbeing.
6.1.3	Families are supported	Current information is available to families about the service and relevant community services and resources to support parenting and family wellbeing.
6.2	Collaborative partnerships	Collaborative partnerships enhance children's inclusion, learning and wellbeing.
6.2.3	Community and engagement	The service builds relationships and engages with its community.
QUALITY AREA 7: GOVERNANCE AND LEADERSHIP		
7.1	Governance	Governance supports the operation of a quality service.

EDUCATION AND CARE SERVICES NATIONAL LAW AND NATIONAL REGULATIONS	
S. 175	Offence relating to requirement to keep enrolment and other documents
77	Health, hygiene and safe food practices
78	Food and beverages
85	Incident, injury, trauma and illness policies and procedures

86	Notification to parents of incident, injury, trauma and illness
88	Infectious diseases
90	Medical conditions policy
91	Medical conditions policy to be provided to parents
92	Medication record
93	Administration of medication
96	Self-administration of medication
97	Emergency and evacuation procedures
99	Children leaving the education and care service premises
100	Risk assessment must be conducted before excursion
101	Conduct of risk assessment for excursion
102	Authorisation for excursions
102D	Authorisation for service to transport children
155	Interaction with children
157	Access for parents
160	Child enrolment records to be kept by approved provider and family day care educator
161	Authorisations to be kept in enrolment record
162	Health information to be kept in enrolment record
168	Education and care service must have policies and procedures
171	Policies and procedures to be kept available
172	Notification of change to policies or procedure
177	Prescribed enrolment and other documents to be kept by approved provider
181	Confidentiality of records kept by approved provider
183	Storage of records and other documents

RELATED LEGISLATION

Child Care Subsidy Secretary's Rules 2017	Family Law Act 1975
Disability Discrimination Act 1992	A New Tax System (Family Assistance) Act 1999

Child Care Subsidy Minister's Rules 2017	
Family Assistance Law – Incorporating all related legislation as identified within the Child Care Provider Handbook in https://www.education.gov.au/early-childhood/resources/child-care-provider-handbook	

RELATED POLICIES

Acceptance and Refusal Authorisation Policy	Immunisation Policy Incident, Injury, Trauma and Illness Policy
Additional Needs Policy	Interactions with Children, Families and Staff Policy
Behaviour Guidance Policy	Medical Conditions Policy
CCS Governance Policy	Orientation of New Families Policy
Children's Belongings Policy	Payment of Fees Policy
Children in Workplace Policy	Privacy and Confidentiality Policy
Code of Conduct Policy	Record Keeping and Retention Policy
Dealing with Infectious Disease Policy	Safe Use of Digital Technologies and Online Environments Policy
Dealing with Complaints Policy	Safe Transportation Policy
Delivery of children to and collection from Education and Care Service Premises Policy	Sun Safe Policy
Excursion/Incursion Policy	Work, Health and Safety Policy
Family Communication Policy	
Governance Policy	

PURPOSE

We aim to ensure children and families receive a positive and informative enrolment and orientation process that meets their individual needs. We strive to establish respectful and supportive relationships between families and the Service to promote positive outcomes for children whilst adhering to legislative requirements.

SCOPE

This policy applies to children, families, staff, educators, management, approved provider, nominated supervisor, students, volunteers and visitors of the Service.

ENROLMENT

According to the Child Care Provider Handbook (April 2025) *'enrolling children is a requirement under Family Assistance Law for all children who attend childcare (or have an arrangement for care) regardless of their parent's or guardian's eligibility for Child Care Subsidy... An enrolment links the child, the individual claiming the subsidy and the childcare service.'* An enrolment notice is required for each child attending the Service. This reflects the type of arrangement that is in place between the provider and the family/individual or organisation.

IMPLEMENTATION

The *Education and Care Services National Regulations* require approved providers to ensure their Services have policies and procedures in place for enrolment and orientation (Reg. 168) and take reasonable steps to ensure those policies and procedures are followed (Reg. 170).

Our Service accepts enrolments of children aged between **6weeks- 6** years of age.

Enrolments will be accepted providing:

- a) the maximum daily attendance does not exceed the licensed capacity of the Service
- b) a vacancy is available for the booking required
- c) the adult to child ratio is maintained in each room

PRIORITY OF ACCESS

Our Service aims to assist families who are most in need and may prioritise filling vacancies with children who are:

- o at risk of serious abuse or neglect
- o a child of a sole parent who satisfies, or parents who both satisfy, the activity test through paid employment.

Providers are asked to (but are not legally obliged to prioritise children). [CCS Handbook p.36]

ENROLMENT

To secure a child's position families are required to pay an **enrolment fee** and **two-week** bond which is calculated at full fee to secure the position. When **2** weeks' notice of withdrawal is given, the bond will be refunded if all accounts are up to date.

When a family has indicated their interest in enrolling their child in our Service, we will organise an enrolment meeting to share information and build relationships.

- Families will be provided with a range of information about the Service which may include:
 - o the Service philosophy, inclusion, programming methods, menu, incursions, excursions, fees, Child Care Subsidy, policies, procedures, SunSmart requirements, regulations and the licensing and assessment process for NSW, Early Years Learning Framework (EYLF V2.0), the National Quality Framework, signing in and out procedure, room routines, educator qualifications, introduction of educator in the room the child will be starting in, and educator and parent communication strategies.
- Families will be invited to ask questions and seek any further information they may require
- Families will be provided with possible vacancies and start date

- Families will be invited to bring their child into the Service at a time that is mutually convenient to familiarise themselves with the environment and educators as part of the orientation process
- Any matters that are of a sensitive nature, such as discussing a child's medical needs, court orders, parenting plans or parenting orders, will be discussed privately with management. Families will be required to bring any documents required in relation to court orders, medical needs or plans
- Families will complete the enrolment form informing management of their child's interests, strengths and individual needs
- If a family or child uses English as a second language or speak another language at home, we request that families provide us with some key words in the language/s the child speaks so that educators can learn these words. Educators may use visuals to assist the child's understanding and be able to communicate with others
- Families who wish to receive CCS as reduced fees must apply for CCS through the myGov website/app. Applications prior to January 2026 will require families completing the Child Care Subsidy activity test. From January 2026 the activity test will be replaced with [3-day guarantee](#) initiative.
- Information about gap fees and absences will be discussed
- It is a legal requirement that prior to the child starting at the Service we have all required documents including
 - the completed enrolment form
 - medical management plans (if relevant) completed by the child's general practitioner
 - a current Immunisation History Statement from the Australian Immunisation Register (AIR) showing the child is up to date with immunisations for their *age and*
 - details of any court orders, parenting orders or parenting plans
- It is a requirement of Family Assistance Law that immunisation information held by the Service is kept current. Parents are reminded mid-way through the year to provide any immunisation updates to the Service in order to continue receiving childcare subsidy
- Children must meet the immunisation requirements to be eligible for Family Tax Benefit (FTB) Part A and Child Care Subsidy (CCS). Some exemptions apply; however, families are advised that vaccination conscientious objection is not a valid exemption
- Parents must notify the Service if their child is not up to date with their immunisations for their age via the enrolment form and attach the required documentation on their *AIR immunisation History Statement*
- Unborn children may be placed on the waiting list. If an unborn child is placed on the waiting list, the family must advise the Service of the expected birth date. It is the responsibility of the parent to

inform management of the name and date of birth of the child within three months after the expected birth date. If this information is not provided, then the child and family details will be removed from the list

- National and state legislation in relation to immunisation for childcare
- NSW) To attend childcare, children must be fully immunised or on an approved vaccination catch-up program. If a child cannot be immunised due to a medical condition they may still be enrolled at the Service with supporting documentation (Medical Exemption Form). If a child is on a 'catch-up' schedule for immunisations they may still be enrolled at the Service. The child's immunisation history statement will indicate that the child is on a catch-up schedule. [read more [here](#)]
- It is the family's responsibility to keep the Service informed of any changes to the information recorded on the application form

FAMILIES WILL BE ASKED TO PROVIDE THE FOLLOWING INFORMATION:

1. Full name/s of parent/s (or the person legally responsible for the care of the child) residential address, place of employment and contact telephone number
2. The full name, residential address and contact telephone number of a person or persons, authorised by the parent who may be contacted in case of an emergency concerning the child if a parent is unable to be contacted (authorised nominee)
3. The full name, address and contact telephone number of any person authorised by the parent to collect the child from the Service (authorised nominee)
4. Full name of the child
5. Child's date of birth
6. Child's birth certificate or passport [to be sighted to verify child's enrolment details]
7. Child's residency status
8. Child's address
9. Gender of the child
10. Cultural background of the child
11. Provision of care – if care will be a routine and/or casual etc.
12. Session start and end times
13. Complying Written Agreement including fee information
14. Immunisation History Statement
15. Any court orders or parenting agreements regarding the child
16. The primary language spoken by the child; if the child has not learnt to speak, the child's family's language

17. Any special requirements of the family, including for example cultural or religious requirements
18. The individual needs of a child with a disability or with other additional needs
19. A statement/authorisation indicating the name and address and contact details of any person who is authorised to consent to the administration of medication to the child
20. Authorisation and signature by parent/authorised person for the approved provider, nominated supervisor or educator to seek:
 - o medical treatment for the child from a registered practitioner, hospital or ambulance Service
 - o transportation of the child by an ambulance Service
21. Child's Medicare number (if available)
22. Specific healthcare needs of the child, including allergies, such as at risk of anaphylaxis, and intolerances
23. Any medical management plan, risk minimisation plan and communication plan for a specific severe healthcare need, medical condition, or allergy, such as an ASCIA Action Plan
24. Details of any dietary restrictions for the child
25. The name, address and telephone number of the child's doctor
26. Authorisation for regular occurring transportation and regular outings/excursions
27. CRN for child and claimant
28. Child health record

ORIENTATION OF THE SERVICE

During the orientation of the Service, families will:

- be provided with the enrolment form to be completed or shown how to complete this through an online platform
- have Child Care Subsidy explained to families and assistance may be offered to assist with the application process
- be provided with an outline of the Service policies which will include key policies such as: *Payment of fees, Child Protection, Sun Safe, Incident, Injury, Trauma and Illness, Dealing with Infectious Diseases, Administration of Medication and Safe Use of Online Digital Technologies and Online Environment Policies*
- be shown the signing in/out process for attendance
- be advised of appropriate clothing for children to wear to the Service, including shoes, hats and sunscreen
- be informed about policies regarding children bringing in toys from home
- be introduced to their child's educators

- be taken on a tour around the Service
- be invited to visit the Service at different times during the day
- be provided with suggestions for developing and maintaining a routine for saying goodbye to their child
- be asked to share information on any medical management plan or specific healthcare needs of their child (if applicable)
- be informed of the daily report and how parents can view this or informed about the online platform/App the Service may use
- be introduced to the room routine and Service program, including portfolios and the observation cycle
- be informed about Service communication strategies including meetings, interviews, newsletters, emails, etc.
- be given the opportunity to set goals for their child
- confirm preferred method of communication
- be provided with information and procedures about casual days
- be advised that it is their responsibility to notify the Service of any changes to their current details on enrolment forms (e.g.: new phone numbers).

ENROLMENT PACK

Once the enrolment fee and bond have been paid, families will be provided with an enrolment pack which consists of:

- Family Handbook, which outlines the Service's operation and philosophy
- current fee structure and payment details
- Child Care Subsidy (CCS) information
- Information about the online App or platform (if applicable)
- Information on the National Quality Framework, National Quality Standards and the Early Years Learning Framework
- ECA Code of Ethics brochure
- Munch and Move Fact Sheets

THE APPROVED PROVIDER/ NOMINATED SUPERVISOR/ MANAGEMENT WILL ENSURE:

- that obligations under the Education and Care Services National Law, National Regulations and Family Assistance Law are met

- educators, staff, students and volunteers have knowledge of and adhere to this policy and associated procedure
- families are aware of this *Enrolment Policy* and are advised on how and where the policy can be accessed
- the enrolment form is completed accurately and, in its entirety
- document evidence such as birth certificate or passport is sighted to verify that the child's enrolment details are true and correct
- the child's health record has been sighted and noted on their enrolment record
- authorisations are signed by both parents/guardians
- our Service complies with the *Disability Discrimination Act* and our enrolment policy and practices do not discriminate against children or others with disability
- barriers to access and participation for children with disability are identified and reasonable adjustments to the program and environment is made to allow access and participation in the Service [See: *Additional Needs Policy*]
- a child with medical needs does not begin at the Service unless a medical management plan is received and medication is brought to the Service each day
- the child's medical management plan is recorded, and this information is shared/distributed to educators
- ASCIA Action Plans are completed in full (if relevant)
- *Administration of Medication* forms are completed (if relevant)
- the *Medical Conditions Policy* is provided to families for children with a specific health care need, allergy or other relevant medical condition before the child begins education and care at the Service
- risk minimisation plans and communication plans are requested/completed with parents/guardians for children with medical needs before the child begins education and care at the Service
- the appropriate room leader is informed of the new child including any medical conditions, interests, developmental needs, and strengths.
- immunisation history statement and birth certificate have been sighted and photocopied
- the child is added to the observation cycle
- the enrolment is lodged through OWNA or PEP with Department of Education
- the enrolment notice is lodged within 7 days
 - from the end of the week in which the provider and family made an arrangement
 - the provider or Service being approved or
 - the end of a suspension
- enrolment notices must include details as outlined with the Childcare Providers Handbook, p. 30

- enrolment notices and arrangements are updated within 7 days if details have changed or if the enrolment ends
- a file for the Child's information is created
- families are provided with an orientation survey to complete within the first 6 weeks of starting to gain feedback about the orientation and enrolment process
- families are made aware that casual days and/or make up days may be offered at the discretion of management and dependent upon licensing requirements and ratios [Service decision to implement]

FAMILIES WILL:

- complete all documentation required by the Service for enrolment
- provide required authorisations as indicated on enrolment form
- confirm enrolment notices and sign CWAs
- notify the Service of any specific health care needs of the child, including medical conditions and allergies and provide a medical management plan for child if applicable
- ensure all information about the child and family is kept up to date
- ensure two (2) weeks' notice is provided when ending a child's enrolment
- ensure two (2) weeks' notice is provided when changing days of attendance

CHILD CARE SUBSIDY

[Child Care Subsidy](#) (CCS) offers assistance to families to help with the cost of childcare for children aged 0-13 years. There are three factors that determine a family's level of CCS. These are:

- [Combined annual family income](#)
- [Activity test](#) – the activity level of both parents
- [Service type](#) – type of child care Service and whether the child attends school
- Documentation may be required such as Australian driver licence, Australian passport, foreign passport, Australian birth certificate, Australian marriage certificate, Australian citizenship certificate
- Families are provided with a Customer Reference Number (CRN)
- Child Care Subsidy is paid directly to providers to be passed on to families as a fee reduction
- Families will contribute to their childcare fees and pay the Service the difference between the fee charged and the subsidy amount- generally called the 'gap fee'
- Families may also be eligible for [Additional Child Care Subsidy](#) depending upon their circumstance.

COMPLYING WRITTEN ARRANGEMENT

- The approved provider and parent must enter into an agreement regarding the planned arrangements for care of a child, this is called a *Complying Written Arrangement* (CWA) and is an agreement to provide care in return for fees
- The CWA must be recorded, and the parent must confirm the terms of the agreement either electronic or hard copy and this must be kept by the provider
- The CWA must include the following information:
 - the names and contact details of the provider and the individual(s)
 - the date the arrangement starts
 - the name and date of birth of the child (or children)
 - if care will be provided on a routine basis and if so, details about the days on which sessions of care will usually occur
 - the usual start and end times for these sessions of care
 - whether care will be on a casual or flexible basis (in addition to, or instead of, a routine basis)
 - details of fees charged under the arrangement (providers can reference a fee schedule or information available on their website), which the parties understand may vary from time to time
- Where there are certain changes (fees or booked days) to the individual Complying Written Arrangements (CWA) for care between the provider and an individual, the provider must update the arrangement in writing, and the families are required to confirm the changes by signing the updated CWA
- An enrolment notice must be submitted within 7 days following the signed CWA and enrolment acceptance
- Once the approved provider submits an enrolment notice, the family will be asked to confirm the enrolment through their myGov account.

ADDITIONAL CHILDCARE SUBSIDY PROCEDURE

Our Service will ensure all ACCS applications are managed in line with the [Guide to Additional Child Care Subsidy \(child wellbeing\)](#) and [CCS Handbook](#)

- Parents can apply for ACCS (grandparent), ACCS (temporary financial hardship) or ACCS (transition to work) through Centrelink directly
- The approved provider can apply for ACCS (child wellbeing) through the CCS software or PEP for children identified at risk of serious abuse or neglect

- Once a child has been identified as 'at risk' the Service will check the ACCS eligibility requirements from the Guide to the ACCS (Child Wellbeing)
- If the Service deems the child is eligible for ACCS the Service will submit an initial ACCS Certificate for a 6-week period
- The Service needs to provide a referral to an appropriate support agency in conjunction with the submission of an ACCS certificate
- If further ACCS (Child Wellbeing) is required following the initial 6-week certificate the Service may apply for a Determination for a period of up to 13 weeks
- Following an application for an ACCS 6-week certificate the provider will abide by the requirement to make an ACCS (child wellbeing) referral to an appropriate support agency
- Following an application for an ACCS 13-week determination the provider will abide by the requirement that the application must be accompanied by evidence, dated less than 6 months old, or a statutory declaration that supports the provider's view that the child continues to be 'at risk'
- If the child continues to be 'at risk' after the initial 13-week determination, then the provider needs to lodge a subsequent determination application.

ON THE CHILD'S FIRST DAY

Consideration will be made to each family regarding the initial settling in period and strategies may be offered to assist both parents and the child. Parents will be reassured that they are able to stay with their child for as long as they choose in the early days; speak to their child's educator at any time; contact the Service during the day to 'check' in on their child and request help with separation if this is a problem for their child.

On the first day, the child and their family will be welcomed by the nominated supervisor and shown where or how to sign their child in/out of the Service.

- They will be greeted by an educator and walked to their room
- The educator will discuss what is happening in the room, and show where the child's locker is located
- Information about collecting their child at the end of the day will be discussed
- Educators will ensure information about the child's first day is shared with parents (through online APP or daybook)
- Management will ensure the orientation checklist has been completed and all required documents and information has been received from families.

ENDING AN ENROLMENT

- Families are required to provide management with **two weeks written notice** when withdrawing their child from the Service. The letter must state:
 - the date they are writing the withdrawal notice
 - the child's last day of attendance.
- Written withdrawal notification can be emailed or handed to management
- This letter will be placed into the child's file and archived once they have left the Service
- All records related to a child's enrolment must be kept securely until the end of 3 years after the last day of the child's attendance
- Management will add an end date into the Service software program to ensure compliance with the Family Assistance Law
- Fees will be charged up to the end of the **two weeks** from the date at which notice was received in writing, whether or not the child has attended the Service during those two weeks
- A final account is to be processed by administration and noted on the withdrawal form. The final account is to be issued immediately to the family advising of the balance (payment is due or no payment due as applicable)
- A copy of the final account and withdrawal form is to be kept in child's file
- Families must ensure the account is paid prior to final attendance
- If payment has not been received, the debt recovery process is to start immediately
- If the child does not attend during their **two weeks of notice**, Child Care Subsidy (CCS) may not be paid after their last day of attendance (including if the child does not attend on their last day) and full fees will be applicable (This is a policy of the Family Assistance Law in relation to Child Care Subsidy)
- At the end of the placement and if all criteria regarding fees and notice of withdrawal have been met, then the initial Bond payment made on enrolment will be refunded to the family within two weeks of the child's last day
- If at any time during the child's enrolment it is felt that it is necessary to discuss the viability of the placement due to a concern regarding the duty of care to the child or other children in our care, the Service will immediately contact the parent/authorised person/s to discuss all options. This may include the termination of the child's position.

EMPLOYEES WITH CHILDREN AT THE SERVICE

Employees are welcome to enrol their child at the Service, however, if an employee is terminated from their position, the Service reserves the right to terminate the child's position due to conflict of interest.

(See *Children in the Workplace Policy*).

WITHDRAWAL PRIOR TO COMMENCEMENT OF CARE

- If a family has accepted the offer of a placement, then decides to withdraw from the Service before the agreed commencement date, the written notice period applies. If less than the written notice period is given prior to the agreed commencement date, full payment of the two weeks holding deposit/bond is payable to the Service and is non-refundable.

14 WEEK RULE (CCS)

- An enrolment will end for Child Care Subsidy purposes, if a child does not attend a session of care at our Service for 14 continuous weeks. This is a rule set by CCS and the Department of Education. For further information see the CCS Handbook.

CONTINUING ENROLMENT FOR THE NEW YEAR

- Prior to the end of each year, families will be provided with a letter to confirm their child's continuing enrolment for the New Year.
- Failure to return this letter may result in their child not being considered for a future position.
- Families with children going to school the following year will be required to complete the Re-enrolment form confirming that their child will be going to school the following year, adding an end date to their child's care
- Families who require care in the New Year until the school year starts, will need to advise management in writing on the Re-enrolment form, stating their child's last date of attendance at the Service. Any extensions to the advised date will be assessed by management and subject to availability which will be confirmed in writing for families.
- The Complying Written Arrangement will be updated
- Families eligible for Child Care Subsidy are responsible for ensuring that all information requested by Centrelink is provided to them in order to ensure no interruption to CCS payments.

UPDATING AND ENDING ARRANGEMENTS AND ENROLMENTS

Enrolment notices must be updated in the following circumstances:

- The family disagrees with details of an enrolment and the Service agrees an update is required
- The care arrangement between the Service and family changes
- The Service notices information on the enrolment is incorrect
- The enrolment ends

Our Service will update the enrolment notice with our **CCS Software** (or PEP) with 7 days of any of the events above occurring.

ENROLMENT RECORD KEEPING

Our *Record Keeping and Retention Policy* outlines the information and authorisations that we will include in all child enrolment records.

TERMINATION OF CHILD'S ENROLMENT

Our Service has a range of policies and procedures to ensure the safety, welfare and wellbeing of children, staff, families and visitors of the Service. We reserve the right to terminate a child's enrolment if at any time a Service policy has been breached.

This may include:

- failure to comply with the enrolment contract
- disparaging, hurtful, or unsafe behaviour of a child that continues even with parent collaboration and/or support agency involvement in modifying the behaviour
- non-payment of childcare or late fees and/or recurring late payment of fees
- continuing to pick up the child past the required licensed time after consistent documented warnings
- inability to meet the child's individual needs without family support and commitment to ensure their child receives the best possible support within our Service
- deliberate impertinence towards the approved provider or staff- *Code of Conduct policy*
- if a parent knowingly brings their child ill to the Service
- consistent child-rearing style differences between the parent and provider
- false information given by a parent either verbally or in writing
- bullying and/or harassing educators, children or families enrolled at the Service- *Code of Conduct Policy*
- failure to provide AIR Immunisation History Statement or AIR Immunisation Medical Exemption form or AIR Immunisation History Form (catch up schedule).

Management or the nominated supervisor will advise families in writing that their child's enrolment will be terminated following all attempts to rectify any non-compliance.

- **Two weeks'** notice will be provided to families, unless the safety and wellbeing of other children, staff or families is at risk. In this case, an immediate termination of enrolment may apply.
- Any outstanding fees will be provided to families and remain due to be paid upon termination of enrolment. The initial Bond payment made on enrolment will not be refunded until any outstanding fees are paid.

BEHAVIOUR GUIDANCE

There are times when children's behaviour requires guidance, which will always be undertaken according to the Service's policies and procedures. Every effort will be made to deal with the behaviour using positive guidance and working closely with families to implement a plan in order to help rectify any unacceptable behaviour. If the child's behaviour continues to be disruptive and harmful and the safety of other children and staff is compromised, we reserve the right to ask you to withdraw your child from the Service.

CONTINUOUS IMPROVEMENT/REFLECTION

Our *Enrolment Policy* will be updated and reviewed annually, or earlier if there are changes to legislation, ACECQA guidance or any incident related to our policy. Feedback will be requested from children, families, staff, educators and management and notification of any change to policies will be made to families within 14 days.

CHILDCARE CENTRE DESKTOP- RELATED RESOURCES

All About Me - Child Introduction Form	Re-enrolment Confirmation
Casual Day Procedure	Termination of Enrolment Procedure
Complying Written Agreement	Termination of Enrolment Family Request Form
Daily Routine Guide	Termination of Enrolment Letter
Enrolment Checklist	Transition to a New Room
Enrolment Confirmation	Transition to a New Room Form
Enrolment Form	Waitlist Application Record
Enrolment Information Update Form	Waitlist Enquiry Summary
Enrolment Procedure	Waitlist Phone Enquiry Record
Enrolment Resource Audit	Waitlist Procedure
Family Exit Survey	Waitlist Register
Meet Your Educator template	What to Bring Guide
Notification of Changes to Attendance	

SOURCES

Australian Children's Education & Care Quality Authority. (2025). [Guide to the National Quality Framework](#)

Australian Children's Education & Care Quality Authority. (2021). Policy and procedure guidelines. *Enrolment and Orientation*.

Australian Children's Education & Care Quality Authority. (2022). The Disability Discrimination Act: [What do Children's Education and Care Services Need to Know?](#)

Australian Government Department of Education.(2025) [Child Care Provider handbook](#)

Australian Government Department of Education (2021). [Guide to Additional Child Care Subsidy \(child wellbeing\)](#)

Australian Government Services Australia. [How to get Immunisation history statements.](#)

Department of Human Services (Centrelink). [Child Care Subsidy](#)

Education and Care Services National Law Act 2010. (Amended 2023).

[Education and Care Services National Regulations](#). (Amended 2023).

National Centre for Immunisation Research and Surveillance. (2021). [No Jab No Play, No Jab No Pay](#)

NSW Government Health. (2019). [Questions and answers about vaccination requirements for child care](#)

REVIEW

POLICY REVIEWED BY	Tracy Gill	Nominated Supervisor	24.11.2025
POLICY REVIEWED	NOVEMBER 2025	NEXT REVIEW DATE	NOVEMBER 2026
VERSION NUMBER	V18.09.25a		

ENROLMENT PROCEDURE

Enrolment and orientation are an exciting and emotional time for children and families. It is important to manage this time with sensitivity and support, building partnerships between families and the Service. Such partnerships enable the Service and families to work toward the common goal of promoting consistent quality outcomes for individual children and the Service.

Working in conjunction with the *Enrolment Policy*, this procedure outlines the process for families, children, educators and management to follow during the enrolment process within our Service.

Education and Care Services National Law or Regulations (s. 165A, 175, R. 77, 78, 85, 86, 88, 90, 91, 92, 93, 96, 97, 99, 100, 101, 102, 102D, 155, 157, 160, 161, 162, 168, 177, 181, 183). NQS QA2: Element 2.2, 2.2.2, *Children's Health and Safety*, QA6: Element 6.1, 6.2 and 6.2.3. *Collaborative Partnerships with Families and Community*, QA7: Element 7.1 *Governance and Leadership*

Related Policies: *Enrolment Policy*

WAITLIST PROCEDURE AND NEW FAMILIES

1	See our <i>Waitlist Procedure</i> for management to follow to manage our waitlist and enrolment process to ensure it is a clear, equitable and professional approach for all new and existing families

ORIENTATION PROCEDURE

1	Families will be provided with an outline of key Service policies and procedures such as: - Payment of Fees Policy - Sun Safety Policy - Incident, Injury, Trauma and Illness Policy - Dealing with Infectious Diseases Policy - Administration of Medication Policy - Medical Conditions Policy - Dealing with Complaints Policy - Child Safe Environment Policy - Clothing Policy - Educational Program Policy - Delivery of Children to, and Collection from Education and Care Service Premises Policy - Safe Transportation of Children Policy - Sleep and Rest Policy - Family Communication Policy - Privacy and Confidentiality Policy -

2	Families will be provided with the following information during the orientation and enrolment process: - Service philosophy - Inclusion practices - Programming methods - Service menu - Excursions and incursions - Fee information - Child Care Subsidy - Policies and procedures - SunSmart requirements - Regulations and licensing - National Quality Framework and National Quality Standard - Early Years Learning Framework (EYLF) V2.0 - Attendance record procedures - Room routines - Educator qualifications - Introduction to key educators - Communication strategies - Information regarding online app used by the Service	
3	Families will be provided with a copy of the <i>Family Handbook</i> during orientation and enrolment	
4	Families will be invited to ask questions and provided with possible vacancies and start date information	
5	Management will discuss sensitive information with families privately, such as children's medical needs, court orders, parenting plans or orders	
6	Families will be advised of the signing in and out process for attendance	
7	Management will ensure the enrolment form is completed accurately and, in its entirety, including authorisations signed by both parents/guardians	
8	Management will ensure a child with medical needs does not begin at the Service unless a medical management plan signed by a medical practitioner is received and a communication plan and risk minimisation plan are completed in collaboration with the family and nominated supervisor. Medication must be brought to the Service each day as per <i>Medical Conditions Policy</i> .	
9	The child's medical management plan, communication plan and risk minimisation plan are communicated to educators	
10	An orientation program will be developed for each child and recorded on the <i>Enrolment Checklist</i>	
11	Fee and attendance information will be explained to families covering the following topics: - Fees - Child Care Subsidy	

	- Direct debit processes - Late fees - Absences - Public holidays (fees payable) - Notice for withdrawal from care explained - Administration fee/bond payment and refund procedure explained	

ENROLMENT PROCEDURE		
1	To secure a child's position families are required to pay an enrolment fee and two-week bond which is calculated at full fee to secure the position.	
2	Families are required to provide the following documents and records upon enrolment: - A completed enrolment form - Medical management plan (if required) - Birth certificate or identity document [to be sighted to verify child's enrolment details] - A current immunisation History Statement from the Australian Immunisation Register (AIR) showing the child is up to date with immunisations for their age - Complying Written Agreement (CWA) - Details of any court orders, parenting orders or parenting plans - Direct Debit Form (if required) - <i>All about Me</i> form	
3	The enrolment form is processed and recorded through or PEP. Enrolment notices are submitted within 7 days	
4	A CWA must be recorded and signed by the parent to confirm the terms of the agreement	
5	The <i>Record Keeping and Retention Policy</i> outlines the information and authorisation required for enrolment forms	
6	An <i>Enrolment Checklist</i> will be completed during the enrolment process	

ENDING AN ENROLMENT		
1	Our <i>Enrolment Policy</i> provides clear understanding of the Service requirements when withdrawing their child from our care.	
2	Families are required to provide 2 weeks written notice to withdraw their child from the service	
3	A <i>Termination of Enrolment Family Request Form</i> is to be completed to indicate the child's last day of attendance	
4	At times it may be necessary for the service to terminate a child's enrolment. Management must follow the <i>Enrolment Policy</i> and <i>Termination of Enrolment Procedure</i>	

5	Management will end the enrolment within the CCS Software or PEP within 7 days of the enrolment ending	

REVIEW OF PROCEDURE			
Date procedure created	24.11.2025	To be reviewed	November 2026
Approved by	Tracy Gill		
Procedure Reviewed Date	Modifications/Changes		

CASUAL DAY PROCEDURE

Casual days are not mandatory to be offered within our education and care service; however, we recognise the importance of collaborating with families to support their needs as much as possible. Casual days offered will be at the discretion of management and dependent upon the maintenance of licensing requirements and the staff-to-child ratios of each individual day.

We aim to create a positive environment that prioritises children's care and education while accommodating the diverse needs of our families. Open communication with parents is encouraged to ensure that everyone is informed about any upcoming days that can be utilised for care, by our existing families. Casual bookings are one off booking that:

- can be booked at the last minute for emergency care, provided that we have vacancies
- are designed to support families taking on casual work and shift work
- can be cancelled at no cost, provided 24-hour notice via email is given
- can be accessed by enrolled children

Education and Care Services National Law or Regulations (*R.158 and 168*) NQS QA 6: *Element 6.1.1 Engagement with the service*. Related Policy: *Enrolment Policy*

CASUAL BOOKINGS		
The approved provider/nominated supervisor will:		
1	confirm a casual day, however this may be as late as 8.30am of the day in question to allow for any absence calls to be made from families	
2	aim to assist families who are most in need and may prioritise filling vacancies with children who are at risk of serious abuse or neglect, a child of a sole parent who satisfies, or parents who both satisfy, the activity test through paid employment (refer to <i>Enrolment Policy</i> for priority of access if applicable)	
3	ensure casual days are not offered to families who are not up to date with fee payments	
4	notify parents of known upcoming vacancies available for casual days	
5	create a casual waiting list for any sessions that are already at full capacity	
6	allocate positions available in order of application whilst adhering to recommendations of Priority of Access (where required)	
7	offer a permanent position to a family that consistently books the same casual day	
8	only offer a casual day if licensing requirements are maintained	
9	only offer a casual day if appropriate staff-to-child ratios are maintained	
10	ensure appropriate supervision remains and the wellbeing of children prioritised	

REVIEW OF PROCEDURE			
Date procedure created		To be reviewed	
Approved by		Signature	

WAITLIST PROCEDURE

Enrolment and orientation are an exciting and emotional time for children and families. It is important to manage this time with sensitivity and support, building partnerships between families and our Service. Our waitlist resources have been designed to capture relevant details from families and streamline the waiting list procedure, ensuring an equitable, transparent and professional approach for all.

Working in conjunction with the *Enrolment Policy*, this procedure outlines the process for families, children and educators to follow to manage our waitlist and enrolment process to ensure it is a clear, equitable and professional approach for all new and existing families.

Education and Care Services National Law or Regulations (*S. 175. Reg. 160, 161, 162, 168, 177, 181, 183*). NQS QA 6: *Element 6.1, 6.2 and 6.2.3. Collaborative Partnerships with Families and Community*

Related Policies: *Enrolment Policy*

NEW ENQUIRY AND WAITLIST PROCEDURE		
1	Management of our Service will adhere to this procedure to ensure new enquiries are managed in a fair and professional approach	
2	Our Service will follow any priority of access guidelines required for funding purposes (please note there are no priority of access guidelines under CCS obligations)	
3	Families will be provided with centre information upon contact with the Service	
4	Management and staff will ensure all interactions with new and existing families are friendly and polite	
5	Families are to be informed if the Service has an active waitlist at the time of enquiry	
6	A <i>Waitlist Phone Enquiry</i> form will be available at the front desk for staff to record any potential enquiries	
7	A <i>Waitlist Enquiry Summary</i> may be completed by staff as a quick reference tool for keeping track of new enquiries	
8	The <i>Waitlist Register</i> will be completed each time a new family completes a Waitlist Application to provide a quick reference of all families who are currently waiting for an enrolment place at the Service.	
9	Families are required to complete a <i>Waitlist Application Record</i> prior to being offered a position at the Service	
10	If siblings are to be placed on the waitlist a new <i>Waitlist Application Record</i> will be completed for each child	
11	Staff will advise families if a waitlist fee is required to be paid to place children's names on the waitlist	
12	Families will be asked to notify the Service if they no longer require care, in writing via email	

13	Staff will update the waitlist every 3 months to ensure the waitlist remains current and accurate. Families are required to confirm they require to remain on the waitlist or the child's name will be removed from the waitlist	
14	When a position becomes available staff will check the waitlist to ensure priority of access and availability conditions are met before offering a place	
15	Families will be contacted over 2 days via phone and email when a position becomes available, if the family does not respond the next person on the waitlist will be contacted	
16	Families will be advised they have 3 days to accept the position and confirm enrolment by paying the enrolment bond. If the family does not accept the position within 3 days the position will be offered to the next family.	
17	The <i>Enrolment Procedure</i> will be followed for all new enrolments	

EXISTING CHILDREN

1	Families who wish to pick up additional days will be advised the Service has an active waitlist (if required)	
2	Families will be required to request additional days via email	
3	Consideration of available places will be provided to existing children who wish to book additional days	
4	Families will be contacted over 2 days via phone and email when a position becomes available, if the family does not respond the next person on the waitlist will be contacted	
5	Families will be advised they have 3 days to accept the position and confirm enrolment by paying the enrolment bond. If the family does not accept the position within 3 days the position will be offered to the next family.	

REVIEW OF PROCEDURE

Date procedure created		To be reviewed	
Approved by		Signature	
Procedure Reviewed Date	Modifications/Changes		

APPENDIX: ENROLMENT CHECKLIST

ENROLMENT DETAILS					
Child's full name					
Date of birth		Preferred first name			
Parent/guardian name		Phone			
Address		Email			
Date of enrolment tour		Proposed start date			
Room					
Days required (please circle)	Monday	Tuesday	Wednesday	Thursday	Friday

ENROLMENT TOUR AND INFORMATION	
Welcome family, introducing yourself and your role at the Service	Yes ☐ No ☐
Introduce family and child to educators	Yes ☐ No ☐
Conduct physical tour of the Service premises, including: • indoor/outdoor areas • sign in/out area • parent information area • program and menu • children's bags/locker area • children's toilets	Yes ☐ No ☐
Discuss what the family's needs and wants are in an Early Childhood Service • expectations • programming & documentation requirements • health and safety • medical conditions • additional needs • days and times required • required start date	Yes ☐ No ☐
Outline the Service philosophy	Yes ☐ No ☐
Explain the daily routine	Yes ☐ No ☐
Discuss Sun Safe practices- clothing, hats, sunscreen procedures	Yes ☐ No ☐
Discuss what the service provides [lunch, sunscreen etc]	Yes ☐ No ☐

Advise family what they are required to provide [hat, water bottle etc]	Yes ☐ No ☐
Discuss any medical needs of their child and their responsibilities for medical management plans to be completed prior to the child's start date • <i>Medical Conditions Policy</i> and provide copy to family • Medical Management Plan • Medical Risk Minimisation Plan • Medical Communication Plan	Yes ☐ No ☐
Provide details of the Service program • location • child observations/portfolios • feedback on and make suggestions to the program • daily journal/report • program app details	Yes ☐ No ☐
Provide information regarding NQS and Service's current rating	Yes ☐ No ☐
Discuss proof of immunisation and requirements to provide immunisation updates via a statement from the Australian Immunisation Register [AIR]	Yes ☐ No ☐
Discuss the Service's <i>Health and Safety Policies</i> and exclusion periods for control of infectious diseases	Yes ☐ No ☐
Discuss Child Safe Standard practices including mandatory reporting	Yes ☐ No ☐
Discuss arrival and departure requirements, including signing in/out obligations	Yes ☐ No ☐
Advise family of authorisation requirements • emergency nominees • transportation • excursions • emergency medical treatment	Yes ☐ No ☐
Discuss parenting plans/court orders [if required]	Yes ☐ No ☐
Discuss how families can participate in the Service program	Yes ☐ No ☐
Discuss how the service communicates with families	Yes ☐ No ☐
Discuss communication preferences with families Is an interpreter required to assist?	Yes ☐ No ☐
Discuss the transition to school process with families	Yes ☐ No ☐
Provide families with information to take home about the Service [Family Handbook, relevant information brochures, Enrolment Form, website, Facebook page]	Yes ☐ No ☐
Discuss key Service policies and make available: • Administration of Medication Policy • Child Safe Environment Policy • Clothing Policy • Dealing with Complaints Policy	Yes ☐ No ☐

• Dealing with Infectious Diseases Policy • Delivery of Children to, and collection from Education and Care Service Premises Policy • Educational Program Policy • Family Communication Policy • Incident, Injury, Trauma and Illness Policy • Medical Conditions Policy • Payment of Fees Policy • Privacy and Confidentiality Policy • Safe Arrival of Children Policy • Safe Transportation of Children Policy • Sleep and Rest Policy • Sun Safety Policy	

FEES AND ATTENDANCES	
Fees	Yes ☐ No ☐
How the Child Care Subsidy works and the process of applying for CCS through their myGov website linked to Centrelink.	Yes ☐ No ☐
Appropriate enrolment type created for CCS	Yes ☐ No ☐
Their requirement to sign a CWA	Yes ☐ No ☐
Direct debit processes and initial date of direct debit	Yes ☐ No ☐
Late fees	Yes ☐ No ☐
Absences explained	Yes ☐ No ☐
Discuss service closures and fees payable [public holidays, Christmas holidays etc]	Yes ☐ No ☐
Notice for withdrawal from care explained	Yes ☐ No ☐
Administration fee/bond payment and refund procedure explained	Yes ☐ No ☐

DOCUMENTS REQUIRED FOR ENROLMENT	COMMENTS
Enrolment form completed and checked by the nominated supervisor	Yes ☐ No ☐
AIR- Immunisation Record photocopied [if required]	Yes ☐ No ☐
Original birth certificate, passport or identity document to be sighted to verify child's enrolment details-document photocopied	Yes ☐ No ☐
Complying Written Agreement [CWA] signed by the family (CCS)	Yes ☐ No ☐
Details of any court orders, parenting orders or parenting plans [if required]	Yes ☐ No ☐
Direct Debit Form completed [if required]	Yes ☐ No ☐

<i>Medical Conditions Policy</i> provided to families if child has a specific health care need, allergy or other relevant medical condition	Yes ☐ No ☐
<i>Medical Condition Plan</i> [if required] including <i>Risk Minimisation Plan</i> and <i>Communication Plan</i>	Yes ☐ No ☐
<i>All about Me</i> form completed and returned by family	Yes ☐ No ☐

ORIENTATION PLAN

Each orientation plan is developed for individual children and family to assist the family to transition into the service in a positive and well-informed manner. Orientation is an important process for children, families and educators to gain vital information about the individual child's needs, interests and strengths. This visit, or visits, assist the child to adjust to a new setting and helps to make the transition from home to the Service a smooth and positive experience.

Child's first orientation session	
Child's second orientation session	
Child's start date	
Any additional orientation sessions	

ENROLMENT TOUR AND ORIENTATION CONDUCTED BY

Name			
Signature			
Position		Date	

TERMINATION OF ENROLMENT PROCEDURE

Management and staff are dedicated to developing a respectful and effective partnership between the family and Service. This partnership supports children's inclusion, access, engagement and participation in the Service. Management implements systems to manage risks whilst promoting the health, safety and wellbeing of all children and staff within the Service. There may be some circumstances where this is compromised due to non-compliance of our policies and therefore the appropriate course of action could lead to the termination of a child's enrolment.

Working in conjunction with the *Enrolment Policy*, this procedure outlines the process of termination of enrolment within our Service. Termination of enrolment is predominately due to family choice, however, termination by management may also occur due to:

- Non-payment of fees for childcare service
- Abusive behaviour and/or verbal threats towards staff, children or other parents
- Non-compliance with Service policies
- Child's consistent inappropriate behaviour, compromising the safety of other children, staff and visitors of the Service
- Lack of partnership and communication with Service
- Family member committing an illegal act at the Service
- Bullying and harassing staff, children or other parents
- Wilfully or negligently making false and misleading statements that relate to the enrolment of a child at the Service
- Failure to provide AIR Immunisation History Statement or AIR Immunisation Medical Exemption form or AIR Immunisation History Form (catch up schedule)

Education and Care Services National Law or Regulations (*Reg.155, 160, 168*). *NQS QA2 and 6: Element 2.2, 2.2.2, 2.2.3. 6.1.6.2 Children's Health and Safety and Collaborative Partnerships with Families and Community*

Related Policies: *Enrolment Policy, Behaviour Guidance Policy, Payment of Fees Policy*

SERVICE-INITIATED TERMINATION OF ENROLMENT PROCEDURE		
1	Educators and the nominated supervisor will have a formal meeting to discuss the situation that may possibly lead to the termination of enrolment. This meeting is to be documented.	
2	Educators and the nominated supervisor will gather all evidence, including documentation of events, behaviour management plans, grievances, observations etc.	
3	The nominated supervisor of the Service will arrange a meeting with the family to discuss the situation in an attempt to work towards a positive resolution	
4	Confidential dated records will be made, detailing discussions, concerns raised, strategies and actions to be implemented	
5	The 'minutes' must be signed by all parties present at the end of the meeting as a true and accurate recording of the meeting which will be filed into the child's record	
6	The nominated supervisor will make all attempts toward a resolution within a specified timeframe	
7	If, after all efforts have been exhausted, the nominated supervisor may decide that there is no other alternative and terminate the enrolment of the family. Management will provide	

	the family with a notice of termination in writing, 2 weeks' notice will be provided to families, unless the safety and wellbeing of other children, staff or families is at risk. In this case, an immediate termination of enrolment may apply.	
8	Management will process the enrolment end date within 7 days into the Services CCS Software/ Proda	
9	Families will receive an invoice of any outstanding fees due	
10	Debt collection process may be initiated following privacy and conditional requirements	
11	Bond payments may not be refunded until any outstanding fees are paid as <i>per Payment of Fee Policy</i> .	

PARENT-INITIATED TERMINATION OF ENROLMENT PROCEDURE

1	Families are advised 2 weeks written notice is required to withdraw their child from the Service	
2	Details of notice to withdraw from care must include: • Date of the written notice • Last day of attendance	
3	A <i>Termination of Enrolment Family Request Form</i> is to be completed to indicate the child's last day of attendance	
4	Management will process the enrolment end date within 7 days into the Services CCS Software/Proda	
5	Fees are to be paid for the 4 week notice period	
6	Families are advised if the child does not attend care on their last day of booked attendance CCS may not be paid for absences prior to the enrolment end date and full fees will be applicable	
7	Bond payments may not be refunded until any outstanding fees are paid	
8	The family is requested to complete a <i>Family Exit Survey</i> to gain valuable feedback and identify areas of improvement.	

REVIEW OF PROCEDURE

Date procedure created	July 2026	To be reviewed	July 2027
Approved by	Tracy Gill	Position	Nominated Supervisor
Procedure Reviewed Date	Modifications/Changes		

EXCURSION/INCURSION POLICY

Excursions/incursions enhance children's learning by providing them the opportunity to participate in curriculum planned activities and experiences to extend their skills and knowledge in the current interest topic. Our Service recognises that excursions provide opportunities for children to explore the wider community as a group and extend the educational program provided.

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 2: CHILDREN'S HEALTH AND SAFETY		
2.2	Safety	Each child is protected.
2.2.1	Supervision	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.
2.2.2	Incident and emergency management	Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practiced and implemented.
2.2.3	Child Safety and Protection	Management, educators and staff are aware of their roles and responsibilities regarding child safety, including the need to identify and respond to every child at risk of abuse or neglect
QUALITY AREA 7: GOVERNANCE AND LEADERSHIP		
7.1.2	Management System	Systems are in place to manage risk and enable the effective management and operation of a quality service that is child safe.

EDUCATION AND CARE SERVICES NATIONAL LAW AND NATIONAL REGULATIONS	
S. 2A	Paramount consideration—safety, rights and best interests of children
S. 3A	Paramount consideration
S. 51	Conditions of service approval
S.165	Offence to inadequately supervise children
S. 166A	Offence to subject child to inappropriate conduct Offence relating to inappropriate conduct
S.167	Offence relating to protection of children from harm and hazards
4	Definitions
89	First Aid Kits
90	Medical conditions policy
97	Emergency and evacuation procedures

98	Telephone or other communication equipment
99	Children leaving the education and care service premises
100	Risk assessment must be conducted before excursion
101	Conduct of risk assessment for excursion
102	Authorisation for excursion
102B	Transport risk assessment must be conducted before service transports child
102C	Conduct of risk assessment for transporting of children by the education and care service
102D	Authorisation for service to transport children
102E	Children embarking a means of transport – centre-based services
102F	Children disembarking a means of transport – centre-based services
122	Educators must be working directly with children to be included in ratios
123	Educator to child ratios-centre-based services
136	First Aid qualifications
149	Volunteers and students
151	Record of educators working directly with children
158	Children's attendance records to be kept by approved provider
160	Child enrolment records to be kept by approved provider and family day care educator
161	Authorisations to be kept in enrolment record
168	Policies and procedures are required
170	Policies and procedures to be followed
171	Policies and procedures to be kept available
172	Notification of change to policies or procedures

RELATED POLICIES

Acceptance and Refusal of Authorisations Policy	Interaction with Children, Family and Staff Policy
Administration of Medication Policy	Orientation of Families Policy
Administration of First Aid Policy	Privacy and Confidentiality Policy
Child Safe Environment Policy	Respect for Children Policy
Code of Conduct Policy	Safe Transportation Policy

Delivery of Children to, and Collection from and Education and Care Service Premises Educational Program Policy Emergency and Evacuation Policy Family Communication Policy Incident, Injury, Trauma and Illness Policy	Safe Use of Digital Technologies and Online Environments Policy Sun Safety Policy Supervision Policy Water Safety Policy

PURPOSE

To ensure that all excursions and incursions undertaken by the Service are carefully planned and conducted in a safe manner, maintaining children's health, safety and wellbeing at all times in accordance with Education and Care National Regulations. We believe excursions/incursions provide the children with the opportunity to expand and enhance their skills and knowledge gaining insight into their local and wider community. We are committed to complying with all relevant legislation to support the planning, authorisation, supervision and risk management of all excursions and incursions to ensure children's safety, rights and best interests are the paramount consideration. This includes ensuring the safe use of digital technologies and online environments during excursions and incursions, in line with our policies to protect children's privacy, safety and wellbeing.

SCOPE

This policy applies to children, families, staff, educators, management, approved provider, nominated supervisor, students and volunteers of the Service.

IMPLEMENTATION

Under the Education and Care Services National Regulations, the approved provider must ensure policies and procedures are in place for managing excursions. (ACECQA, June 2021). Excursions and incursions will be conducted with the children's safety and wellbeing in mind at all times. We may regularly schedule incursions and visitors to our Service however, if we feel an excursion will benefit the children and offer a valuable experience, we will adhere to the National Regulations and Service policies and procedures to plan and manage an experience that is enjoyable and educational for children. This policy relates to excursions that may be a 'regular outing' or a one-off excursion for a particular purpose and incursions, where visiting performers, groups or community services may visit our Service.

DEFINITIONS

Excursion: means an outing organised by an education and care service or family day care educator but does not include an outing organised by an education and care service provided on a school site if-

- (a) a child or children leave the education and care service premises in the company of an educator and
- (b) the child or children do not leave the school site

Regular outing: in relation to an education and care service, means a walk, drive or trip to and from a destination

- (a) that the service visits regularly as part of its educational program; and
- (b) where the circumstances relevant to the risk assessment are *substantially* the same on each outing.

Incursion: means an activity organised by our Service, whereby an outside body is employed or engaged to visit the service to run an educational program and to promote culture and diversity. This could include a visit from a dentist, the Rural Fire Service, an Aboriginal cultural awareness group, science or reptile show or a musical or drama performance. Some incursions may be offered free of charge whilst others may incur a small participation cost.

CONSIDERATIONS FOR EXCURSIONS AND INCURSIONS

The purpose of the excursion should be clearly identified by staff providing information on how the excursion or incursion supports the educational program and contributes to the outcomes for children.

Excursions/incursions should be planned in advance and consideration given to the:

- time away from the service
- availability of toilet and washing facilities
- access to safe drinking water
- adequate health and hygiene practices
- possible risk to children (identified in risk assessment)
- accessibility for all children
- transportation
- cost (excursions and incursions if applicable)
- weather- wet weather arrangements
- Risk Assessment documentation provided by the excursion venue
- teaching children safety procedures and responsibilities whilst on an excursion
- safety and wellbeing of children whilst at the service whilst participating in an incursion (identified in risk assessment)
- communication between educators participating in the excursion and the Service
- adequate shade and sun protection
- transitions between areas of the venue
- water hazards.

EXCURSION/INCURSION RISK ASSESSMENT

The approved provider or nominated supervisor must conduct a detailed risk assessment which reflects Reg. 101 before an authorisation is scheduled under Reg. 102 to determine the safety and appropriateness of the excursion/incursion. If the excursion involves transporting children, the risk assessment must adhere to all components of regulations 101, 102, 102B, 102C.

The risk assessment must:

- identify and assess possible risks that the excursion/incursion may pose to the health, safety and wellbeing of any child being taken on the excursion or participating in the incursion
- specify how the identified risks will be managed and minimised
- ensure Working with Children Checks (WWCC) are conducted for all adults visiting the Service on incursions
- ensure the visiting group/performance is covered by insurance
- consider the proposed route and destination for the excursion and
- identify any water hazards
- reflect on any risks associated with water-based activities
- consider the transport to and from the proposed destination for the excursion
- consider the duration of the transportation
- consider any requirements for seatbelts or safety restraints under a law for our state jurisdiction
- consider whether access to service-issued devices are sufficient to meet safety and education and care requirements without routine reliance on personal devices
- the process for entering and exiting the ECEC service premises and the pick-up location or destination (as required)
- procedures for embarking and disembarking the means of transport, including how each child is to be accounted for on embarking and disembarking
- consider the ratio of adults to children involved in the excursion
- consider the risks posed by the excursion/incursion, the number of educators or other responsible adults required to provide supervision, and whether any adults with specialised skills are required to ensure children's safety (e.g.: lifesaving skills)
- consider the planned activities
- determine the duration of the excursion
- consider items that should be taken on the excursion (mobile phone, emergency contacts, first aid kit, medical plans, etc.).

- consider strategies to ensure supervision is consistent at all times during the excursion-transitions, toileting, departure from the service and conclusion of the excursion

If the excursion is a *regular excursion*, or '*regular outing*' a risk assessment authorisation is only required to be carried out once in a 12-month period, however, must be regularly reviewed. If circumstances around the excursion change, a new risk assessment is required.

THE APPROVED PROVIDER/NOMINATED SUPERVISOR/MANAGEMENT WILL:

- meet obligations under the Education and Care Services National Law and Education and Care Service National Regulations
- ensure educators, staff, students, visitors and volunteers have knowledge of and adhere to this policy and associated procedure
- provide all new employees, students and volunteers with a copy of this policy as part of their induction process
- develop an *Excursion/Incursion Risk Assessment* and management plan prior to any excursion or incursion and ensure this is approved by the nominated supervisor
- appoint a responsible person to oversee the organisation of the excursion/incursion (excursion coordinator)
- ensure the excursion coordinator is aware of their role and responsibilities, including preparing for the excursion and completing all required documentation
- review risk assessments, authorisation forms and supervision plans for all excursions, before any approval of an excursion is granted
- provide staff & with ongoing training and information sharing to ensure they fulfil their roles effectively
- ensure all educators, students and volunteers participating in the excursion undertake regular head counts at least every 30 minutes
- ensure attendance checks are completed regularly, including prior to leaving the Service, embarking and disembarking from transport, upon arrival at the venue, transitioning between spaces whilst at the venue, leaving the venue, returning to the Service
- provide the excursion coordinator and other nominated staff members with service-issued electronic devices, ensuring these are charged and are in working order
- consider increasing child to educator ratios in high-risk situations, such as water hazards or busy roads/highways
- ensure child safe standards are adhered to at all times
- notify families about the excursion using an *Excursion/Incursion Authorisation Form*

- request written authorisation be provided by a parent or other person named in the child's enrolment record
- notify families about any incursion occurring in the Service. [Authorisation is generally not required; however, an *Excursion/Incursion Authorisation Form* may be provided for the parent/carer to complete to consent for their child to participate.]
- notify families that they can view the risk assessment prior to the excursion/incursion upon request
- monitor all documentation and records relating to excursions ensuring these are kept safe and secure for a period of 3 years after the date of the excursion
- confirm that the number of children attending the excursion does not exceed the Service's licensed capacity
- ensure volunteers, students and other adults participating in the excursion are aware of their roles and responsibilities, including ensuring they are not left alone with children
- conduct a review of practices following the excursion, including an assessment of areas for improvement
- support children to understand safety expectations and participate in discussions about the excursion where appropriate.

PARENT/GUARDIAN AUTHORISATION

The approved provider/ nominated supervisor must ensure:

- that a child is not taken outside the Service premises on an excursion unless written authorisation has been provided
- the authorisation must be given by a parent or other authorised person named in the child's enrolment record as having authority to authorise transportation of a child
- the *Excursion/Incursion Authorisation* form states:
 - the child's name
 - the reason the child is to be taken outside the premises
 - the reason the child is to be transported (if transportation is included in the excursion)
 - if the authorisation is for a regular outing, a description of when the child is to be taken on the regular outing
 - the date the child is to be taken on the excursion and transported
 - a description of the proposed pick-up location and destination for the excursion
 - the method of transport to be used for the excursion
 - the proposed activities to be undertaken by the child during the excursion
 - the period the child will be away from the premises

- the period of time during which the child is to be transported
- the anticipated number of children likely to be attending the excursion
- the anticipated educator to child ratio attending the excursion to the anticipated number of children attending the excursion
- the anticipated number of staff members and any other adults who will accompany and supervise the children on the excursion
- any requirements for seatbelts or safety restraints under a law of each jurisdiction in which the children are being transported
- that a risk assessment has been prepared and is available at the Service
- that written policies and procedures for transporting children are available at the Service
- written authorisation is obtained once in a 12 month period or whenever there is a change in circumstances, such as a change in location or when new risks are identified if the excursion is a regular outing
- parental/guardian authorisation is provided for an incursions if identified in the risk assessment or if a cost is required
- authorisations are kept securely in the child's enrolment records
- authorisation records for excursion/incursions are kept for a period of 3 years after the excursion.

STAFFING ARRANGEMENTS

The approved provider/nominated supervisor will ensure that:

- educator to child ratios are no less than the prescribed ratios as per National Regulations
- additional educators/staff are engaged to provide care and support to children with additional needs
- consideration for ratios include:
 - location of excursion
 - type of excursion
 - risk identified for excursion
 - the number, ages and abilities of children
 - individual needs of each child
 - how children are grouped whilst participating in the excursion
- consideration for adequate supervision includes:
 - the number, age and ability of children
 - the number and physical positioning of educators
 - each child's current activity
 - risks related to the mode of transport (for example: walking)

- visibility and accessibility
 - the experience and skill of each educator
- educators maintain overall supervision and responsibility for children, including when volunteers are present
- educators are aware the procedures to follow in the event of an emergency
- at least one educator or the nominated supervisor attending the excursion holds current ACECQA approved first aid qualification, CPR qualification, approved emergency asthma management and approved anaphylaxis management training. (If more than one vehicle is transporting children, at least one person with approved first aid, anaphylaxis and asthma training must travel in each vehicle and be immediately available in an emergency).
- if children remain at the Service and are not participating in the excursion, that at least one educator or the nominated supervisor at the Service holds current ACECQA approved first aid qualification, CPR qualification, approved emergency asthma management and approved anaphylaxis management training
- a supervision plan is completed as part of excursion preparation
- educators continue to follow National Regulations and Service policies and procedures whilst participating in the excursion away from the Service.

PARENT AND VOLUNTEER PARTICIPATION

The approved provider/ nominated supervisor will ensure parents and volunteers:

- are encouraged to participate in excursions where possible
- cannot be counted as part of the educator to child ratio
- cannot be left alone with a child/children and must be supervised by an educator at all times
- are briefed prior to participating on an excursion about the risk assessment, emergency procedures, supervision, photograph policy for privacy and confidentiality and use of mobile phone
- are aware that smoking or vaping is not permitted at any time whilst participating in the excursion
- are aware of need to wear appropriate clothing and footwear
- understand they are to follow the directions of the excursion coordinator as required
- alert the excursion coordinator or staff if they notice a child is missing or unaccounted for or appears unwell
- WWCC are verified for parent and volunteers prior to participating in excursions

ITEMS TO BE TAKEN ON AN EXCURSION

The approved provider/ nominated supervisor must ensure that the following items are taken on all excursions, as per the risk assessment:

- appropriate number of suitably equipped first aid kits
- fully charged and operating mobile phone
- emergency contact information details for all children participating on the excursion
- medication for children requiring medical and relevant medical management plans
- items required for excursion circumstances- such as sunscreen, hats, other equipment
- child's attendance record

TRANSPORTATION FOR EXCURSIONS

Excursions involving transportation must adhere to the *Safe Transportation Policy* including ensuring a risk assessment has been completed prior to children being transported by the Service and authorisation for the Service to transport children as part of the excursion. It is a requirement of National Regulations that the means of transport is stated on the risk assessment record and parent authorisation record. Information must be included in the risk assessment about the process for embarking and disembarking the means of transport, including how each child is to be accounted for.

The *means of transport* may mean:

○ Walking

Educators must ensure children and adults use the safest footpaths and safe crossings where possible, such as pedestrian crossings and traffic lights. Educators will ensure all children and adults obey road rules. Educators will ensure children follow the 'stop, look, listen and think' process when walking near roads. Educators will remain vigilant that no child runs ahead or lags behind the group

○ Bus

The nominated supervisor must ensure that the seating capacity as displayed on the compliance registration is not exceeded. All children must sit on seats, preferably with, or close to an adult. Any requirements for seat belts or safety restraints under law must be followed depending on the vehicle used. If the bus has seat belts, they must be worn at all times.

○ Train

The nominated supervisor will be required to contact the local station prior to the excursion to inform them of the time you will be travelling, the destination, and the number of children and adults who will be travelling. Provisions should be made to ensure children have ample time to board the train safely and in an unhurried way. This will allow the station to inform the train guard so that they can hold the train for the period of time for safe boarding and disembarkation. All children should be

seated at all times, with an adult close by. All children should be seated in the one carriage if possible- and not in a Quiet Carriage.

○ **Car**

Any motor vehicle that is used to transport children on an excursion must be fitted with child restraints and/or seatbelts that are appropriate for the age and weight of each child, that conform to the Australian Standards and are professionally installed or checked by an authorised restraint fitter. The vehicle must be registered and free of any defects that could put any passenger at harm. All children must be fastened in the vehicle according to National Child Restraint Laws for Vehicles (below). The educator or staff member driving the vehicle must hold a current Australian driver's licence appropriate for the vehicle type. (A national police check or Bus Driver Authority may be required for any educator or staff member driving a vehicle). The process for entering and exiting the Service premises safely must be considered at all times.

INSURANCE

The approved provider or nominated supervisor must review the insurance policy of the vehicle prior to the excursion/incursion to ensure liability is protected by the Service. A copy of the insurance policy should be kept within the service's vehicle (if applicable) at all times. Note: Some insurance policies may not cover high-risk activities such as merry-go-rounds, air-filled jumping castles, water slides and pony rides.

CHECK FOR CHILDREN'S SAFETY

During the excursion educators will ensure:

- children's attendance records are taken on excursions
- all children are accounted for when embarking/disembarking the car/vehicle or bus
- children's names are marked off as they enter and leave the vehicle including time and date
- a thorough check is made of the vehicle to ensure no child is left in the vehicle (a second person is required to repeat this check for safety)
- the vehicle is parked to avoid other vehicles, driveways or car parks
- the vehicle is parked as close as possible to the Service premises or visiting venue
- children only disembark the vehicle when it is safe to do so
- educators hold children's hands or use other appropriate safety strategies, (e.g. walking ropes, positioning) when walking to or from the Service or within excursion venues, based on a risk assessment
- head counts are conducted at least every 30 minutes whilst on the excursion

- bathrooms and toilets are checked for any potential hazard before children enter, and children are escorted to the bathrooms and supervised. (Where possible 2 adults will escort children to bathrooms/toilet facilities).
- transitions between venue areas are carefully considered, with head counts conducted prior to moving between areas of the venue
- medication is administered to children as per *Administration of Medication Record*
- children remain in the care and supervision of educators from the Service during the excursion. If a parent or authorised guardian collects the child whilst on an excursion the *Delivery of Children to and Collection from Education and Care Service Premises Policy* and procedures must be followed.

CHILD BECOMES ILL WHILST ON EXCURSION

Educators will:

- assess the child's illness and follow *the Incident, Injury, Trauma and Illness Procedure*, including contacting an ambulance if required
- keep the child calm and comfortable
- if a child has an individual medical management plan for their symptoms displayed, follow the directions and administer medication if applicable and notify parents/guardians
- use the supplies in the excursion first aid kit to assist in applying first aid to child
- seek medical assistance, including ambulance transport, medication if required (as per child's excursion authorisation form)
- contact the child's parents/guardian as soon as possible- (no later than 24 hours after the incident)
- contact the nominated supervisor at the Service for further direction if required
- ensure ratios are maintained for supervision
- complete an *Incident, Injury, Trauma and Illness Record*
- notify the regulatory authority of any serious incident of a child while being educated and cared for at the Service within 24 hours.

LOST CHILD DURING AN EXCURSION

In the event of a child being unaccounted for during an excursion, educators will immediately:

- inform another educator and provide supervision for groups
- conduct a head count
- ask children/parent helpers/other educators if they have seen the missing child
- search the premises
- check organised meeting points (use service-issued mobile phone to contact other educators)

- alert the venue management and request that an announcement is made
- if the child is still unaccounted for after checking as above, the nominated supervisor will contact the Police on 000 and report the incident
- the nominated supervisor will contact parents/guardian
- educators will reassure other children and provide supervision
- the approved provider must make a notification to the regulatory authority within 24 hours of a serious incident
- following any incident during an excursion a thorough review of this policy and associated procedure will be conducted and documented for improvements.

EMERGENCY MANAGEMENT DURING AN EXCURSION

During the planning of the excursion, the excursion coordinator will conduct a risk assessment to identify any potential emergencies that may occur. The excursion coordinator will check whether the venue has appropriate emergency procedures in place and incorporate this information into the excursion risk assessment. In the event of an emergency occurring while educators and children are participating in the excursion, staff will follow the emergency evacuation procedure or lockdown procedure as required.

The excursion coordinator will contact the nominated supervisor or the responsible person immediately and follow instructions provided by emergency services. Families will be informed as soon as practicable, but no later than 24 hours after the emergency event. Families may be required to collect children from the excursion venue; educators will contact parents/guardians or emergency contacts if required. The approved provider will notify the regulatory authority of any serious incident involving a child while being educated and cared for at the Service within 24 hours. The approved provider will complete a review following the emergency incident, including an assessment of areas of improvement.

CONTINUOUS IMPROVEMENT/REFLECTION

Our *Excursion/Incursion Policy* will be evaluated and reviewed on an annual basis or earlier if there are changes to legislation, ACECQA guidance or any incident related to our policy. Feedback will be requested from children, families, staff, educators and management, and notification of any change to policies will be made to families within 14 days.

RELATED RESOURCES

Excursion/Incursion Authorisation	Excursion/Incursion Procedure
Excursion/Incursion Plan and Checklist	Excursion/Incursion Risk Assessment

SOURCES

Australian Children's Education & Care Quality Authority. (2026). *Guide to the National Quality Framework*

Australian Children's Education & Care Quality Authority (ACECQA). (2024). *Excursions Policy and Procedure Guidelines*

Australian Government Department of Education. (2022). *Belonging, Being and Becoming: The Early Years Learning Framework for Australia. V2.0.*

Children (Education and Care Services) National Law (NSW)

Education and Care Services National Law Act 2010

Education and Care Services National Regulations 2011

Education and Care Services National Regulations (NSW) (2025)

Kidsafe Victoria *Road Safety* <https://www.kidsafevic.com.au/road-safety/>

Kids and Traffic Early Childhood Road Safety Education Program (NSW). (2023). *Transporting Children Safely*

REVIEW

POLICY REVIEWED BY	Christian Stumpfs	Area Manager		11/06/2026
POLICY REVIEWED	JUNE 2026	NEXT REVIEW DATE	MAY 2027	
VERSION NUMBER	V2			
MODIFICATIONS	• annual policy review • additional child safety legislation added including <i>paramount consideration</i> • sources updated to include updates to National Law and Regulations			
PREVIOUS MODIFICATIONS				

EXCURSION/INCURSION PROCEDURE

Excursions enhance children's learning by providing them the opportunity to participate in curriculum planned activities and experiences to extend on their skills and knowledge in the current interest topic. As part of the planning process for an excursion, a thorough risk assessment must be conducted to identify and assess any possible risks that may pose to the safety, health and wellbeing of any child or adult whilst on the excursion. An important component of conducting the risk management process is consultation, which should include staff and where appropriate, external venue providers, parents and volunteers. Authorisation from the approved provider must be gained before an excursion or incursion can be implemented.

Working in conjunction with the *Excursions/Incursions Policy*, this procedure provides guidance for educators and management to ensure regulations and requirements are followed for all excursions planned for children, including ensuring a risk assessment is conducted prior to the excursion or incursion and authorisation from families is obtained prior to an excursion or incursion.

Education and Care Services National Law or Regulations (*R. 4(1), 84, 89, 97, 98, 99, 100, 101, 102, 123, 136, 168*)
 NQS QA 2: *Element 2.1, 2.2.1 and 2.2.2. Health and Safety practices and procedures.*

Related Policy: *Excursions/Incursions Policy*

EXCURSION AND INCURSION PREPARATION		
The approved provider and nominated supervisor will:		
1	review the Service's <i>Excursions/ Incursions Policy</i> annually in collaboration with educators, staff, families and children	
2	collaborate with children, ~~management~~ , educators, and families to discuss possible excursions to extend and support the educational program	
3	check national law and regulations to ensure compliance when planning the excursion	
4	appoint an excursion coordinator to ensure all requirements are met prior to organising and conducting any off-site excursions	
5	ensure the excursion coordinator conducts a risk assessment in accordance with Regulation 101. The risk assessment must be approved by the approved provider or nominated supervisor prior to the excursion.	
6	ensure the excursion is consistent with the requirements of the insurance held by the Service	
7	ensure child safe standards are adhered to at all times	

8	ensure the safe use of digital technologies and online environments during excursions and incursions: • children will be supervised while using digital technologies or online environments • staff and educators are not to use personal electronic devices to take images or videos of children while on excursions or incursions • staff and educators will not be in possession of personal electronic devices while participating in an excursion or incursion • staff and educators will ensure Service issued electronic devices are secure and password protected at all times while participating on an excursion or incursion Staff, educators and volunteers participating in the excursion or incursion will adhere to the <i>Services Safe Use of Digital Technologies and Online Environment Policy</i> and procedure at all times, including when participating in an excursion or incursion	
The excursion coordinator will:		
9	identify and assess risks that the excursion may pose to the safety, health or wellbeing of any child being taken on the excursion	
10	visit the venue before undertaking the excursion to ensure that it is safe and inclusive for all children (recommended)	
11	create an excursion itinerary to ensure children's safety and wellbeing	
12	consider child to educator ratios when developing the excursion plan and risk assessment, including high-risk situations such as water hazards or roads/highways	
13	complete the <i>Excursion/Incursion Plan and Checklist</i> to ensure all items have been accounted for during planning of the excursion	

PLANNING OF EXCURSION/INCURSION		
1	Excursion proposal discussed with nominated supervisor and educators	
2	Nominated supervisor to appoint an Excursion Coordinator	
3	Excursion coordinator to complete: • <i>Excursion Checklist and Plan</i> • <i>Excursion Risk Assessment</i> • <i>Excursion Authorisation Form</i> If the excursion includes transport the additional forms will be completed: • <i>Driver Declaration</i> • <i>Emergency Transport Folder</i> • <i>Vehicle Safety Report</i>	
4	Approved provider to review associated excursion documentation and formally approve excursion	

5	Excursion coordinator to obtain parent/guardian authorisation for all children attending the excursion	
6	Nominated supervisor to identify alternative supervision requirements for children not participating in excursion if applicable	
7	Excursion conducted	
8	Excursion coordinator to review excursion, including any incidents that may have occurred. Nominated supervisor to update <i>Excursion/Incursion Policy</i> , <i>Excursion/Incursion Procedure</i> and associated risk assessment.	

EXCURSION/INCURSIONS RISK ASSESSMENT

The approved provider, nominated supervisor and excursion coordinator will:

1	Conduct a risk assessment for each excursion and incursion held (See <i>Excursion/Incursion Risk Assessment</i>) For regular outings, risk assessments must be conducted every 12 months or when circumstances for the excursion change such as route or destination, identified risks/hazards (water hazards)	
2	conduct a comprehensive risk assessment prior to authorisation sought from families for the excursion or incursion	
3	develop the risk assessment in consultation with educators, families and, where possible, children	
4	consider children with additional needs or medical conditions when planning the excursion/incursion and risk assessment	
5	ensure the risk assessment takes into consideration adequate supervision and how each child will be accounted for at all times	
6	review the risk assessment following any incident or circumstance where the health, safety or wellbeing of children may be compromised	
7	update the <i>Excursion/Incursions Policy</i> and procedure as soon as possible following the identification of a risk concerning a child's safety and wellbeing	
8	ensure the <i>Excursion and Incursions Risk Assessment</i> is stored safely and securely and kept for a period of 3 years as per the <i>Record Keeping and Retention Policy</i>	

SITE VISIT

The excursion coordinator will:

1	where possible, arrange for a pre-visit to the proposed excursion venue	
2	request the venue to provide their own risk-assessment to assist in completing the risk assessment for your Service	

3	for excursions involving water hazards, ensure the <i>Water Safety Policy</i> will be followed at all times	
4	ensure attention is provided, in regard to, access to food, drink, sun protection and other amenities, including restrooms, hand washing.	

RESOURCES AND RESPONSIBILITY

The excursion coordinator will:

1	ensure at least one educator who will be attending the excursion holds current approved first aid qualifications, including emergency life support and cardio pulmonary resuscitation training, approved emergency asthma and anaphylaxis management training	
2	obtain the signature and date of approval for the excursion from the approved provider before proceeding further	
3	communicate the excursion/incursion plan to staff, educators and volunteers providing information of each stage of the event and their role	
4	ensure all volunteers/parent helpers who are assisting with the excursion have provided valid Working with Children Checks which have been verified prior to the excursion (best practice)	
5	advise families they can access details of the risk assessment prior to the excursion/incursion	
6	ensure regular attendance checks or head counts are conducted during each stage and transition of the excursion (See <i>Excursion/Incursion Plan and Checklist</i>)	

AUTHORISATIONS

The approved provider, nominated supervisor and excursion coordinator will:

1	ensure no child is permitted to partake on an excursion without written parent authorisation	
2	provide parents or authorised person with detailed information outlined in Regulation 102	
3	obtain authorisation from families of children invited to attend the excursion	
4	ensure written authorisation is obtained once in a 12-month period for regular outings or if there is a change in circumstances authorisation is updated	
5	advise families they can access details of the Risk Assessment prior to the excursion	
6	ensure the <i>Excursion/Incursion Authorisation</i> form is stored safely and securely and kept for a period of 3 years as per the <i>Record Keeping and Retention Policy</i>	

TRANSPORTATION

1	If the excursion involves any type of transportation, procedures for embarking and disembarking the vehicle used for transportation, including how each child is accounted for	

	in this process, must be included. Further, any requirements of seat belts or safety restraints under a law of each jurisdiction in which the child is being transported must also be included.	
2	Pick up and drop off locations, the proposed route (map or image of the route can be used) and processes for entering and exiting the Service premises and pick up locations and destinations must also be considered in the risk assessment.	
3	Additional considerations may include: the age, ability, needs and skills of children involved in the excursion and the need for further educators to provide adequate supervision, extreme weather conditions, health needs of all children and adults, child safe practices, movement of children between the vehicle and venue/s.	
4	The <i>Safe Transportation Policy</i> is to be followed at all times where transportation is required for excursions	
5	Key consideration is to be taken when children are embarking and disembarking on transport during an excursion as per regulations 102E and 102F, including attendance checks or head counts conducted as children embark and disembark from the vehicle	

MISADVENTURE

1	The excursion coordinator is to advise the nominated supervisor or responsible person immediately or as soon as practically possible, if there is a possibility that the health, safety or wellbeing of children is compromised during the excursion	
2	The excursion risk assessment is to take into consideration children who may become ill, injured, missing/unaccounted or exhibit challenging behaviours whilst on excursion and away from the Service	
3	INJURED CHILD DURING AN EXCURSION - Educators are to administer first aid as per the <i>Administration of First Aid Policy</i> and/or <i>Incident, Injury, Trauma and Illness Policy</i> if a child is injured whilst away from the Service on an excursion - A fully stocked first aid kit is to be available and taken on all excursions, including any medication required for children with medical conditions (example epi-pens/asthma inhalers) - Educators/staff are to contact 000 in an emergency for immediate assistance	
4	UNWELL CHILD DURING AN EXCURSION - Educators are to administer first aid as per the <i>Administration of First Aid Policy</i> and/or <i>Incident, Injury, Trauma and Illness Policy</i> if a child becomes unwell whilst away from the Service on an excursion - If a child becomes unwell on an excursion the excursion coordinator will contact the nominated supervisor/responsible person and advise of the situation and request an additional staff member to assist with ratios if required - Educators are to contact 000 in an emergency for immediate assistance - Parents or emergency contacts will be contacted to collect the child if required or to advise an ambulance has been contacted - Where possible, an educator will accompany the child to the hospital/medical attention	

5	MISSING/UNACCOUNTED CHILD DURING AN EXCURSION • If a child is deemed missing or unaccounted for during an excursion the excursion coordinator will be notified and head counts conducted for all groups of children. • Educators will search the premises for the missing/unaccounted child and alert the venue management • If the child is still unaccounted for following 10 minutes the excursion coordinator will contact the police and report the incident • The nominated supervisor/responsible person is to be contacted and advised of the situation • The nominated supervisor will contact the parents/guardian and advise of the situation • The excursion coordinator will liaise with venue staff and police/emergency services as a coordinated approach to locate the child	
6	MANAGING CHALLENGING BEHAVIOURS DURING AN EXCURSION • The excursion/incursion risk assessment is to consider children with challenging behaviours and plan effective strategies and accommodations prior to the excursion • Educators are to advise children of the expected standards of behaviour prior to the excursion • A communication plan is to be developed prior to the excursion for children with challenging behaviours and communicated to all educators and volunteers where required • Any incidents that occur on the excursion are to be communicated to parents and the nominated supervisor • The <i>Behaviour Management Policy</i> is to be followed while children are participating on an excursion • In extreme cases, children may be required to be collected from an excursion venue by parents or emergency nominees	
7	The approved provider will notify the regulatory authority within 24 hours of a serious incident, including an incident occurring on an excursion	

REVIEW		
1	The excursion coordinator will monitor and review the effectiveness of controls during the excursion/incursion and change if necessary. Consider whether educators and volunteers are aware of control measures, if new hazards have been identified and what further actions may be required	
2	The approved provider, nominated supervisor and excursion coordinator will conduct a review of practices following an incident occurring during an excursion or incursion	
3	The approved provider, nominated supervisor and excursion coordinator will monitor and evaluate the risk assessment following each excursion to determine how well it has eliminated or managed the identified hazards	

4	A regular outing risk assessment is to be reviewed every 12 months, or as soon as possible following any circumstance that may affect the health, safety and wellbeing of children attending the regular outing, including regular outings involving transportation	

REVIEW OF PROCEDURE			
Date procedure created	17.11.2025	To be reviewed	November 2026
Approved by	Tracy Gill	Position	Nominated Supervisor
Procedure Reviewed Date	Modifications/Changes		

APPENDIX: EXCURSION RISK ASSESSMENT AND MANAGEMENT PLAN

STAGE ONE: EXCURSION OVERVIEW

A risk assessment must be carried out before children are taken outside the education and care service premises on an excursion including 'regular outings'. A risk assessment is only required to be completed at least once for a 12-month period if the excursion is a 'regular outing'. The risk assessment must identify and assess risks that the excursion may pose to the safety, health or wellbeing of any child being taken on the excursion or outing and specify the strategies for minimising and managing the identified risks. (Regulation 101) NB: consideration should be given as to whether circumstances of the regular outing have changed since this risk assessment was conducted. Prior written authorisation must also be provided by parents or other authorised nominees as recorded on the child's enrolment form. For 'regular outings', the written authorisation is required to be obtained once every 12 months and must be filed in the child's individual record held at the Service.

A 'regular outing' is defined as a walk, drive or trip to and from a destination that the service visits regularly as part of its education program, and where the circumstances relevant to the risk assessment are substantially the same on each outing. (Regulation 4 (1)9(b))

REGULAR OUTING / EXCURSION DETAILS			
Date(s) of excursion – <i>Include a description of when children are to be taken on regular outings</i>		Excursion Destination	
Departure and arrival times from service		Proposed Duration	
Pick up location and drop off(s). <i>List each location travelled to and from as part of the excursion.</i>			
Proposed route <i>(map or image of route to be taken)</i>			
Proposed Activities <i>List all activities that will take place during the excursion.</i>			
Means of transport		Requirements for seat belts or safety restraints have been met?	Y/N Comment:

Water hazards on the proposed route?	Y/N Comment:	Water activities during the excursion, including any identified risks.	Y/N Comment:
Name of excursion coordinator		Number of children involved in the excursion.	
Number of educators/parents/ volunteers to provide supervision.		Full names of each adult involved in the excursion.	
Educator to child ratio: <i>(Include whether this excursion warrants a higher ratio or an adult with specialised skills is required.)</i>		Explain how ratio was determined.	
Describe process for entering and exiting the service premises and pick up locations or destinations.			
Describe procedures for embarking and disembarking the vehicle used for transportation. <i>(include how each child is accounted for in embarking and disembarking)</i>			

REGULAR OUTING EXCURSION CHECKLIST

☐ List (Roll) of children attending	☐ List of adults participating	☐ Contact information for each adult
☐ Contact information for each child	☐ Special skills of participating adults	☐ WWCC
☐ Mobile phone or other means of communicating with emergency services	☐ Medical information for each child	☐ Medication, Medical Management Plans
☐ First Aid Kit (including EpiPen)	☐ Written consent has been received from parent/guardian for each child participating on the excursion	
☐ Other items		

Use the Risk Score Matrix to identify and assess risks. Use the template below to detail the control measures implemented to eliminate or minimise risks.
[Regulation 101 (1)]

RISK SCORE MATRIX

LIKELIHOOD	CONSEQUENCE LEVEL					
		Critical	Major	Moderate	Minor	Insignificant
	Almost Certain	Extreme	Extreme	Extreme	High	Medium
	Likely	Extreme	Extreme	High	Medium	Medium
	Possible	Extreme	High	Medium	Medium	Low
	Unlikely	High	Medium	Medium	Low	Very Low
	Practically Impossible	Medium	Medium	Low	Very Low	Very Low

1. During a pre-visit to the proposed destination consider the range of safety aspects including child protection- Working with Children Checks, duty of care and risk management, insurances, adult to child ratios, weather and environmental hazards including water hazards
2. Break the event up into stages or activities
3. Identify and document potential risks and situations to be managed in each stage (hazard identification)
4. Provide detail of how these potential risks can be eliminated or minimised- including water-based activities
5. Allocate responsibility to a person/s and date

RISK ASSESSMENT ACTION PLAN						
ITEM	EVENT STAGES OR ACTIVITIES	HAZARD IDENTIFICATION (WHAT COULD GO WRONG?)	RISK RANKING USE MATRIX	ELIMINATION OR CONTROL MEASURES	RESPONSIBILITY	
					WHO	WHEN
1						
2						
3						
4						
5						
6						
7						

The Excursion Risk Assessment & Management Plan has been developed in consultation with the service. By signing the below agreement, Staff and educators acknowledge that they are aware of the recognised risks and understand the actions required to supervise and facilitate a safe event for all children. (A risk assessment must be undertaken prior to seeking authorisation- R. 102).

FULL NAME		SIGNATURE		DATE	
FULL NAME		SIGNATURE		DATE	
FULL NAME		SIGNATURE		DATE	
FULL NAME		SIGNATURE		DATE	

Plan prepared by	Full Name		Role/Position		Signature	
Plan prepared in consultation with	Full Name		Role/Position		Signature	
Plan prepared in consultation with other agencies (if applicable)	Full Name		Role/Position		Signature	
Communicated to all relevant staff	Y / N	Comment if needed		Vehicle safety information reviewed and attached		Y/N
Approved provider authority	Full Name		Signature		Date	
Risk assessment evaluation and review date Monitor the effectiveness of the controls and change if necessary.	Date		Actions required			

GOVERNANCE POLICY

The *Governance Policy* provides the overall direction, effectiveness, supervision and accountability of a Service. The approved provider and management are responsible for guiding the direction of the service, ensuring that its goals and objectives are met in line with the philosophy, and all legal and regulatory requirements governing the operation of the Service.

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 7: GOVERNANCE AND LEADERSHIP		
7.1	Governance	Governance supports the operation of a quality service that is child safe.
7.1.2	Management systems	Systems are in place to manage risk and enable the effective management and operation of a quality service that is child safe.
7.1.3	Roles and responsibilities	Roles and responsibilities are clearly defined, and understood, and support effective decision making and operation of the service.
7.2	Leadership	Effective leadership builds and promotes a positive organisational culture and professional learning community.
7.2.1	Continuous improvement	There is an effective self-assessment and quality improvement process in place.
7.2.2	Educational leadership	The educational leader is supported and leads the development and implementation of the educational program and assessment and planning cycle.
7.2.3	Development of professionals	Educators, coordinators, and staff members' performance is regularly evaluated, and individual plans are in place to support learning and development.

EDUCATION AND CARE SERVICES NATIONAL LAW AND NATIONAL REGULATIONS	
S. 2A	Paramount consideration—safety, rights and best interests of children
S. 3A	Paramount consideration
S. 4	How functions to be exercised
S. 19	Conditions on provider approval
S. 51	Conditions on service approval
S. 162	Offence to operate education and care service unless responsible person is present
S. 166A	Offence to subject child to inappropriate conduct Offences relating to inappropriate conduct
S. 172	Offence to fail to display prescribed information
S. 173	Offence to fail to notify certain circumstances to Regulatory Authority

S. 174	Offence to fail to notify certain information to Regulatory Authority
S.174AA	Educators and other staff members of education and care service to notify certain information
S. 174AB	Approved provider must notify Regulatory Authority of event under section 174AA
S. 175	Offence relating to requirement to keep enrolment and other documents
Part 6A	Devices in Education and Care Services
S. 188	Offence to engage person to whom prohibition notice applies
S. 269B	National Early Childhood Worker Register
S. 269E	Approved provider must give information to the National Authority for the National Early Childhood Worker Register
29	Condition on service approval-insurance
31	Condition on service approval-quality improvement plan
55	Quality improvement plans
56	Review and revision of quality improvement plans
73	Educational program
74	Documenting of child assessments or evaluations for delivery of educational program
84	Awareness of child protection law
104	Fencing
106	Laundry and hygiene facilities
107	Space requirements- indoor space
108	Space requirements- outdoor space
109	Toilet and hygiene facilities
110	Ventilation and natural light
117A	Placing a person in day-to-day charge
117B	Minimum requirements for a person in day-to-day charge
117C	Minimum requirements for a nominated supervisor
157	Access for parents
158	Children's attendance record to kept by approved provider
160	Child enrolment records to be kept by the approved provider and family day care educator

161	Authorisations to be kept in enrolment record
162	Health information to be kept in enrolment record
167	Record of service's compliance
168	Education and care service must have policies and procedures
170	Policies and procedures to be followed
171	Policies and procedures to be kept available
172	Notification of change to policies and procedures
173	Prescribed information to be displayed
174	Time to notify certain circumstances to Regulatory Authority
175	Prescribed information to be notified to the Regulatory Authority
176	Time to notify certain information to Regulatory Authority
177	Prescribed enrolment and other documents to be kept by approved provider
180	Evidence of prescribed insurance
181	Confidentiality of records kept by approved provider
183	Storage of records and other documents
184	Storage of records after service approval transferred
185	Law and regulations to be available

RELATED LEGISLATION

Family Assistance Law – Incorporating all related legislation as identified within the [Child Care Provider Handbook](#)

RELATED POLICIES

Acceptance and Refusal Authorisation Policy Administration of First Aid Policy CCS Governance Policy Code of Conduct Policy Child Protection Policy Child Safe Environment Policy Dealing with Infectious Diseases Policy Dealing with Complaints Policy Delivery of Children to, and collection from EEC Service Policy	Nutrition Food Safety Policy Orientation of Families Policy Payment of Fees Policy Privacy and Confidentiality Policy Probation and Induction Orientation Policy Protected Disclosures (Whistleblower) Policy Record Keeping and Retention Policy Safe Arrival of Children Policy Safe Transportation Policy

Emergency and Evacuation Policy	Safe Use of Digital Technologies and Online
Enrolment Policy	Environments Policy
Excursion/Incursion Policy	Sleep and Rest Policy
Incident, Injury, Trauma & Illness Policy	Staffing Arrangements Policy
Interactions with Children, Staff and Families	Student, Volunteer and Visitor's Policy
Policy	Sun Safe Policy
Medical Conditions Policy	Water Safety Policy
	Work, Health and Safety Policy

PURPOSE

Our Service aims to ensure all legal and financial requirements are implemented and recognised through appropriate governance practices, providing quality education and care, meeting the principles, practices and elements of the approved learning frameworks, such as the Early Years Learning Framework (EYLF V2.0) and the National Quality Framework (NQF). We believe that children's safety, rights, and best interests are the paramount consideration for all Service operations, decisions and functions. Our Service ensures that child safety, wellbeing and best interests take priority over all other considerations, including financial interests or other obligations of management, and are embedded in our daily practices, policies and procedures.

SCOPE

This policy applies to children, families, staff, educators, management, approved provider, nominated supervisor, students, volunteers and visitors of the Service.

IMPLEMENTATION

Under the Education and Care Services National Regulations, the approved provider must ensure that policies and procedures are in place in relation to the governance and management of the service and that they take reasonable steps to ensure those policies and procedures are followed. ACECQA 2021. For definitions and key terms used within this policy, refer to *Key Terms – Policies and Procedures*.

Governance is the process that directs and controls our Service, ensuring accountability and supporting decision making. The approved provider and nominated supervisor of the Service accept the legal responsibilities associated with establishing, administering, and maintaining the Service. Management may include Persons with Management or Control of the Service (PMC) as defined by ACECQA. Persons with Management or Control may *participate in executive or financial decision-making or have authority or responsibility for, or significant influence over, the planning, direction or control of the activities or the delivery of the education and care service* (ACECQA 2023). Our Service has the following established positions:

Approved provider	Dora Nilda Palacios Vazquez
Nominated supervisor	Tracy Gill
Educational leader	Tracy Gill
Persons with Management or Control	Dora Nilda Palacios Vazquez
Responsible persons	Renee Certoma, Cassandra Hopper, Kayla Gill
Lead educators	Naomi Curtin, Cassandra Hopper, Alexandra Psaras

NATIONAL QUALITY FRAMEWORK (NQF) AND NATIONAL QUALITY STANDARD (NQS)

Our Service will ensure full compliance with the National Law and National Regulations at all times, and the approved provider will maintain provider approval under the NQF by continuing to meet all eligibility, suitability, and operational requirements to deliver education and care Services. The approved provider will follow and implement all directions or orders issued by the regulatory authority or the Minister of Education. Our Service will participate in the NQS process as outlined within the Guide to the National Quality Framework. The approved provider and nominated supervisor will ensure all educators and staff are prepared for assessments and ratings, ongoing quality improvement, and compliance with all regulatory requirements. Our Service will work towards achieving an 'Exceeding' rating in all seven quality areas defined in the NQS of the NQF.

NOTIFICATION AND REPORTING

The approved provider is responsible for ensuring all notification and reporting requirements are met regarding the National Quality Framework, Family Assistance Law, Child Protection, Reportable Conduct Scheme, taxation and other legislation as required, as outlined within the *Notification and Reporting Guide*. Educators and staff will be informed of notification requirements during induction training and ongoing guidance, to ensure incidents are reported to the approved provider in a timely manner.

All notifications are made to the regulatory authority in writing, through the National Quality Agenda IT System ([NQA ITS](#)) or in other ways, if specified; within the specific timeframes as outlined in the National Quality Framework. All notifications made to the Department of Education as per Family Assistance Law are made via the Provider Portal or CCS Software OWNA. Reportable Conduct Schemes may have dedicated online reporting forms or systems for approved providers to complete.

Key notification and reporting requirements:

National Law or Regulation	Notification to the regulatory authority by the approved provider	
S. 37, 38, 39, 40 59, 59A, 86, 173, 174, 306 R. 36, 174, 175	of changes regarding the approved provider, Persons with Management or Control or operational changes	
	Timeframe	Within 7 days (check notification guide as timeframes differ, 7 days is the minimum requirement)
174AB	when they become aware of an event, such as (a) a negative notice in relation to the educator or other staff member or (b) a change in relation to the educator's accreditation or registration as a teacher	
	Timeframe	Submit this notification via email to information@earlylearningcommission.nsw.gov.au within 24 hours of becoming aware.
S. 174 R. 12, 175, 176	of any incident or complaint that seriously compromises the safety, health or wellbeing of a child, including physical or sexual abuse	
	Timeframe	within 24 hours or within 24 hours of the approved provider being aware of the incident, complaint or allegation
S. 56, 56A, 173 R. 35	of any changes to the nominated supervisor	
	Timeframe	at least 7 days prior to the appointment (or as soon as possible, but no more than 14 days after commencement)

National Law or Regulation	Notification to families	
S. 69	transfer of Service approval	
	Timeframe	7 days before transfer
S. 37, 38, 84 85, 86 R. 172	- changes to policy or procedures that: ○ affect the fees charged or the way they are collected ○ significantly impact the service's education and care of children, or ○ significantly impact the family's ability to utilise the service.	
	Timeframe	At least 14 days before
R. 88, 93, 94	- occurrence of an infectious disease - medication administered during an emergency, including an asthma or anaphylaxis emergency	
	Timeframe	As soon as practicable
R. 86	any incident, injury, trauma or illness involving their child	
	Timeframe	As soon as practicable, but within 24 hours

National Law or Regulation	Notification to the approved provider

174AA	educators and other staff members must notify the approved provider in writing in the event of (a) a negative notice in relation to the educator or other staff member or (b) a change in relation to the educator's accreditation or registration as a teacher	
	Timeframe	Within 72 hours of the event or within 24 hours of becoming aware

CHILDREN'S HEALTH AND SAFETY

Our Service is dedicated to ensuring that all health and safety needs are met through the implementation of a high standard of hygiene practices to control the spread of infectious diseases, the prevention and management of injuries and illness, and to provide a safe and secure physical environment for children, in accordance with the *Administration of First Aid Policy, Administration of Medication Policy, Dealing with Infectious Diseases Policy, Health and Safety Policy, Incident, Injury, Trauma & Illness Policy, Medical Conditions Policy, Nutrition Food Safety Policy, Safe Use of Digital Technologies and Online Environments Policy, Sun Safe Policy, Supervision Policy, Unexpected Death of a Child or Staff Member at the Service Policy and Water Safety Policy*.

CHILD SAFE ENVIRONMENT

Our Service is committed to ensuring all educators, staff, students, and volunteers understand and consistently implement our child safe policies, including *Child Protection, Child Safe Environment, Code of Conduct and Policies* to maintain a child safe environment in accordance with the National Principles for Child Safe Organisations – (Child Safe Standards). No staff member, educator, or volunteer will engage in or overlook any inappropriate conduct towards a child while on the Service premises, during Service activities, excursions or any activity related to the Service. We ensure that children being educated and cared for are adequately supervised at all times, including when using digital devices as part of the educational program.

To ensure children's safety, access to the Service will be refused to any parent, guardian or authorised person where their behaviour, actions or known circumstances pose a risk to the safety or wellbeing of children, staff, volunteers or visitors. The approved provider will keep copies of all court orders and other legal documents in the child's enrolment records to ensure that a parent is not permitted access to the Service or their child when a court order or parenting order prohibits such access.

Our Service ensures that educators, staff, volunteers, and students are informed about the different ways children may express concerns, distress and disclose harm, as well as the process for responding to

disclosures from children- including a complaint that alleges a child is exhibiting sexual behaviours that may be harmful to the child or another child. (ACECQA, 2023.)

We believe that children's safety, rights, and best interests should be the top priority in all decisions and actions at our Service. Our Service will use the *Paramount Consideration Record* where appropriate to show how our Service decisions and actions put children's safety, rights and best interests first.

SERVICE PHILOSOPHY, SELF-ASSESSMENT AND QUALITY IMPROVEMENT PLAN (QIP)

Our Service will develop a QIP within the first 3 months of operation in collaboration with children, parents/guardians, educators and the management team. The Service philosophy will reinforce all other documentation and everyday practices, reflecting the principles of the approved frameworks, such as the *Belonging, Being and Becoming: The Early Years Learning Framework for Australia, V2.0*

The approved provider will ensure:

- the Service philosophy is developed to guide management, staff and business decisions and is included within the QIP
- the QIP reflects a culture of continuous improvement, assessing the Service's practices against the National Quality Framework and identifies areas of improvement
- the QIP is available at the Service premises upon request and is updated at least annually or upon request by the regulatory authority
- the QIP is submitted to the regulatory authority upon request within the required timeframe
- coherent aims and goals, reflecting the interests, values, and beliefs of all stakeholders, are developed and recorded within the QIP as part of the Service's self-assessment reflective procedures.

PHYSICAL ENVIRONMENT

Our Service will ensure the environment is safe, stimulating, clean, and well maintained by regularly inspecting and maintaining facilities, equipment, and resources, supervising children at all times, and providing spaces that support learning, engagement, and inclusive interactions in accordance with the National Quality Framework and *Physical Environment Policy*. The approved provider will ensure that requirements relating to the physical environment, space, equipment and facilities are met at all times children are educated and cared for.

STAFFING

Our Service will comply with all staffing requirements as provided for under the National Quality Framework, in accordance with the *Staffing Arrangements Policy*, *Probation Induction and Orientation Policy*, *Recruitment Policy* and *Code of Conduct Policy*. The approved provider is responsible for implementing effective child-safe recruitment, induction, supervision, and performance processes; appointing and supporting suitable and qualified leaders and staff; ensuring compliance with legislative and regulatory requirements; maintaining clear roles, responsibilities, and records; and fostering a culture of accountability, professional growth, and child safety within the Service.

CODE OF CONDUCT

The standards of behaviour outlined in our *Code of Conduct Policy* provide guidance for all staff and educators to make personal and ethical decisions related to confidentiality, recruitment, duty of care, record keeping, professional relationships and appropriate use of resources within the Service. Employees, educators, staff and management are informed that inappropriate conduct and behaviour, including bullying, sexual harassment, discrimination and harassment, will not be tolerated. They are also aware of the relevant Reportable Conduct Schemes and mandatory reporting systems, as well as our *Reportable Conduct Report Form*, designed to support and assist with the notification process.

MAINTENANCE OF RECORDS

Our Service is committed to meeting all record-keeping requirements under the National Quality Framework, National Model Code, and relevant legislation, with the approved provider responsible for ensuring records are accurately maintained, securely stored, regularly reviewed, and managed in line with authorisation, privacy, confidentiality, and retention requirements. Refer to *the Record Keeping and Retention Policy*, along with the *Quick Reference Guide and Checklist*, for notification requirements and timeframes to the regulatory authority, Department of Education or other authority.

The approved provider will ensure key Service information is clearly displayed and accessible to families, staff, and visitors. This includes provider and service approval details, nominated supervisors, quality ratings, any waivers, operating hours, contact details for complaints and the regulatory authority, and the names of the responsible person and educational leader. In relation to Service ratings, the approved provider must display the current and previous rating levels for each quality area under the NQS, the overall service rating, and any suspended or revoked ratings, as well as the quality rating certificate. The Service's quality and compliance history must be displayed, covering the past 2 years of compliance history, any prosecution information and compliance actions that are under review. Our Service will update the quality and compliance history statement following a change to NQS ratings issued or

compliance notices issued, within 7 days

Notices must also be displayed if a child at risk of anaphylaxis is enrolled or if an infectious disease has occurred. Where required, our Service will display information in languages commonly spoken by families enrolled at the service to support understanding and inclusion.

The approved provider will collect and maintain digital staff records within the [National Early Childhood Worker Register](#) and ensure the register is updated within 14 days following any changes about a staff member, educator, student or volunteer engaged in the Service.

CONFIDENTIALITY

All members of the management team, along with the nominated supervisor, responsible person, educators, and staff who gain access to confidential information, whether in the course of their work or otherwise, shall not disclose information to anyone unless the disclosure of such information is required by law and will respect the confidentiality of all documents and meetings that occur.

Management, educators, staff, volunteers, visitors, families and children will maintain a high standard of confidentiality relating to the operation of the Service, in accordance with the *Privacy and Confidentiality Policy and Procedure*. The approved provider will ensure records or information are not provided to persons unless authorised, as per Reg. 181, by implementing strict access controls, training staff on confidentiality obligations, and verifying requests against legal and regulatory requirements.

Our Service provides a safe and confidential process for reporting wrongdoing, misconduct, or any matter that may risk the safety, welfare, or wellbeing of children within the service through the *Protected Disclosure (Whistleblower) Policy*. This process supports a culture of integrity and accountability.

POLICY REVIEW AND MANAGEMENT

The approved provider will ensure policies and procedures are developed, implemented and maintained, in accordance with Reg. 168, as outlined within the *Writing, Reviewing and Maintaining Policies Policy*. The approved provider must ensure staff, students, and volunteers follow Service policies and procedures. The approved provider will ensure a culture of continuous improvement is maintained to ensure policies and procedures:

- comply with all legislative and regulatory requirements
- align with our Service philosophy and goals
- are followed and implemented by all educators and staff

- are routinely reviewed to reflect any changes to legislation or best practice recommendations
- are reviewed following any incident or complaint that reveals policy weakness
- reflect feedback from educators, staff, children and families.

ETHICAL DECISION-MAKING

Our Service will make decisions which are consistent with our policies and procedures and that work in conjunction with the Education and Care Services National Law and National Regulations, our approved learning framework and the ethical standards within the Early Childhood Australia (ECA) Code of Ethics.

MANAGING CONFLICTS OF INTEREST

Conflict of interest, whether actual, potential or perceived, must be declared by all members of the management team, Persons with Management or Control, nominated supervisor, senior staff and managed effectively to ensure integrity. Every stakeholder that is in a position of management has a responsibility to ensure their transactions, external business interests and relationships will not cause potential conflicts and to make such disclosures in a timely manner as they arise.

The following process will be followed to manage any conflicts of interest:

1. Whenever there is a conflict of interest, the member concerned must notify the approved provider about the conflict.
2. The member with a conflict of interest must not be present during the meeting of the management team or management meeting where the matter is being discussed or participate in any decisions made on that matter. The member concerned must provide the management committee/approved provider with any and all relevant information they possess on the particular matter.
3. The minutes of the meeting must reflect that the conflict of interest was disclosed, and that appropriate processes were followed to manage the conflict.
4. A *Conflict of Interest Disclosure Register and Statement* must be completed by each member of the management team/staff member upon his or her appointment and annually thereafter. If the information in this statement changes during the year, the member shall disclose the change to the approved provider and revise the disclosure statement accordingly.

EDUCATIONAL PROGRAM

Our Service aims to enhance children's learning and development through intentional pedagogical practices, a positive learning environment and a program based on an approved learning framework. This approach supports each child's sense of identity and wellbeing and aligns with the principles and practices outlined in our *Educational Program Policy*. The approved provider will ensure the educational program meets the educational and developmental needs of all children enrolled at the Service. An educational leader will be appointed and supported by the approved provider to lead the development and implementation of the educational program and assessment and planning cycle.

MANAGEMENT OF COMPLAINTS

Our *Dealing with Complaints Policy* and associated procedures support and encourage children, families, parents, educators, staff, visitors, students and members of the community to lodge a grievance or complaint with the assurance that all matters will be handled conscientiously and confidentially. Our Service ensures our complaint processes are child-focused and easily understood by children, young people and families and are accessible, effective and culturally safe.

BUSINESS AND FINANCIAL PLANS

Our Service aims to comply with the Child Care Subsidy legislative requirements associated with operating a fee reduction service for eligible families. We are committed to meeting our obligations to maintain financial integrity and have effective compliance systems in place to ensure child care funding is administered appropriately. Management will continuously examine our business and service model to identify opportunities to cater to the needs of our families and community. Management will ensure a strategic plan and business plan are developed for the Service, in alignment with the Service Philosophy and purpose.

The approved provider will:

- ensure the Service remains financially viable and can meet its debts and other obligations as they fall due by developing and implementing a budget or other financial management plan
- ensure the Service holds a current insurance policy for public liability with a minimum cover of \$10,000,000 [or public liability provided by the Government of a State or Territory in respect of an education and care Service] and that insurance documents are available upon request
- review the Service's budget and monitoring financial performance and management to ensure the Service is solvent at all times and has sound financial strength
- approve annual financial statements and provide required reports to government bodies, and maintain appropriate delegations and internal controls
- comply with funding agreements where appropriate.

OWNERSHIP AND DISCLOSURE REQUIREMENTS

The approved provider will maintain transparency in governance and ownership arrangements by disclosing to the regulatory authority, as required, the names of any related entities and any subsequent changes within the required timeframes. The approved provider will take reasonable steps to clearly demonstrate their ownership structure: at any of their early childhood education and care (ECEC) Service premises,

- on their Service website and other digital content,
- in all advertisements, and
- in any information required to be displayed under the National Law.

Reasonable steps to clearly demonstrate the ownership structure:

The approved provider will ensure that families and the community can readily identify who operates the service they use; in other words, know exactly who is behind the service, especially if their service operates as part of a group (service group) and has a group brand name. To meet the above criteria, the approved provider will:

- clearly display the group brand name at the service premises, using the recommended size of 30% or larger than the largest text used in the same display
- show the group brand name in at least 1 visible place at the service, e.g., entrance signs, foyer, reception
- use the group brand name on the service website home page and on social media accounts, making sure the name is easy to find, e.g., in the 'About' section
- include the group brand name in online, print, signage and broadcast advertising
- use the group brand name in required approval documents and certificates, including the provider and service approval certificates.

THE APPROVED PROVIDER IS LEGALLY RESPONSIBLE FOR:

- regularly reviewing the Service's operational and governance processes to ensure they are effective, compliant, and support continuous improvement
- ensuring compliance with the Education and Care Services National Law and Education and Care Services National Regulations
- ensuring all staff and volunteers are aware of the Service's *Protected Disclosures (Whistleblower) Policy* and provide regular training to all staff and management on how to make a protected disclosure

- complying with all other NSW and Australian governments' legislation that impacts upon the management and operations of a Service
- ensuring compliance by all employees and educators with the National Quality Framework and other relevant legislation or laws as required
- ensuring educators, staff, students, and volunteers have knowledge of and adhere to this policy
- providing new employees, students and volunteers with a copy of the *Governance Policy* and procedure as part of their induction and are advised on how and where the policy can be accessed
- ensuring families are aware of this *Governance Policy*
- complying with Family Assistance Law (FAL)
- adhering to legislative requirements related to taking images or videos of children in early education and care
- acting honestly and with due diligence
- ensuring the number of children attending the Service does not exceed the number of children as outlined within licensing requirements, by monitoring enrolments, attendance, and group allocations (exemptions may apply in an emergency: child protection order or urgent health care needs of a parent)
- being an employer, including all legal and ethical responsibilities that this entails
- managing control and accountability systems
- ensuring Service policies and procedures are readily accessible to the nominated supervisor, staff and volunteers at the Service
- providing Service policies and procedures upon request
- ensuring a copy of the Education and Care Services National Regulations and National Law is available at all times at the service for use by educators, staff, families and visitors (Reg. 185).

THE NOMINATED SUPERVISOR IS RESPONSIBLE FOR:

- adhering to the Education and Care Services National Law and National Regulations
- developing ethical standards and a code of conduct which guide actions and decisions in a way that is consistent and reflective of the Service's expectations
- undertaking periodical planning and risk assessments and having appropriate risk management strategies in place to manage risks faced by the Service
- ensuring that actions taken, and decisions made are clear and consistent and will help build confidence in all stakeholders
- the day-to-day management of the Service

- the effectiveness of the Service’s well-defined partnership between the management team and the nominated supervisor. The partnership requires a clear understanding of roles and responsibilities, and regular and open communication.
- producing outcomes together with educators and staff. Educators must agree on their responsibilities and work according to current policies and procedures.
- identifying and reporting if something significant occurs (for example: Work Health and Safety; Fraud Prevention; Complaint handling)
- identifying work required for completion and delegating to the appropriate educator/staff
- ensuring educators and staff do not delegate responsibilities for which they are accountable for, or those that have been delegated to them by management
- delegating all tasks in writing with a clear due date
- ensuring educators are adhering to Service policies and procedures
- ensuring educators adhere to legislative requirements for taking images or videos of children in early education and care.

CONTINUOUS IMPROVEMENT/REFLECTION

Our *Governance Policy* will be evaluated and reviewed on an annual basis or earlier if there are changes to legislation, ACECQA guidance or any incident related to our policy. Feedback will be requested from children, families, staff, educators and management and notification of any change to policies will be made to families within 14 days.

RELATED RESOURCES

Approved Provider Transfer	NQS Assessment and Rating Process-Letter to Families
Blank Action Plan	NQS Assessment and Rating Visit-Letter to Families
Budget Forecast Guide	Paramount Consideration Record
Budget Forecast Spreadsheet	Philosophy Development and Review Procedure
Compliance Calendar	Philosophy Template
Compliance Checklist	QIP Register of Goals
Conflict of Interest Register and Statement	Quality Improvement Plan Guide
Credit Card Agreement	Quality Improvement Plan Workbook
Director Management Report	Reportable Conduct Report Form
Key Terms – Policies and Procedures	Service Closure Letter
New Ownership Letter	
Notification and Reporting Guide	

SOURCES

Australian Children’s Education & Care Quality Authority. (2026). [Guide to the National Quality Framework](#)

Australian Children's Education & Care Quality Authority. (2025). Policy and procedure guidelines. [Governance and Management Policy Guidelines](#).

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Children (Education and Care Services) National Law (NSW)

Early Childhood Australia Code of Ethics. (2016).

[Education and Care Services National Law Act 2010](#).

[Education and Care Services National Regulations 2011](#)

NSW Government. (2026). [Education and Care Services \(Supply, Authorisation and Use of Devices\) Order 2026](#).

NSW Government. (2026). [Ownership transparency guidance](#)

NSW Government. (2026). [Child safe recruitment and employment practices](#)

Work Health and Safety Act 2011 (Cth). <https://www.legislation.gov.au/Details/C2017C00305>

REVIEW

POLICY REVIEWED BY	Christian Stumpfs	Area Manager	10/06/2026
POLICY REVIEWED	JUNE 2026	NEXT REVIEW DATE	JUNE 2027
VERSION NUMBER	V2		
MODIFICATIONS	• added additional information re: ownership transparency guidance; reportable conduct and child safe environments • edits for clarity • sources updated as required		
PREVIOUS MODIFICATIONS			
	JANUARY 2026 • added information about not permitting any inappropriate conduct to children • added information re: refusal of entry of persons if children’s safety is at risk • additional information added regarding the display of the compliance history statement		

NOTIFICATION AND REPORTING GUIDE

Approved providers are required to ensure all notification and reporting requirements are met regarding the National Quality Framework, Family Assistance Law and other legislation. Notifications must be made to the Department of Education or regulatory authority, in writing, within the specified timeframes as outlined below, in conjunction with the *CCS Notification Policy* and *Governance Policy*.

The ACECQA [National Decision Tree](#) assists approved providers, nominated supervisors and educators identify when and how to notify the regulatory authority. This interactive tool provides clear guidance on required notifications, detailing specific incidents or events that mandate notification and the timeframes within which they must be reported. The National Decision Tree aims to streamline compliance, ensuring that all necessary regulatory requirements are met promptly and accurately.

This feature can be valuable for Services looking to maintain compliance and simplify the decision-making process related to incident reporting.

This Guide is to be used in association with the *Regulatory Authority Notification Procedure*.

INFORMATION TO INCLUDE IN A NOTIFICATION OF AN INCIDENT

- The approved provider and Service approval ID number (if the Service has more than one location/centre, ensure the Service ID number corresponds with the Service where the incident occurred)
- The full names of all people who were involved (e.g., staff, parents and children)
- Contact details of the person making the notification, if available
- A clear description of the notification
- Information about any internal investigation intended to be undertaken or already in progress
- Supporting documents e.g., a copy of the notification/complaint if made by letter or email
- A clear description what happened, including any reasons if they are known e.g., a child slipped over because there was water on the floor from a water play activity
- The outcome of the incident e.g., injuries
- Details of any first aid or other medical treatment, and the outcome of that treatment
- The time, date and location of the incident
- Information about supervision and educator-to-child ratios at the time of the incident
- Whether notifications have been made to parents/families/carers
- Whether notifications have been made to other government agencies e.g., NSW Department of Family and Community Services or the NSW Ombudsman. Include a reference number if available.
- Information about any internal investigation intended to be undertaken or already in progress
- Supporting documentation such as an incident report, photographs of an injury or location or a medical report
- Risk mitigation measures that are/will be taken by the service to prevent a similar incident happening again, or what methods are already in place to prevent this

CHANGE OF INFORMATION REGARDING THE APPROVED PROVIDER DETAILS			
REGULATION OR NATIONAL LAW	MATTERS TO BE NOTIFIED	WHO NEEDS TO NOTIFY	TIMEFRAME FOR NOTIFICATION
Section 39(2)	Death of approved provider	Nominated supervisor or person in day-to-day control	Within 7 days of the death
Section 173(1)(a)	Notice of change in name of approved provider	Approved provider	Within 14 days
Section 173(1)(b)	Notice of any appointment or removal of a person with management or control of service	Approved provider	Within 14 days
Section 174(1)(a)	Any change relevant to approved provider's fitness and propriety	Approved provider	Within 7 days
Section 174(1)(b) Regulation 175(1)(a)	Change to address, principal office or contact details of approved provider	Approved provider	Within 7 days
Section 174(1)(b) Regulation 175(1)(b)	The appointment of receivers or liquidators or administrators to the approved provider or any other matters that affect the financial viability and ongoing operation of the education and care service	Approved provider	Within 24 hours
Section 306(5)	If an approved provider is a trust, the trust must notify the identity of the trustee	The trust	Within 30 days after the scheme commencement day
Section 38(1)	Surrender of provider approval	Approved provider	No specified timeframe
Section 19	The names of any related entities of the approved provider and any changes in the names of any related entities of the approved provider	Approved provider	Within 7 days of the relevant event or within 7 days of the approved provider becoming aware of the relevant event

CHANGE OF INFORMATION REGARDING THE EDUCATION AND CARE SERVICE DETAILS			
REGULATION OR NATIONAL LAW	MATTERS TO BE NOTIFIED	WHO NEEDS TO NOTIFY	TIMEFRAME FOR NOTIFICATION
Section 173(1)(c)	A failure to commence operating within 6 months (or within the time agreed with the regulatory authority) of being granted a service approval	Approved provider	Within 14 days
Section 173(2)(a) Regulation 174(1)	Suspension or cancellation of a working with children card or teacher registration of a nominated supervisor, or disciplinary proceedings of a nominated supervisor under an education law	Approved provider	Within 14 days
Section 174(2)(c) Regulation 175(2)(a)	Any change to the hours and days of operation of the service	Approved provider	Within 7 days
Section 56(1) Regulation 35	Adding nominated supervisor(s)	Approved provider	At least 7 days prior to commencement (or as soon as practicable but no more than 14 days after commencement)
Section 56A	Change of a nominated supervisor's name or contact details	Approved provider	No specified timeframe
Section 173(2)(b)	A nominated supervisor is no longer employed at the service, is removed from the role or withdraws consent to the nomination	Approved provider	Within 7 days
Section 173(2)(c)	Any proposed change to the premises	Approved provider	Within 7 days
Section 59 Regulations 36 & 37	Intention to transfer service approval	Transferring approved provider and receiving approved provider	At least 60 days before transfer (except WA services which is at least 42 days before the transfer)
Section 59A	Delay to transfer of service approval	Transferring approved provider and receiving approved provider	As soon as practicable (not yet a requirement in WA)
Section 68	Confirmation of transfer taking effect, specifying the date of transfer	Transferring approved provider and receiving approved provider	Within 2 days after transfer

Section 173(2)(d)	Ceasing to operate the education and care service	Approved provider	Within 7 days
Section 86(1)	Surrender of service approval	Approved provider	No specified timeframe
Section 174(2)(c) Regulation 175(2)(ab)	Any change to the ages of children being educated or cared for by a centre-based service	Approved provider	Within 7 days
Section 174(2)(c) Regulation 175(2)(ac)	Any change to the nature of education and care offered by a centre-based service	Approved provider	Within 7 days
Section	Any changes to the educator or staff member's Working with Children Check (WWCC), including any negative notices or changes to teacher accreditation or	Approved provider	Within 24 hours
Regulation 175 (2)(f)	The first time the service provides, or arranges for, the transportation of children	Approved provider	Within 7 days
Regulation 175 (2)(g)	The final time the service provides, or arranges for, the transportation of children	Approved provider	Within 7 days

INFORMATION REGARDING SERIOUS INCIDENTS			
REGULATION OR NATIONAL LAW	MATTERS TO BE NOTIFIED	WHO NEEDS TO NOTIFY	TIMEFRAME FOR NOTIFICATION
Section 174(2)(a) Regulation 12 Regulation 176 (2)(a)(i)	Serious incident - death of a child	Approved provider	As soon as practicable, but within 24 hours
Section 174(2)(a) Regulation 12 Regulation 176(2)(a)(ii)	Serious incident any incident involving serious illness of a child while being educated and cared for which the child attended or ought reasonably to have attended a hospital	Approved provider	Within 24 hours of becoming aware of the incident

	- any incident involving serious injury or trauma to a child while being educated and cared for which the child attended or ought reasonably to have attended a hospital, or a reasonable person would consider that the child would require urgent attention from a registered medical practitioner - any emergency for which emergency services attended. NOTE: This means an incident, situation or event where there is an imminent or severe risk to the health, safety or wellbeing of a person at an education and care service. It does not mean an incident where emergency services attended as a precaution - a child is missing or cannot be accounted for or appears to have been removed from the premises in a manner that contravenes the National Regulations - a child is mistakenly locked in or out of the premises or any part of the premises - a child appears to have been involved in a sexual offence or sexual misconduct whilst attending the Service		

INFORMATION REGARDING COMPLAINTS			
REGULATION OR NATIONAL LAW	MATTERS TO BE NOTIFIED	WHO NEEDS TO NOTIFY	TIMEFRAME FOR NOTIFICATION
Section 174(2)(b) Regulation 12 Regulation 176 (2)(b)	Any complaint alleging that a serious incident has occurred or is occurring at an education and care service, or the National Law has been contravened (refer to Serious Incidents outlined in table above)	Approved provider	Within 24 hours of becoming aware of the complaint

INFORMATION REGARDING PRESCRIBED MATTERS			
REGULATION OR NATIONAL LAW	MATTERS TO BE NOTIFIED	WHO NEEDS TO NOTIFY	TIMEFRAME FOR NOTIFICATION

Section 174(2)(c) Regulation 175(2)(b) Regulation 176 (2)(b)	Any incident that requires the approved provider to close, or reduce the number of children attending the service for a period	Approved provider	Within 24 hours of becoming aware of the incident
Section 174(2)(c) Regulation 175(2)(c) Regulation 176 (2)(c)	Any circumstance at the service that poses a risk to the health, safety or wellbeing of a child attending the service	Approved provider	Within 7 days
Section 174(2)(c) Regulation 175(2)(d) Regulation 176 (2)(bb)	Any incident where the approved provider reasonably believes that physical or sexual abuse of a child or children has occurred or is occurring while the child is being educated and cared for by the service	Approved provider	Within 24 hours of becoming aware of the incident
Section 174(2)(c) Regulation 175(2)(e) Regulation 176 (2)(bc)	Allegations that physical or sexual abuse of a child or children has occurred or is occurring while the child is being educated and cared for by the service	Approved provider	Within 24 hours of becoming aware of the allegation
Section 174(2)(c) Regulation 123(5) Regulation 175(2)(ca) Regulation 176 (2)(ba)	The centre-based service is educating and caring for extra child/ren due to an emergency	Approved provider	Within 24 hours

INFORMATION REGARDING NOTIFICATIONS THAT MUST BE PROVIDED TO PARENTS			
REGULATION OR NATIONAL LAW	MATTERS TO BE NOTIFIED	WHO NEEDS TO NOTIFY	TIMEFRAME FOR NOTIFICATION
Section 37(3)	Voluntary suspension of provider approval; parents must be notified by the approved provider	Approved provider	At least 14 days prior to application for suspension
Section 38(3)	Surrender of provider approval; parents must be notified by the approved provider	Approved provider	At least 14 days before the surrender is intended to take effect
Section 69	Transfer of Service approval; parents must be notified of the transfer	Receiving approved provider	At least 7 days before transfer, except in WA, which is at least 2 days before the transfer
Section 84	Notice of suspension or cancellation; approved provider must inform parents of any suspension or cancellation	Approved provider	No specified timeframe

Section 85	Voluntary suspension of service approval: approved provider must notify the parents of children enrolled at the service and any associated children's services	Approved provider	At least 14 days before making application for voluntarily suspension
Section 86	Surrender of service approval: approved provider must notify the parents of children enrolled at the service and any associated children's service	Approved provider	At least 14 days before surrender is intended to take effect
Section 91	Any Service waivers in force at the Service	Approved provider	No specified timeframe
Regulation 86	Any incident, injury, trauma or illness the child is involved in while at the Service Any allegations of an incident, injury, trauma or illness the child may be involved in while at the Service	Approved provider	As soon as practicable, but no more than 24 hours
Regulation 88	Notification of an occurrence of an infectious disease	Approved provider	As soon as practicable
Regulation 93	Where medication has been administered during an emergency; written notice must be provided following verbal authorisation by the parent, emergency nominee or these people cannot be contacted a medical practitioner or emergency service	Approved provider	As soon as practicable
Regulation 94	Medication that has been administered in case of an anaphylaxis or asthma emergency	Approved provider/nominated supervisor/educator	As soon as practical
Regulation 172	Any changes to policies or procedures required under regulation 168 that will significantly impact: - the provision or education and care at the Service - the families ability to use the Service Parents must be notified of changes to fees, including the way fees are collected	Approved provider	At least 14 days prior unless this time period would pose a risk to the health to the safety, health or wellbeing of a child, in which case as soon as practicable after making the change

INFORMATION REGARDING CHILD CARE SUBSIDY MATTERS			
FAMILY ASSISTANCE LAW SECTION 55 of the Child Care Subsidy Minister's Rules 2017	MATTERS TO BE NOTIFIED	WHO NEEDS TO NOTIFY	TIMEFRAME FOR NOTIFICATION
Item 1	Any changes to fee information; including changes to the total fee charged before CCS, other rebates or discounts are applied	Approved provider	Within 14 days of - receiving CCS approval (or opening the service if that occurs at a later date) - changing fees - twice a year – after the end of the financial year and calendar year, including reporting no change in fees.
Item 2	Any change to operating hours; including changes to operating hours and days	Approved provider	Within 14 days of - The commencement of the service - Notice of approval of the service - Any change
Item 3	Anticipated vacancy information for each day of the following week	Approved provider	By 8.00pm (AEST) each Friday
Item 4 Section 204A - a New Tax System (Family Assistance) (Administration) Act 1999	Ceasing to operate an approved childcare service. Notice must be provided 42 days before the service closes or as soon as possible if the circumstances are out of the provider's control.	Approved provider	Within 24 hours after ceasing to operate the service

Item 5	Changes to the physical or postal address of the approved provider	Approved provider	No later than 30 days before the change or as soon as possible if the change was not foreseeable
Item 5	Changes to the physical or postal address of the premises of the approved childcare service	Approved provider	No later than 30 days before the change or as soon as possible if the change was not foreseeable
Item 7	Change of name of the approved provider	Approved provider	Within 14 days of the change
Item 7	Change of name of the approved childcare service, including evidence of name change	Approved provider	Within 14 days of the change
Item 8	Change of contact details for the approved childcare service including • Email address • Website • Phone number • Fax number	Approved provider	Within 14 days of the change
Item 9	Information relating to any new persons with management or control (PMC) including • The name and contact details • Background checks including WWCC	Approved provider	Within 7 days after the new person becomes a PMC
Item 10	Change of name or contact detail information for any persons with management or control (PMC)	Approved provider	Within 7 days of the approved provider being aware of the change
Item 11	Changes to regarding a specified person's background checks including • Serious convictions or finding of guilt for any of the following offences under a law of Australia or a foreign country ○ An indictable offence punishable by a maximum of 2 years imprisonment or 40 penalty units	Approved provider	Within 7 days after the approved provider receives a record of the check

	○ An offence involving violence or a sexual offence ○ An offence involving fraud, stealing or dishonesty ● Undischarged bankrupt ● If they were a director or secretary of a corporation when the corporation went into administration, receivership or liquidation or at any time during the 12 months beforehand		
Item 12	Changes following an event or circumstance which changes the fit and proper status of a person with management or control, including a person responsible for the day-to-day operation of a service	Approved provider	Within 7 days after the approved provider being aware of the event or circumstance
Item 13	If a person with management or control of the service stops having day to day responsibilities of the service, including when and the reason the person stopped having management or control of the service	Approved provider	Within 7 days after the person stops having management or control of the service
Item 14	Where the approved provider has an interest in a registered training organisation (RTO) and an educator obtains a childcare qualification from the RTO and ● It appears the educator has not obtained the qualification on their own merit ● The qualification has been obtained in circumstances that might be perceived as demonstrating a conflict of interest	Approved provider	Within 7 days of the approved provider being aware of the matter
Item 15	Where the approved provider or a person with management or control obtains or is likely to obtain an interest in a business which may affect their ability to comply with Family Assistance Law, where the approval may benefit the business or where a conflict of interest might be reasonably be perceived to exist	Approved provider	Within 7 days of the approved provider being aware of the matter
Item 17	Change of WWCC status including if a WWCC is amended, suspended or revoked	Approved provider	Within 24 hours of the approved provider being aware of the change of status

Item 18	Details regarding matters where the approved provider enters into administration, receivership, liquidation or bankruptcy,	Approved provider	Within 24 hours of the event
Item 19	Due to unforeseen circumstances the unexpected closure of any of the approved provider's approved childcare services	Approved provider	Within 24 hours of the closure
Item 20	A serious conviction or finding of guilt of A person with management or control (including a person who becomes responsible for the day-to-day operation of any of the provider's approved childcare services)	Approved provider	Within 24 hours of the approved provider being aware of the charging, conviction or finding of guilt
Item 21	Any change in foster care arrangements for long-term protection order for any child receiving ACCS	Approved provider	Within 7 days of becoming aware of the change
Admin Act s196B	Buying a Service, the provider must apply CCS approval	Approved provider	As soon as possible before the date of purchase Via NQA ITS
Admin Act s200A	Enrolment notice	Approved provider	Within 7 days of the date of enrolment
Admin Act s200D	Changes to enrolments: - If the complying written arrangement is varied - If the enrolment notice is incorrect - Additional information has been added to the enrolment form - If the child ends the enrolment	Approved provider	Within 7 days
Admin Act s204A	Change of legal entity due to business restructure, sale, transfer of ownership	Approved provider	At least 42 days prior to intended restructure, sale or transfer
Admin Act s204A	Permanent Service closure, or selling of a Service	Approved provider	At least 42 days before the intended closure date

Admin Act s204B	Absences, including additional absences	Approved provider	Within 14 days at the end of the week in which the session of care was provided
Admin Act s204B	Session reports (attendances)	Approved provider	Within 14 days at the end of the week in which the session of care was provided
	Changes to bank account details	Approved provider	As soon as reasonably possible

This guide has been adapted from the NSW Department of Education – [Notifications and Reporting](#) 2023; ACECQA [Notification Types and Timeframes](#) and the [Childcare Provider Handbook](#). Services in other States and Territories should modify this guide to reflect their regulatory authority details for notifications and reporting. [Contact your regulatory authority](#).

REVIEW OF GUIDE			
Date guide created	26/2/2026	To be reviewed	26/2/2027
Approved by	Tracy Gill	Signature	<i>Tracy Gill</i>
Location of guide	Policies and procedures & QR code		
Guide reviewed date	Modifications/Changes		
January 2026	Updated guide as per National Law changes, including NSW National Law amendments Updates to Family Assistance Law notification requirements		

REGULATORY AUTHORITY NOTIFICATIONS PROCEDURE

Our Service is committed to providing a child safe environment where children's safety and wellbeing is supported and children feel respected, valued and encouraged to reach their full potential. The Education and Care Services National Law and Regulations state prescribed information that must be reported to the regulatory authority within prescribed timeframes. Our Service will ensure all mandatory notification obligations under the legislation are clearly understood and met within prescribed timeframes.

Working in conjunction with the *Governance Policy and Child Safe Policies*, this procedure provides guidance for educators and management by clearly outlining how and when the Service must notify the regulatory authority of specific events, incidents or changes, in line with National Law and National Regulation requirements.

Please note – this procedure provides information relating to notifications that must be reported to the regulatory authority only. For information relating to notifications to be made to the Department of Education under Family Assistance Law, please refer to the *Notification and Reporting Guide* and Child Care Provider Handbook.

Education and Care Services National Law and Regulations: (S. 2A, 3A [NSW], 19 [NSW], 37, 38, 39, 56, 56A, 59, 59A, 68, 69, 84, 85, 86, 91, 166A, 167, 173, 174, 174AB [NSW], 175. R. 12, 86, 88, 93, 94, 123, 170, 172, 175, 176, 306) QA2 Children's Health and Safety and QA7 Governance and Leadership
Related Policies: *Governance Policy, Child Safe Environment Policy, Child Protection Policy*

If a child is at immediate risk and police or medical assistance is required, educators/staff must contact emergency services immediately on 000.

LEGISLATIVE REQUIREMENTS		
1	The approved provider and nominated supervisor must ensure all required notifications are reported to the regulatory authority as per National Quality Framework requirements	
2	The approved provider and nominated supervisor will be aware of reporting obligations as outlined within the <i>Governance Policy, Notification and Reporting Guide</i> , child safe policies and this procedure as prescribed under the National Law and National Regulations	
3	The approved provider, nominated supervisor and management team will identify events, incidents or changes that are required to be notified to the regulatory authority, including but not limited to: - serious incidents involving a child - complaints alleging a serious breach of the Law or Regulations - circumstances posing a risk to the health, safety or wellbeing of children	

	• changes to approved provider details, nominated supervisor or Service approval • any other matter prescribed under the National Law or National Regulations	
4	Educators, staff, volunteers and visitors will be informed of how and when to report any incidents or concerns to the approved provider or nominated supervisor during induction and orientation	
5	All notifications will be made to the regulatory authority within the prescribed timeframes as per National Law and National Regulations	
6	The approved provider will ensure all notifications required within 24 hours are submitted within the required 24-hour timeframe, including when incidents occur, or are required to be reported, outside of operational hours (e.g. weekends or public holidays)	
7	All notifications will be made to the regulatory authority via the NQA ITS	
8	In the event the NQA ITS is unavailable, due to electronic or internet malfunction, reports will be made via phone or email with details recorded such as the date and time of notification, method notification was made, name of person spoken to and any reference number if applicable	
9	All staff will ensure information provided within the report must be accurate, factual and complete at the time of submission	
10	The approved provider and nominated supervisor will ensure all information submitted to the regulatory authority is accurate and includes prescribed information (where required) Written reports must include: • details of the event or incident • the name of the person who initially made the complaint • if appropriate, the name of the child concerned and the condition of the child, including a medical or incident report (where relevant) • contact details of the nominated supervisor • any other relevant information	
11	Copies of notifications, including all supporting documentation, made to the regulatory authority will be securely retained in accordance with the <i>Record Keeping and Retention Policy</i>	
12	All records requiring notification to the regulatory authority will be stored confidentially and access restricted to authorised personnel only	
13	The approved provider, nominated supervisor or management team will cooperate with any requests for further information from the regulatory authority	
14	The person submitting the report will ensure additional information is submitted, or communicated to the regulatory authority, if new information becomes available or if circumstances change	
15	The approved provider and nominated supervisor will comply with and cooperate with any directions or orders issued by the regulatory authority following a notification, including show cause, suspension or supervision notices provided to a staff member, student, volunteer or visitor, and will take immediate action to remove the person from engagement with children immediately, as required	

REPORTING SERIOUS INCIDENTS

1	A serious incident is defined under National Law as: - the death of a child, that occurred at the Service or following an incident that occurred at the Service - any incident involving serious injury or trauma to a child while being educated and cared for which the child attended or ought reasonably to have attended a hospital, or a reasonable person would consider that the child would require urgent attention from a registered medical practitioner - any incident involving serious illness of a child while being educated and cared for which the child attended, or ought reasonably to have attended, a hospital - any emergency for which emergency services attended. NOTE: This means an incident, situation or event where there is an imminent or severe risk to the health, safety or wellbeing of a person at an education and care service. It does not mean an incident where emergency services attended as a precaution - a child is missing or cannot be accounted for or appears to have been removed from the premises in a manner that contravenes the National Regulations - a child appears to have been taken or removed from the Service premises without authorisation or in breach of the National Regulations - a child is mistakenly locked in or out of the premises or any part of the premises - a child appears to have been involved in a sexual offence or sexual misconduct	
2	The approved provider and nominated supervisor will ensure parents are notified as soon as practicable, but within 24 hours of their child being involved in or allegedly involved in, a serious incident whilst attending the Service	
3	Following a serious incident involving a child at the Service, the approved provider and nominated supervisor will ensure appropriate documentation is completed by all individuals involved	
4	Educators and staff must ensure all reports of a serious incident involving a child at the Service is reported immediately to the approved provider or nominated supervisor	
5	Following the initial response, a report must be completed documenting the serious incident as per <i>Incident, Injury, Trauma & Illness Policy</i>	
6	The notification to parent is to be recorded on the <i>Incident, Injury, Trauma and Illness Record</i> , including the date and time of the notification and name of the person who notified or attempted to notify the parent	
7	The approved provider and nominated supervisor will ensure details of the notification are to be recorded on the <i>Incident, Injury, Trauma and Illness Record</i>	

NOTIFICATION OF COMPLAINTS

1	The approved provider and nominated supervisor will notify the regulatory authority of all complaints alleging: - a serious incident has occurred or is occurring at the Service, involving a child at the Service - the National Law has been contravened	
3	The approved provider and nominated supervisor will notify the regulatory authority of any complaints that may impact on the regulatory authority's consideration of provider or service approvals	
4	In accordance with the <i>Dealing with Complaints Policy and Procedure</i> the complaint must be reported to the regulatory authority within 24 hours of becoming aware of the complaint	
5	The approved provider and nominated supervisor will ensure documentation relating to complaints, including all supporting documentation, will be securely retained in accordance with the <i>Record Keeping and Retention Policy</i>	

APPROVED PROVIDER CHANGES AND MATTERS

Check the *Notification and Reporting Guide* for specific reporting details, including the prescribed timeframe for notifications

The approved provider and nominated supervisor will inform the regulatory authority of the following matters:

1	death of the approved provider	
2	change of name of approved provider or Persons with Management or Control	
3	new appointment or removal of Persons with Management or Control	
4	change in fitness and property approved provider or Persons with Management or Control	
5	change of address, principal office or contact details of approved provider	
6	appointment of receivers or liquidators or administrators to the approved provider or any other matters that affect the financial viability and ongoing operation of the education and care service	
7	the identity of the trust and trustee (if required)	
8	the surrender of provider approval	
9	names of related entities of the approved provider and any changes to entities	

SERVICE CHANGES AND MATTERS

Check the *Notification and Reporting Guide* for specific reporting details, including the prescribed timeframe for notifications

The approved provider and nominated supervisor will inform the regulatory authority of the following matters:		
1	failure to operate the Service within 6 months of being granted Service approval	
2	suspension or cancellation of Working with Children Checks (WWCC) or teacher registration of a nominated supervisor	
3	suspension or cancellation of WWCC or teacher registration of an educator, staff member, student or volunteer	
4	reportable sexual offence or sexual misconduct by an educator, staff member or volunteer	
5	changes to the nominated supervisor, including the appointment of a new nominated supervisor or the removal of an existing nominated supervisor	
6	change of name or contact details for nominated supervisor	
7	proposed changes to premises	
8	intention of transfer of Service approval, including delays or confirmation of Service approval	
9	ceasing operation of the Service, including surrender of Service approval	
10	changes to the operational requirements of the Service, including: • hours or days the Service operates • ages of children cared for • change the nature of education and care provided • any transportation provided by the Service • the cessation of transportation provided by the Service • an incident which requires the Service to close or reduce the number of children being cared for	
11	any circumstance at the Service that poses a risk to the health, safety or wellbeing of a child attending the Service	
12	any allegation or incident where physical or sexual abuse of a child has occurred or is occurring while the child is being cared for	
13	an incident where the Service is educating and caring for extra child/ren due to an emergency	

24-HOUR REPORTING PROCEDURE

The approved provider and nominated supervisor will:

1	ensure all notifications are made within the prescribe timeframe, including when incidents occur, or are required to be reported, outside of operational hours (e.g. weekends or public holidays)	

2	be aware of and identify events, incidents or changes that are required to be notified within a 24-timeframe, including: • appointment of receivers or liquidators or administrators to the approved provider or any other matters that affect the financial viability and ongoing operation of the education and care service • suspension or cancellation of WWCC or teacher registration of an educator, staff member, student or volunteer • Serious incident including: ○ the death of a child ○ any incident where a child attended or ought to have attended a hospital ○ any incident where the child required urgent medical attention from a registered medical practitioner ○ an incident where emergency services attended the Service (not due to a precaution) ○ a child is missing or unaccounted for ○ a child mistakenly locked in or out of the Service ○ a child appears to have been involved in a sexual offence or sexual misconduct while attending the Service • a complaint that alleges a serious incident has occurred or is occurring at the Service • any incident that required the Service to close or to reduce the number of children being educated and cared for • any allegation or incident where physical or sexual abuse of a child has occurred or is occurring while the child is being cared for • where the Service is educating and caring for extra children due to an emergency (as prescribed) • any allegation (observed or suspected or disclosures) that a staff member or volunteer is engaging or has engaged in inappropriate conduct to a child within 24 hours • any change to a person's WWCC or any relevant risk information related to child safety	
3	appoint a designated after-hours contact person for educators and staff	
4	provide educators and staff with clear contact details for the appropriate person to notify regarding incidents that occur outside regular operating hours	
5	ensure the after-hours contact person is familiar with notification procedures, including identification of incidents that may be required to be notified within the prescribed 24-hour timeframe	
6	ensure educators and staff are aware of mandatory reporting obligations and timeframes	
7	determine if the regulatory authority needs to be notified of an incident that has occurred outside of regular operating hours, or if a report must be submitted outside of regular operating hours	

8	ensure all notifications are submitted via the NQA ITS. In the event the NQA ITS is unavailable, reports will be made via phone call or email with notification attempts documented.	
9	ensure all reports submitted to the regulatory authority include prescribed information (where required)	

REVIEW OF PROCEDURE			
Date procedure created	22/1/2025	To be reviewed	22/1/2027
Approved by	Tracy Gill	Signature	<i>Tracy Gill</i>
Location of procedure	Policies and procedures folder, QR code & OWNA		
Procedure reviewed date	Modifications/Changes		

INCIDENT, INJURY, TRAUMA & ILLNESS POLICY

The health and safety of all staff, children, families and visitors to our Service is of the utmost importance. We aim to reduce the likelihood of incidents, illness, accidents and trauma through implementing comprehensive risk management, effective hygiene practices and the ongoing professional development of all staff to respond quickly and effectively to any incident or accident.

We acknowledge that in early education and care Services, illness and disease can spread easily from one child to another, even when implementing the recommended hygiene and infection control practices. Our Service aims to minimise illnesses by adhering to all recommended guidelines from relevant government authorities regarding the prevention of infectious diseases and adhere to exclusion periods recommended by the Australian Government National Health and Medical Research Council (NHMRC) and the Public Health Unit.

When groups of children play together and are in new surroundings accidents and illnesses may occur. Our Service is committed to effectively manage our physical environment to allow children to experience challenging situations whilst preventing serious injuries.

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 2: CHILDREN'S HEALTH AND SAFETY		
2.1.2	Health practices and procedures	Effective illness and injury management and hygiene practices are promoted and implemented.
2.2	Safety	Each child is protected.
2.2.1	Supervision	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.
2.2.2	Incident and emergency management	Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practiced and implemented.
2.2.3	Child Safety and Protection	Management, educators and staff are aware of their roles and responsibilities regarding child safety, including the need to identify and respond to every child at risk of abuse or neglect

EDUCATION AND CARE SERVICES NATIONAL LAW AND NATIONAL REGULATIONS	
S. 2A	Paramount consideration - safety, rights and best interests of children
S. 3A	Paramount consideration
S. 165	Offence to inadequately supervise children

S. 174	Offence to fail to notify the regulatory authority
S. 167	Offence relating to protection of children from harm and hazards
12	Meaning of serious incident
77	Health, hygiene and safe food practices
84	Awareness of child protection law
85	Incident, injury, trauma and illness policies and procedures
86	Notification to parents of incident, injury, trauma and illness
87	Incident, injury, trauma and illness record
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168	Education and care Service must have policies and procedures
170	Policies and procedures to be followed
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RELATED POLICIES

Administration of First Aid Policy	Handwashing Policy
Administration of Medication Policy	Health and Safety Policy
Anaphylaxis Management Policy	Immunisation Policy
Asthma Management Policy	Medical Conditions Policy
Child Protection Policy	Pregnancy in Early Childhood Policy
Child Safe Environment Policy	Privacy and Confidentiality Policy
Dealing with Infectious Disease Policy	Record Keeping and Retention Policy
Delivery of children to, and collection from ECE	Road Safety Policy
Premises Policy	Safe Use of Digital Technologies and Online
Diabetes Management Policy	Environments Policy
Enrolment Policy	Safe Transportation Policy
Epilepsy Policy	Supervision Policy
Family Communication Policy	Work Health and Safety Policy

PURPOSE

Our Service has a duty of care to respond to and manage illnesses, accidents, incidents, and trauma that may occur at the Service to ensure the safety and wellbeing of children, educators, staff and visitors. This policy will guide educators and staff to manage illness and prevent injury and the spread of infectious diseases and provide guidance of the required action to be taken in the event of an incident, injury, trauma or illness occurring when a child is educated and cared for.

SCOPE

This policy applies to children, families, educators, staff, the approved provider, nominated supervisor, management, students, volunteers and visitors of the Service.

IMPLEMENTATION

Under the Education and Care Services National Regulations, an approved provider must ensure that policies and procedures are in place for incident, injury, trauma and illness and take reasonable steps to ensure policies and procedures are followed. (ACECQA, 2025). In the event of an incident, injury, trauma or illness all staff will implement the guidelines set out in this policy and associated procedure to adhere to legislative requirements under the National Law and National Regulations and inform the regulatory authority as required for notifiable incidents.

Our Service implements risk management planning to identify any possible risks and hazards to our learning environment and practices. Where possible, we have eliminated or minimised these risks as is reasonably practicable.

Our Service implements procedures as stated in the Staying healthy: [Preventing infectious diseases in early childhood education and care services \(6th Edition\)](#) as part of our day-to-day operation of the Service. We are guided by explicit decisions regarding exclusion periods and notification of any infectious disease by the *Australian Government- Department of Health* and local Public Health Units in our jurisdiction under the Public Health Act. All decisions relating to incident, injury, trauma or illness management are guided by the paramount consideration of children's safety, health, rights and best interests.

DEFINITION OF A SERIOUS INCIDENT

Regulations require the approved provider or nominated supervisor to notify the regulatory authority within 24 hours of any serious incident at the Service through the [NQA IT System](#)

A serious incident (Reg. 12) is defined as any of the following:

- a) the death of a child:
 - (i) while being educated and cared for by an education and care service or
 - (ii) following an incident while being educated and cared for by an education and care service.
- (b) any incident involving serious injury or trauma to, or illness of, a child while being educated and cared for by an Education and Care Service, which:
 - (i) a reasonable person would consider required urgent medical attention from a registered medical practitioner or
 - (ii) for which the child attended, or ought reasonably to have attended, a hospital. For example: whooping cough, broken limb and anaphylaxis reaction
- (c) any incident involving serious illness of a child occurring while that child is being educated and cared for by the education and care service for which the child attended, or ought reasonably to have attended, a hospital. Example: severe asthma attack, seizure or anaphylaxis reaction
- (d) any emergency for which emergency services attended
- (e) any circumstance where a child being educated and cared for by an education and care service
 - (i) appears to be missing or cannot be accounted for or
 - (ii) appears to have been taken or removed from the education and care service premises in a manner that contravenes these regulations or
 - (iii) is mistakenly locked in or locked out of the education and care service premises or any part of the premises.
 - (iv) appears to have been involved in a sexual offence or sexual misconduct, within the meaning of the [Children's Guardian Act 2019](#), Part 4

A serious incident should be documented as an *Incident, Injury, Trauma and Illness Record* as soon as possible and within 24 hours of the incident, with any evidence attached.

PHYSICAL ABUSE/SEXUAL ABUSE

Physical abuse refers to the use of physical force against a child that results in harm to the child.

Sexual abuse is any sexual behaviour including grooming behaviour, between an adult and a child.

Any incident or allegation of physical or sexual abuse to a child whilst being educated and cared for at our Service, must also be notified to the regulatory authority within 24 hours of the approved provider being aware of the incident or allegation. (ACECQA, 2025) If the allegation or incident involves a staff member or volunteer engaged at the Service at report may also be required to be made to local police and the Reportable Conduct Scheme (check state/territory requirements).

INJURY, INCIDENT OR TRAUMA

In the event of any child, educator, staff, volunteer or visitor having an accident at the Service, an educator who holds an approved first aid qualification will attend to the person immediately. Adequate supervision will be provided to all children attending the Service.

Any workplace incident, injury or trauma will be investigated, and records kept as per WHS legislation and guidelines. An *Incident Injury Report Register* will be completed to assist with a review of practices following an incident or injury at the Service, including an assessment of areas for improvement.

All staff and educators are required to follow the procedures outlined in our *First Aid Policy* and First Aid Procedure.

INCIDENT, INJURY, TRAUMA AND ILLNESS RECORD

An *Incident, Injury, Trauma and Illness* record contains details of any incident, injury, trauma or illness that occurs, or allegedly occurs, while the child is being educated and cared for at the Service. The record will include:

- name and age of the child
- circumstances leading to the incident, injury, illness
- time and date the incident occurred, the injury was received, or the child was subjected to trauma
- details of any illness which becomes apparent while the child is being cared for including any symptoms, time and date of the onset of the illness
- details of the action taken by the educator including any medication administered, first aid provided, or medical professionals contacted

- details of any person who witnessed the incident, injury or trauma
- names of any person the educator notified or attempted to notify, and the time and date of this
- signature of the person making the entry, and the time and date the record was made
- the name and signature of the person who provided or attempted to provide the notice

Educators are required to complete documentation of any incident, injury or trauma that occurs when a child is being educated and cared for by the Service. This includes recording incidences of biting, scratching, dental or mouth injury. Due to Confidentiality and Privacy laws, only the name of the child injured will be recorded on the *Incident, Injury, Trauma or Illness Record*. Any other child/ren involved in the incident will not have their names recorded. If other children are injured or hurt, separate records will be completed for each child involved in the incident. Parents/authorised nominee must acknowledge the details contained in the record, sign and date the record on arrival to collect their child.

All *Incident, Injury, Trauma and Illness Records* must be kept until the child is 25 years of age (See: *Record Keeping and Retention Policy*).

MISSING OR UNACCOUNTED FOR CHILD

At all times, reasonable precautions and adequate supervision is provided to ensure children are protected from harm or hazards. If a child is missing or unaccounted for, has been removed from the Service premises in a manner that breaches the Education and Care Services National Regulations, or has mistakenly been locked out of any part of the Service, the approved provider or nominated supervisor must ensure that a serious incident notification is made to the regulator authority in accordance with legislative requirements.

A child may only leave the Service in the care of a parent, an authorised nominee named in the child's enrolment record or a person authorised by a parent or authorised nominee or because the child requires medical, hospital or ambulance care or other emergency.

Educators must ensure that:

- the attendance record is regularly cross-checked to ensure all children signed into the Service are accounted for
- children are supervised at all times
- visitors to the Service are not left alone with children at any time.

Should an incident occur where a child is missing from the Service, educators and the nominated supervisor will:

- attempt to locate the child immediately by conducting a thorough search of the premises (checking any areas that a child could be locked into by accident)
- cross check the attendance record to ensure the child hasn't been collected by an authorised person and signed out by another person
- if the child is not located within a 10-minute period, emergency services will be contacted, and the approved provider will notify the parent/s or guardian
- continue to search for the missing child until emergency services arrive whilst providing supervision for other children in care
- provide information to Police such as child's name, age, appearance, (provide a photograph), details of where the child was last sighted.

If a child is missing during or following transportation the *Missing Child During Regular Transportation Procedure* is to be followed. The approved provider is responsible for notifying the regulatory authority of a serious incident within 24 hours of the incident occurring.

HEAD INJURIES

It is common for children to bump their heads during everyday play, however it is difficult to determine whether the injury is serious or not. In the event of any head injury, the First Aid officer will assess the child, administer any urgent First Aid and notify parents/guardians of the incident. Head injuries are generally classified as mild, moderate or severe. Mild head injuries may result in a small lump or bruise, however, may still result in a possible concussion. Parents/guardians will be advised to seek medical advice if their child develops any new symptoms of head trauma.

will be contacted immediately if the child:

- has sustained a head injury involving high speeds or fallen from a height greater than one metre (play equipment)
- loses consciousness
- has a seizure, convulsion or fit
- seems unwell or vomits several times after hitting their head
- has a severe or increasing headache

(see: *Head Injury Guide and Procedure*)

TRAUMA

Trauma is defined as the impact of an event or a series of events during which a child feels helpless and

pushed beyond their ability to cope. There are a range of different events that might be traumatic to a child, including accidents, injuries, serious illness, natural disasters (bush fires), assault, and threats of violence, domestic violence, neglect or abuse and war or terrorist attacks. Parental or cultural trauma can also have a traumatising effect on children. This definition firmly places trauma into a developmental context: *“Trauma changes the way children understand their world, the people in it and where they belong.”* (Australian Childhood Foundation, 2010).

Trauma can disrupt the relationships a child has with their parents, educators and staff who care for them. It can transform children’s language skills, physical and social development and the ability to manage their emotions and behaviour.

Behavioural response in babies and toddlers who have experienced trauma may include:

- avoidance of eye contact
- loss of physical skills such as rolling over, sitting, crawling, and walking
- fear of going to sleep, especially when alone
- nightmares
- loss of appetite
- making very few sounds
- increased crying and general distress
- unusual aggression
- constantly on the move with no quiet times
- sensitivity to noises.

Behavioural responses for pre-school aged children who have experiences trauma may include:

- new or increased clingy behaviour such as constantly following a parent, carer or staff around
- anxiety when separated from parents or carers
- new problems with skills like sleeping, eating, going to the toilet and paying attention
- shutting down and withdrawing from everyday experiences
- difficulties enjoying activities
- being jumpier or easily frightened
- physical complaints with no known cause such as stomach pains and headaches
- blaming themselves and thinking the trauma was their fault.

Children who have experienced traumatic events often need help to adjust to the way they are feeling. When parents, educators and staff take the time to listen, talk, and play they may find children begin to

say or show how they are feeling. Providing children with time and space lets them know you are available and care about them.

It is important for educators to be patient when dealing with a child who has experienced a traumatic event. It may take time to understand how to respond to a child's needs and new behaviours before parents, educators and staff are able to work out the best ways to support a child. It is imperative to realise that a child's behaviour may be a response to the traumatic event rather than just 'challenging' or 'difficult' behaviour.

EDUCATORS CAN ASSIST CHILDREN DEALING WITH TRAUMA BY:

- observing the behaviours and expressed feelings of a child and documenting responses that were most helpful in these situations
- creating a 'relaxation' space with familiar and comforting toys and objects children can use when they are having a difficult time
- having quiet time such as reading a story about feelings together
- trying different types of play that focus on expressing feelings (e.g., drawing, playing with play dough, dress-ups and physical games such as trampolines)
- helping children understand their feelings by using reflecting statements (e.g., 'you look sad/angry right now, I wonder if you need some help?').

There are a number of ways for parents, educators and staff to reduce their own stress and maintain awareness, so they continue to be effective when offering support to children who have experienced traumatic events.

STRATEGIES TO ASSIST FAMILIES, EDUCATORS AND STAFF TO COPE WITH CHILDREN'S STRESS OR TRAUMA MAY INCLUDE:

- taking time to calm yourself when you have a strong emotional response. This may mean walking away from a situation for a few minutes or handing over to another educator or staff member if possible
- planning ahead with a range of possibilities in case difficult situations occur
- remembering to find ways to look after yourself, even if it is hard to find time or you feel other things are more important. Taking time out helps adults be more available to children when they need support
- using supports available to you within your relationships (e.g., family, friends, colleagues)

- identifying a supportive person to talk to about your experiences. This might be your family doctor or another health professional
- accessing support resources- BeYou, Emerging Minds.

Living or working with traumatised children can be demanding so it is important for all educators to be aware of their own responses and seek support from management when required.

ILLNESS MANAGEMENT

To reduce the transmission of infectious illness, our Service implements effective hygiene and infection control routines and procedures from [Staying healthy: Preventing infectious diseases in early childhood education and care services- 6th Edition.](#)

Practising effective hygiene helps to minimise the risk of cross infection within our Service include:

- immunisation- for children and adults
- respiratory hygiene- limiting airborne germs and the transmission of respiratory diseases.
Educators model good hygiene practices and remind children to cough or sneeze into their elbow or use a disposable tissue and wash their hands immediately with soap and water or use hand sanitiser after touching their mouth, eyes or nose.
- hand hygiene- handwashing techniques are practised by all educators and children routinely using soap and water before and after eating, after changing children's nappies, when using the toilet and drying hands thoroughly with paper towel.
- parents, families and visitors are requested to wash their hands upon arrival and departure at the Service or use an alcohol-based hand sanitizer
- wearing PPE- gloves and masks to provide a protective barrier against germs
- environmental strategies- cleaning with specific products after any spills of body fluids (urine, faeces, vomit, blood, breastmilk); All surfaces including bedding (mat, cushions) used by a child who is unwell, will be cleaned with soap and water and then disinfected.
- nappy changing and toileting- Infection control practices including hand hygiene and proper cleaning and disinfection procedures are implemented when children's nappies are changed. Children are helped and/or supervised using the toilet and washing their hands
- exclusion – children, educators and other staff who show symptoms of infectious disease are excluded from the Service.

CHILDREN ARRIVING AT THE SERVICE WHO ARE UNWELL

Management will not accept a child into care if they:

- have a diagnosed contagious illness or infectious disease [specific exclusion periods may apply]
- have a temperature above 38.0° C
- have been given medication for a temperature prior to arriving at the Service (for example: Panadol).
- have had *any* diarrhoea and/or vomiting in the last 24 hours
- have started a course of antibiotics in the last 24 hours.

IDENTIFYING SIGNS AND SYMPTOMS OF ILLNESS

Early childhood educators and management are not doctors and are unable to diagnose an illness or infectious disease, however, as our educators are familiar with the children in their care, they will watch for symptoms of sickness. If a child becomes ill whilst at the Service, educators will respond to their individual symptoms of illness and provide comfort and care. Illness management practices will be implemented in a manner that upholds child safe principles, including adequate supervision, respectful interactions, protection of children's dignity and privacy, and emotional wellbeing, particularly when children are isolated or unwell.

Educators will closely monitor the child focusing on the symptoms displayed and how the child behaves and be alert to the possibility of symptoms that may suggest the child is very sick and needing urgent medical assistance.

Educators will:

- understand the differences between *concerning and serious symptoms*
- if any *serious symptoms* are observed (breathing difficulties, drowsiness or unresponsiveness, looking pale or blue or feeling cold)
 - an ambulance will be called immediately
- if any *concerning symptoms* are observed (lethargy, fever, poor feeding, new rash, poor urine output, irritation or pain or sensitivity to light) educators will:
 - monitor the child carefully
 - call parents/carers
 - discuss symptoms with parents/carers and help them decide whether the child needs to see a doctor
- educators will monitor the child and will consider calling an ambulance if:
 - any concerning symptoms become severe
 - the child gets worse very quickly
 - there are multiple concerning symptoms.

(Staying healthy, 6th Edition, 2024)

In the event of any child requiring ambulance transportation and medical intervention, a serious incident will be reported to the regulatory authority (Reg. 12) by the approved provider within 24 hours.

If the child has symptoms that suggest they are sick and they are not well enough to enjoy activities, they should go home and parents/caregivers will be contacted. The child will be cared for in an area that is separated from other children in the Service to await pick up from their parent/guardian or emergency contact person. A child who is displaying symptoms of a contagious illness or virus (vomiting, diarrhoea, fever) will be moved away immediately from the rest of the group and supervised until he/she is collected by a parent or emergency contact person.

SYMPTOMS INDICATING ILLNESS MAY INCLUDE:

- lethargy and decreased activity
- difficulty breathing
- fever (temperature more than 38° C)
- headaches
- poor feeding
- poor urine output/ dark urine
- a stiff neck, irritability or sensitivity to light
- new red or purple rash
- pain
- diarrhoea
- vomiting
- discharge from the eye or ear
- skin that displays rashes, blisters, spots, crusty or weeping sores
- loss of appetite
- difficulty in swallowing or complaining of a sore throat
- persistent, prolonged or severe coughing

HIGH TEMPERATURES OR FEVERS

Children get fevers or temperatures for all kinds of reasons. Most fevers and the illnesses that cause them last only a few days. Recognised authorities suggest a child's normal temperature will range between 36.5° C and 38.0° C.

WHEN A CHILD DEVELOPS A HIGH TEMPERATURE OR FEVER AT THE SERVICE

- For infants under 3 months old, parents/guardians will be notified immediately for any fever over 38° C for immediate medical assistance. If a parent is uncontactable, emergency contacts will be contacted. If family members are unable to be contacted and emergency medical assistance is required, the Service will follow the *Administration of First Aid Policy* and contact emergency services
- Educators will check a child's temperature if they think the child has a fever. If it is between 37.5° C and 37.9° C educators will retest within 30 minutes (records will be kept of time, date and temperature)
- Educators will notify parents when a child registers a temperature of 38° C or higher
- Educators will follow the *Illness Management Procedure* for methods to reduce a child's temperature or fever
- The child will need to be collected from the Service as soon as possible (within 30 minutes)
- Educators will monitor the child carefully to ensure their condition does not get worse and call an ambulance immediately if required
- Parents/carers will be provided with a *Fever* factsheet for further information
- Educators will complete an *Incident, Injury, Trauma and Illness* record and note down any other symptoms that may have developed along with the temperature (for example, a rash, vomiting, etc.).
- If the child has gone home from the Service with a fever but their temperature is normal the next morning they can return to the Service. (Staying healthy, 6th Edition, 2024)

RESPIRATORY SYMPTOMS

Respiratory symptoms include cough, sneezing, runny or blocked nose and sore throat. It is not unusual for children to have five or more colds a year, and children in education and care services may have as many as 8–12 colds a year. A runny or blocked nose is a common symptom for many respiratory conditions or diseases which may be infectious such as a cold, influenza or COVID. Some causes, however, are not infectious such as allergies (hay fever).

As each child may have different symptoms of a respiratory illness, our Service will consider exclusion based on the severity of the symptoms and the child's behaviour. Children can become distressed and lethargic when unwell and should be at home with a parent or carer under close supervision.

A child will be excluded from the Service if:

- the respiratory symptoms are severe or;
- the symptoms become worse during the course of the day (more frequent or severe) or;
- the child has other concerning symptoms (fever, tiredness, pain, poor feeding).

(Staying healthy, 6th Edition, 2024).

DIARRHOEA AND VOMITING (GASTROENTERITIS)

Gastroenteritis (or 'gastro') is a general term for an illness of the digestive system. Typical symptoms include abdominal cramps, diarrhoea, and vomiting. In many cases, it does not need treatment, and symptoms disappear in a few days. However, gastroenteritis can cause dehydration because of the large amount of fluid lost through vomiting and diarrhoea. Therefore, if a child does not receive enough fluids, he/she may require fluids intravenously.

If a child has diarrhoea and/or vomiting whilst at the Service, management will notify parents or an emergency contact to collect the child immediately. Parents/carers will be provided with a *Diarrhoea or vomiting (gastroenteritis)* fact sheet for further information. In the event of an outbreak of viral gastroenteritis, management will contact the local Public Health Unit. [Public Health Unit- Local state and territory health departments](#). An outbreak is when two or more children or staff have a sudden onset of diarrhoea or vomiting in a 2-day period. Management must document the number of cases, dates of onset, duration of symptoms. (See: *Illness or Infectious Disease Register*).

Staff and children that have had diarrhoea and/or vomiting will be excluded from the Service until there has not been any diarrhoea or vomiting for at least 24 hours. If the diarrhoea or vomiting are confirmed to be norovirus, they will be excluded until there has not been any diarrhoea or vomiting for at least 48 hours. Staff who handle food will be excluded from the Service for up to 48 hours after they have stopped vomiting or having diarrhoea. (Staying healthy, 6th Edition, 2024).

An *Incident, Injury, Trauma and Illness Record* must be completed as per regulations. Notifications for serious illnesses must be lodged with the regulatory authority and Public Health Unit.

NOTIFYING FAMILIES AND EMERGENCY CONTACT- SICKNESS OR INFECTIOUS ILLNESS

- It is a requirement of the Service that all emergency contacts are able to pick up an ill child within a 30-minute timeframe
- In the event that the ill child is not collected in a timely manner, or should parents refuse to collect the child, a warning letter will be sent to the families outlining Service policies and requirements. The letter of warning will specify that if there is a future breach of this nature, the child's enrolment position may be terminated.

- Parents or guardians are notified as soon as practicable and no later than 24 hours of the illness, accident, or trauma occurring
- Families will be notified of any outbreak of an infectious illness (e.g.: Gastroenteritis, whooping cough) within the Service via our notice board, online app or email to assist in reducing the spread of the illness
- When a child has been diagnosed with an illness or infectious disease, the Service will refer to information about recommended exclusion periods from the Public Health Unit (PHU) and *Staying healthy: Preventing infectious diseases in early childhood education and care services, 6th Edition (2024)*.
- Exclusion periods for illness and infectious diseases are provided to families and included in our Family Handbook and *Dealing with Infectious Disease Policy*
- Families are provided with clear information about any illness or disease via Factsheets from [Staying healthy, 6th Edition](#).

THE APPROVED PROVIDER/ MANAGEMENT/NOMINATED SUPERVISOR/RESPONSIBLE PERSON AND EDUCATORS WILL ENSURE:

- that obligations under the Education and Care Services National Law and Education and Care Services National Regulations are met and child's safety and wellbeing are prioritised at all times
- educators, staff, students, visitors and volunteers have knowledge of and adhere to this policy and associated procedure and are advised on how and where the policy can be accessed
- every reasonable precaution is taken to protect children from harm and hazards likely to cause injury
- all educators, staff and students are aware of their mandatory reporting obligations and responsibilities
- staff, educators, volunteers, and students adhere to applicable legislative and regulatory requirements and not use, or have access to, any personal electronic devices, including mobile phones or smart watches used to take images or videos when educating and caring for children at the Service
- each child's enrolment records include authorisations by a parent or person named in the record for the approved provider, nominated supervisor or educator to seek medical treatment for the child from a registered medical practitioner, hospital or ambulance service and if required, transportation by an ambulance service
- accurate attendance records are kept at all times
- parents or guardians are notified as soon as practicable and no later than 24 hours of the illness, accident, or trauma occurring

- any incident, injury, trauma, illness or allegation of physical or sexual abuse to a child whilst being educated and care for, is recorded as soon after the event as possible (within 24 hours)
- an *Incident, Injury, Trauma and Illness Record* is completed accurately and in a timely manner as soon after the event as possible (within 24 hours)
- if the incident, situation or event presents imminent or severe risk to the health, safety and wellbeing of any person present at the Service, or if an ambulance was called in response to the emergency (not as a precaution), the regulatory authority will be notified within 24 hours of the incident
- the regulatory authority is notified of any allegation of physical or sexual abuse within 24 hours of the incident, or within 24 hours of the approved provider being aware of any incident or allegation using the [NQA ITS](#) incident form
- families are advised to keep their child home until they are feeling well, and they have not had any symptoms for at least 24-48 hours (depending upon the illness and exclusion periods)
- children or staff members who are diagnosed with an illness or infectious disease may be excluded as per recommended exclusion periods
- families are notified of any infectious disease circulating the Service within 24 hours of detection
- a child who has not been immunised will be excluded from the Service if a vaccine preventable disease is reported within the Service community and that child is deemed to be in danger of contracting the illness. Please refer to our *Dealing with Infectious Diseases Policy*
- families of a child with complex and chronic medical conditions will be notified in the event of an outbreak of an illness or infectious disease that could compromise their health
- families are notified to collect their child if they have vomited or had diarrhoea whilst at the Service
- first aid kits are suitably equipped and checked on a monthly basis (see *First Aid Kit Checklist*)
- first aid kits are easily accessible when children are present at the Service and during excursions
- that the following qualified people are in attendance **at all times** the Service is providing education and care to children [Reg. 136]
 - at least one educator, staff member or nominated supervisor who holds a current ACECQA approved first aid qualification including emergency life support and CPR resuscitation
 - at least one educator, staff member or nominated supervisor of the Service who has undertaken current approved anaphylaxis management training
 - at least one educator, staff member or nominated supervisor of the Service who has undertaken current approved emergency asthma management training
- educators or staff who have diarrhoea or an infectious disease do not prepare food for others for at least 48 hours after the symptoms have resolved

- cold food is kept cold (below 5 °C) and hot food, hot (above 60° C) to discourage the growth of bacteria
- staff and children always practice appropriate hand hygiene and cough and sneezing etiquette
- appropriate cleaning practices are followed
- toys and equipment are cleaned and disinfected on a regular basis which is recorded in the toy cleaning register or cleaned immediately if a child who is unwell has mouthed or used these toys or resources
- additional cleaning will be implemented during any outbreak of an infectious illness or virus
- information regarding the health and wellbeing of a child or staff member is not shared with others unless consent has been provided, in writing, or provided the disclosure is required or authorised by law under relevant state/territory legislation (including Child Information Sharing Scheme [CISS])
- a review of practices is conducted following a serious incident at the Service, including an assessment of areas for improvement
- a review of practices is conducted following an outbreak of illness or infectious diseases at the Service, including an assessment of areas for improvement.

FAMILIES WILL:

- adhere to the Service's policies regarding *Incident, Injury, Trauma and Illness*
- provide authorisation in the child's enrolment record for the approved provider, nominated supervisor or educator to seek medical treatment from a medical practitioner, hospital or ambulance service and if required, transportation by ambulance service (parents are advised the cost of an ambulance is NOT covered by the Service)
- provide up to date medical and contact information in case of an emergency
- provide emergency contact details and ensure details are kept up to date
- ensure that their child is able to be collected from the Service within a 30-minute timeframe if required due to illness by either a parent or emergency contact
- provide the Service with all relevant medical information, including Medicare and private health insurance
- provide a copy of their child's medical management plans and update these annually or whenever medication/medical needs change
- inform the Service if their child has an infectious disease or illness
- adhere to recommended periods of exclusion if their child has a virus or infectious illness- [\(exclusion for common or concerning conditions\)](#)
- seek medical advice for their child's illness/fever as required

- keep up to date with their child's immunisation, providing a copy of the updated AIR Immunisation History Statement to the Service following each immunisation on the National Immunisation Schedule
- complete documentation as requested by the educator and/or approved provider- *Incident, Injury, Trauma and Illness record* and acknowledge that they were made aware of the incident, injury, trauma or illness
- provide evidence as required from doctors or specialists that the child is fit to return to care if required- including post-surgery
- complete and acknowledge details in the *Administration of Medication Record* if required.

BREACH OF POLICY

Staff members or educators who fail to adhere to this policy may be in breach of their terms of employment and may face disciplinary action.

RESOURCES

[beyou Natural Disaster Resource](#)

[Emerging Minds Community Trauma Toolkit](#)

[Common cold fact sheet](#)

[Concussion and mild head injury](#)

[Exclusion for common or concerning conditions](#)

NSW Health [Gastro Pack NSW Health](#)

[Staying healthy- 6th Edition Fact sheets](#)

[Time Out Keeping your child and other kids healthy!](#) (Queensland Government)

The Sydney Children's Hospitals network (2020). [Fever](#)

CONTINUOUS IMPROVEMENT/REFLECTION

The *Incident, Injury, Trauma and Illness Policy* will be evaluated and reviewed on an annual basis or earlier if there are changes to legislation, ACECQA guidance or incidences related to child safety or celebration practices. Feedback will be requested from children, families, staff, educators and management and notification of any change to policies will be made to families within 14 days.

- RELATED RESOURCES

Administration of Medication Form	Illness or Infectious Disease Register
Administration of Paracetamol Record	Incident, Injury, Trauma or Illness Record

First Aid Checklist Hand Washing Procedure Head Injury Guide and Procedure Illness Management Procedure	Missing Child During Regular Transportation Procedure Missing Child Procedure Regulatory Authority Notifications Procedure

SOURCES

Australian Children's Education & Care Quality Authority. (2026). *Guide to the National Quality Framework*

Australian Children's Education & Care Quality Authority. (2025). *Policy and Procedure Guidelines. Incident, Injury, Trauma and Illness Guidelines.*

Australian Government Department of Education. (2022). *Belonging, Being and Becoming: The Early Years Learning Framework for Australia. V2.0.*

BeYou (2024) *Natural disaster Response*

Children (Education and Care Services) National Law (NSW)

Early Childhood Australia. (2016). *Code of Ethics.*

Education and Care Services National Law Act 2010

Education and Care Services National Regulations 2011

Education and Care Services National Regulations (NSW) (2025) (For NSW services only)

Health Direct <https://www.healthdirect.gov.au/>

National Health and Medical Research Council. (2024). *Staying healthy: Preventing infectious diseases in early childhood education and care services. 6th Edition.*

Raising Children Network: <https://raisingchildren.net.au/guides/a-z-health-reference/fever>

SafeWork Australia: [First Aid](#)

REVIEW

POLICY REVIEWED BY	Tracy Gill	Nominated Supervisor	2/3/2026
POLICY REVIEWED	MARCH 2026	NEXT REVIEW DATE	MARCH 2027
VERSION NUMBER	V2		
MODIFICATIONS	• annual policy review • definition of serious incident edited • added children's safety, wellbeing and best interests to be paramount consideration for all service operations • updated amended National Law and National Regulations • minor edits to enhance child safety practices • National Model Code recommendations now replaced by mandatory legislative and regulatory requirements		

INCIDENT, INJURY, TRAUMA AND ILLNESS PROCEDURE

Educators have a duty of care to manage incidents, illness, trauma and injury that occur at the Service to ensure the safety and wellbeing of children, educators and visitors. The health and safety of all educators, staff, children, families and visitors to our Service is of the utmost importance. We aim to reduce the likelihood of incidents, injuries, illness and trauma through implementing comprehensive risk management, effective hygiene practices and the ongoing professional development of all educators to respond quickly and effectively to any incident or accident.

Our Service implements procedures as stated in the [Staying healthy: Preventing infectious diseases in early childhood education and care services](#) (6th Edition) developed by the Australian Government National Health and Medical Research Council as part of our day-to-day operation of the Service.

Working in conjunction with the *Incident, Injury, Trauma and Illness Policy*, this procedure provides detailed steps for educators to follow when responding to an incident, illness, trauma or injury that occurs to a child who is being educated and cared for at the Service.

Education and Care Services National Law or Regulations (S. 165, 174. R.12, 77, 85, 86, 87, 88, 89, 90, 93, 95, 97, 103, 104, 161, 162, 168, 170, 171. 176, 177 and 183) NQS QA 2: Element 2.1.2, 2.2.1 and 2.2.2 Health practices and procedures

Related Policy: *Incident, Injury, Trauma and Illness Policy*

IN CASE OF EMERGENCY DIAL 000

INCIDENT, INJURY, TRAUMA AND ILLNESS		
1	The approved provider, nominated supervisor and educators will review and update the <i>Incident, Injury, Trauma and Illness Policy</i> annually in consultation with children, families, staff, educators and management	
2	All individuals involved in the education and care of children at our Service will prioritise the child's safety, rights and best interests when responding to incidents, injuries, trauma or illnesses	
3	During orientation and enrolment, the nominated supervisor will inform families about the Service's procedures and policies for responding to incidents, injuries, trauma or illnesses	
4	The approved provider, nominated supervisor or educator will notify parents/guardians as soon as practicable, but no later than 24 hours, if their child is involved in or allegedly involved in any incident, injury, trauma, or illness while in care	
5	The nominated supervisor and educators, as required, will complete an <i>Incident, Injury, Trauma and Illness Record</i> following any incident, injury, trauma or illness, including a serious incident, that occurs to a child, visitor or educator, within 24 hours according to regulation requirements	
6	Parents/Guardians will sign an acknowledgement of the details recorded in the <i>Incident, Injury, Trauma and Illness Record</i> within 24 hours	

7	In the event of any child requiring ambulance transportation and medical intervention, a serious incident will be reported to the regulatory authority (Reg. 12) by the approved provider within 24 hours	
8	The nominated supervisor will ensure all <i>Incident, Injury, Trauma and Illness Records</i> are stored securely and confidentially for 25 years after the child reaches 18 years of age	
9	The nominated supervisor will ensure a register of incidents and illnesses is kept and maintained to assist in the review of trends or recurring issues	
10	The nominated supervisor will participate in a review following an incident, injury, trauma or illness at the Service, including an assessment of areas of improvement	
11	The nominated supervisor will ensure policies, procedures or risk assessments are updated after a review is conducted in response to an incident at the Service	

MANAGEMENT OF INCIDENTS

1	The first aid responder will ensure the safety of themselves and others and implement first aid following the DRSABCD action plan • D - Danger • R - Response • S - Send for Help • A - Airway • B - Breathing • C - CPR • D - Defibrillation	
2	The first aid responder is to assess if emergency services are required. The first aid responder will send for help for emergency services by calling triple zero 000	
3	In the event of a missing child, the responsible person and educators will follow the steps outlined within the <i>Missing Child Procedure</i> or the <i>Missing Child During Regular Transportation Procedure</i>	
4	In the event of an incident that requires emergency evacuation or lockdown of the Service, the responsible person and educators will follow the steps outlined within the <i>Emergency Evacuation Procedure</i> or <i>Lockdown Procedure</i>	
5	In the event of an incident involving a chemical spill or bodily fluids, the responsible person and educators will follow the steps outlined within the <i>Managing Spills of Hazardous Chemicals Procedure</i> or the <i>Managing Spills of Blood and Body Fluids Procedure</i>	
6	The responsible person/educator will complete an <i>Incident, Injury, Trauma and Illness Record</i> following any incident, including a serious incident, that occurs to a child, visitor or an educator within 24 hours	
7	Parents/Guardians will sign an acknowledgement of the details recorded in the <i>Incident, Injury, Trauma and Illness Record</i>	
8	The nominated supervisor will complete an <i>Incident/Injury Report Register</i> for all incidents and participate in a review of the incident, including an assessment of areas for improvement	

MANAGEMENT OF INJURIES		
1	The first aid responder will ensure the safety of themselves and others and implement first aid following the DRSABCD action plan • D - Danger • R - Response • S - Send for Help • A - Airway • B - Breathing • C – CPR • D – Defibrillation	
2	The first aid responder is to assess if emergency services are required. The first aid responder will send for help for emergency services by calling triple zero 000	
3	In the event of a child, visitor, staff member or educator being injured at the Service, educators will follow the steps outlined within the <i>Administration of First Aid Procedure</i>	
4	The educator will complete an <i>Incident, Injury, Trauma and Illness Record</i> following any incident where a child, visitor or educator was injured, including any serious incidents, within 24 hours	
5	The educator will complete an <i>Incident/Injury Record Educator</i> following any incident where the educator was injured, including any serious incidents, within 24 hours	
6	Parents/Guardians will sign an acknowledgement of the details of the injury as recorded in the <i>Incident, Injury, Trauma and Illness Record</i>	
7	The nominated supervisor will complete an <i>Incident/Injury Report Register</i> for all incidents and participate in a review of the incident, including an assessment of areas for improvement	

MANAGEMENT OF TRAUMA		
1	The educator will provide first aid assistance as required, following the steps as outlined within the <i>Administration of First Aid Procedure</i>	
2	The educator will comfort and provide reassurance to the child or children affected by the trauma	
3	The educator will contact emergency services as required	
4	The educator will inform the nominated supervisor/responsible person as soon as possible following the traumatic event	
5	The educator will complete an <i>Incident, Injury, Trauma and Illness Record</i> as soon as possible, following the traumatic event	
6	Parents/Guardians will sign an acknowledgement of the details of the trauma as recorded in the <i>Incident, Injury, Trauma and Illness Record</i>	
7	Management of the Service will support educators, children and families and offer counselling services or referrals as required	

8	The nominated supervisor will complete a review of the traumatic event, including an assessment of areas for improvement	

MANAGEMENT OF ILLNESSES

Educators will:

1	respond to the child immediately and implement first aid procedures as per the <i>Administration of First Aid Policy and Procedure</i>	
2	follow the steps outlined in the <i>Illness Management Procedure</i> , including if the child develops a high temperature, has an infectious illness, or appears unwell at the Service	
3	closely monitor and document the child's symptoms on the <i>Incident, Injury, Trauma and Illness Record</i> . Symptoms may become serious or concerning quickly.	
4	move the child to allow them to rest in a supervised area away from other children	
5	contact the parent or emergency contact to collect the child as soon as possible if the child displays any concerning symptoms (e.g. lethargy, fever, poor feeding, new rash, poor urine output, irritation, pain or sensitivity to light)	
6	contact an ambulance immediately if the child displays serious symptoms (e.g. breathing, drowsiness or unresponsiveness, looking pale or blue or feeling cold) or if multiple symptoms develop or if symptoms rapidly get worse	
7	notify the nominated supervisor or responsible person of the unwell child	
8	notify parents/guardians of the illness as soon as possible and request they sign an acknowledgement of the details recorded in the <i>Incident, Injury, Trauma and Illness Record</i>	
9	discuss with the parent any exclusion periods required, following Staying Healthy guidelines	
10	notify the nominated supervisor/responsible person of an outbreak of illness at the Service	

The approved provider or nominated supervisor will:

11	notify other families of the illness or outbreak where required	
12	complete an <i>Illness or Infectious Diseases Register</i> for all illnesses and participate in a review of the illnesses following an outbreak, including an assessment of areas for improvement	
13	notify the relevant public health unit within 24 hours of an illness that is deemed reportable (Check state/territory requirements) as per the <i>Reporting Infectious Disease Procedure</i>	
14	complete a review of the outbreak, including an assessment of areas for improvement	

REVIEW OF PROCEDURE

Date procedure created	10/06/2026	To be reviewed	December 2026
Approved by	Christian Stumpf	Signature	<i>Christian Stumpf</i>

Location of procedure	OWNA,
Procedure reviewed date	Modifications/Changes
May 2026	Added information re: notifications to parents of incident, injury, trauma and illness in line with NSW child safety reforms.
May 2025	New procedure developed

ILLNESS MANAGEMENT PROCEDURE

Educators have a duty of care to manage illnesses that occur at the Service to ensure the safety and wellbeing of children, educators and visitors. The health and safety of all staff, children, families and visitors to our Service is of the utmost importance. We aim to reduce the likelihood of incidents, injuries, illness and trauma through implementing comprehensive risk management, effective hygiene practices and the ongoing professional development of all staff to respond quickly and effectively to any incident or accident.

Working in conjunction with the *Administration of First Aid Policy* and *Incident, Injury, Trauma and Illness Policy*, this procedure provides detailed steps for educators to follow to respond to a child who displays illness symptoms at the Service.

Education and Care Services National Law or Regulations (S. 165, 174. R.12, 77, 85, 86, 87, 88, 89, 90, 93, 95, 97, 103, 104, 161, 162, 168, 170, 171. 176, 177 and 183) NQS QA 2: Element 2.1.2, 2.2.1 and 2.2.2 Health practices and procedures

Related Policy: *Administration of First Aid Policy, Incident, Injury, Trauma and Illness Policy, Dealing with Infectious Diseases Policy*

IN CASE OF EMERGENCY DIAL 000

ILLNESS MANAGEMENT		
1	The approved provider, nominated supervisor will review and update the <i>Incident, Injury, Trauma & Illness Policy</i> annually in consultation with children, families, staff, educators and management	
2	During orientation and enrolment, the nominated supervisor will inform families about the Service's procedures and policies in relation to managing children with illness and preventing the spread of infectious diseases	
3	The nominated supervisor will provide families with clear information about any illness or disease via Factsheets from Staying healthy, 6th Edition .	
4	In the event the nominated supervisor is not available at the Service, the responsible person will be contacted and assume responsibilities within this procedure.	
5	In the event of any child requiring ambulance transportation and medical intervention, a serious incident will be reported to the regulatory authority (Reg. 12) by the approved provider	

STEP 1: IF A CHILD APPEARS UNWELL AT THE SERVICE		
Educators will:		
1	respond to the child immediately and implement first aid procedures as per <i>Administration of First Aid Policy and Procedure</i>	

2	closely monitor and document the child's symptoms on the <i>Incident, Injury, Trauma and Illness Record</i> . Symptoms may become serious or concerning quickly.	
3	move the child to allow them to rest in a supervised area away from other children	
4	contact the parent or emergency contact to collect the child as soon as possible if the child displays any concerning symptoms (lethargy, fever, poor feeding, new rash, poor urine output, irritation or pain or sensitivity to light).	
5	contact an ambulance immediately if the child displays serious symptoms (breathing, drowsiness or unresponsiveness, looking pale or blue or feeling cold) or if multiple symptoms develop or if symptoms rapidly get worse	
6	discuss with the parent any exclusion periods required, following Staying healthy guidelines.	

STEP 2: IF A CHILD HAS AN INFECTIOUS ILLNESS

1	Parents will be required to inform the Service if a medical practitioner determines the child has an infectious illness	
2	The nominated supervisor will notify parents and visitors of an infectious disease or illness via the notice board, online app or email. Information may include: ○ Information about the illness/disease ○ Symptoms ○ Exposure date/s ○ Infectious period <i>and</i> ○ Exclusion periods	
3	The nominated supervisor will notify the local Public Health Unit (PHU) within 24 hours of diagnosis or as soon as the Service has been made aware of the any vaccine preventable diseases specific to your state/territory	
4	Educators will disinfect all toys that the children have played with during that week to minimise infection. Once this has been completed, the educator will record on the <i>Toy Cleaning Register</i> .	
5	The nominated supervisor will document the illness on the <i>Illness and Infectious Disease Register</i>	

STEP 3: IF A CHILD DEVELOPS A HIGH TEMPERATURE WHILST AT THE SERVICE

1	If a child appears unwell at the Service, educators will take the child's temperature and record the child's temperature on the <i>Incident, Injury, Trauma and Illness Record</i> , including the time the temperature was taken	
2	For infants under three months of age with a temperature/fever over 38°C , educators will notify parents or emergency contacts immediately to request that they collect their child and seek urgent medical assistance.	

	If parents or emergency contacts are unable to be contacted or unable to collect the infant urgently, the nominated supervisor will contact emergency services for immediate medical assistance.	
3	Educators will check a child's temperature if they think the child has a fever. If it is between 37.5°C and 37.9°C educators will retest within 30 minutes (records will be kept of time, date and temperature) Educators will continue to monitor the child's symptoms Educators will begin to cool down the child slowly with lukewarm washes	
4	If the child has a temperature of 38°C or above, educators will contact parent/s or an emergency contact person and advise the family member they are required to come and pick up the child from the service (within a 30-minute time frame)	
5	Educators will closely monitor the child and be alert to changes in symptoms. An ambulance will be contacted immediately if the child displays serious symptoms (breathing, drowsiness or unresponsiveness, looking pale or blue, feeling cold or suffers a convulsion) or if multiple symptoms develop or if symptoms rapidly get worse.	
6	Educators will attempt to reduce the child's temperature by - removing excessive clothing (shoes, socks, jumper, pants) - encouraging the child to take small sips of water Educators will be mindful of cultural beliefs	
7	Following a request from a parent or emergency contact to administer paracetamol or ibuprofen, educators may administer paracetamol or ibuprofen (Panadol or Nurofen) in an attempt to reduce the temperature down provided written parental permission to administer paracetamol or ibuprofen has been provided during enrolment and filed in the child's enrolment record. The parent or emergency contact person must still collect the child from the Service as soon as possible.	
8	Educators will check the medical history of the child for possible allergies before providing any medication including paracetamol or ibuprofen	
9	Educators will record the child's temperature, time of last dose of medication, time of this medication administered, name of medication, dosage, name of staff member administering the medication and the staff member witnessing the administration on the <i>Incident, Injury, Trauma and Illness Record</i>	
10	If paracetamol or ibuprofen has been administered to the child, the educator will continue to reassess the child's temperature every 10 minutes, documenting each time the temperature has been taken until the child is collected from the Service.	
11	Parents/guardians will be requested to sign and acknowledge the <i>Administration of Medication Form</i> or <i>Administration of Paracetamol Record</i> when collecting their child	
12	The child may return to the Service after 24 hours of their last temperature if their temperature is normal (between 36.5°C and 38.0°C)	

STEP 4: VOMITING OR DIARRHOEA

1	If a child becomes unwell with vomiting and/or diarrhoea whilst at the Service, educators will respond to the child immediately and implement first aid procedures as per <i>Administration of First Aid Policy and Procedure</i>	

2	The nominated supervisor or educator will notify parents or an emergency contact to collect the child immediately (within 30 minutes)	
3	Educators will move the child away from other groups of children and supervise them whilst waiting for collection by parents/guardian	
4	The nominated supervisor or educator will remind parents that children will be excluded from the Service until the diarrhoea and/or vomiting has stopped for at least 24 hours	
5	If the diarrhoea or vomiting are confirmed to be norovirus, they will be excluded until there has not been any diarrhoea or vomiting for at least 48 hours	
6	Children should not participate in cooking activities for at least 48 hours following any illness involving diarrhoea. Adults should not handle food for at least 48 hours following any illness involving diarrhoea	
7	Educators will wear personal protective equipment (PPE)- disposable gloves, face shield, disposable apron, masks	
8	Educators will clean the child using wipes and double bag child's contaminated clothing for families to take home and wash	
9	Educators will encourage children to take small sips of water whilst waiting for collection from the Service	
10	Educators will ensure all items touched by a child with a suspected illness are thoroughly cleaned and disinfected	
11	Educators will adhere to the Service's cleaning procedures to minimise the spread of infectious diseases/illnesses as per NHMRC childcare cleaning guidelines	
12	Educators will wear full PPE to: • remove the bulk of the vomit/diarrhoea with disposable absorbent paper towel • clean surfaces and equipment with detergent and water before disinfecting with a bleach solution • ensure all items touched by a child with a suspected illness are thoroughly cleaned and disinfected • remove protective equipment carefully to not contaminate themselves or their clothing and then place in a plastic bag, seal and place in the bin • thoroughly wash hands and skin that was contaminated shower in the event of contamination or contact with bodily fluids	
13	Educators will complete an <i>Incident, Injury, Trauma and Illness Record</i> . Educators are to ensure the parent, or a family member signs the <i>Incident, Injury, Trauma and Illness Record</i> before the child leaves the Service.	
14	In the event of an outbreak of viral gastroenteritis (two or more children or staff having a sudden onset of diarrhoea or vomiting in a 2-day period) the nominated supervisor will notify the Public Health Unit within 24 hours and notify parents and families of the outbreak via the notice board, online app, email or other methods of communication.	
15	The nominated supervisor will complete an <i>Incident, Injury, Trauma and Illness Register</i> to record patterns of illness during outbreaks of infectious diseases	

REVIEW OF PROCEDURE			
Date procedure created	24.11.2025	To be reviewed	November 2026
Approved by	Tracy Gill		
Procedure Reviewed Date	Modifications/Changes		

HEAD INJURY GUIDE AND PROCEDURE

Children often bump their heads when engaging in play and exploration and it can be difficult to determine if the injury is considered serious or not. Our Service considers any knock to the head to be assessed as a head injury.

Where a child has received **any injury** to the head, no matter how minor, educators or staff must contact the parents/guardian as soon as possible. Educators must be aware that any injury to the head, may develop into a serious incident or injury. The symptoms experienced after a head injury (as detailed below) are used to determine how serious the injury is and to determine the necessary first aid. Close monitoring of children with any head injuries is required until the parent or guardian collects the child from the Service, or they are transferred to hospital. Any injury to the head must be recorded in an *Incident, Injury, Trauma and Illness Record*.

Working in conjunction with the *Administration of First Aid Policy, Incident, Injury, Trauma and Illness Policy*, this procedure provides detailed steps for educators to follow in the event of a head injury at the Service.

Education and Care Services National Law or Regulations (S. 167, R.12, 85, 86, 87, 88, 89, 90, 136, 161, 168, 175, 176) NQS QA 2: Element 2.1.2, 2.2.1 and 2.2.2 Health practices and procedures

Related Policy: *Administration of First Aid Policy; Incident, Injury, Trauma and Illness Policy;*

HEAD INJURY TERMS

Head injuries are classified as *mild, moderate or severe*. Many head injuries are mild and simply result in a small lump or bruise. **Mild head** injuries may be treated by a staff member/s who hold a first aid qualification, however, if the child is unconscious or has suffered a **moderate** or **severe** injury to the head, immediate medical attention must be sought, and emergency first aid procedures implemented.

CONCUSSION – a mild traumatic brain injury that alters the way the brain functions. Effects of concussion are usually temporary, but can include altered levels of consciousness, headaches, confusion, dizziness, memory loss of events surrounding the injury, and visual disturbance.

LOSS OF CONSCIOUSNESS – when a person is unable to open their eyes, speak or follow commands. They have no awareness of stimulation from outside their body and cannot remember the immediate periods before and after the injury.

SIGNS AND SYMPTOMS OF HEAD INJURY

The symptoms experienced straight after a head injury are used to determine how serious the injury is.

The information below is a guideline only and confirmation of the severity of a head injury must be made by the staff member trained in first aid and/or emergency services.

MODERATE TO SEVERE HEAD INJURY

If the child has a moderate or severe head injury, they may:

- lose consciousness
- be drowsy and not respond to the voice
- be dazed or shocked
- not cry straight after the knock to the head (younger children)
- be confused, have memory loss or loss of orientation about place, time or the people around them
- experience visual disturbance
- have unequally sized pupils or weakness in their arm or leg
- have something stuck in their head, or a cut causing bleeding that is difficult to stop, or a large bump or bruise on their head
- have a seizure, convulsion or fit
- vomit more than once.

An ambulance must be called immediately if the child has a moderate or severe head injury.

MILD HEAD INJURY

A mild head injury or concussion is when the child:

- may display altered level of consciousness at the time of the injury
- is now alert and interacts with you
- may have vomited, but only once
- may have bruises or cuts on their head
- is otherwise normal.

Parents/carers are advised to seek medical advice if the child has any of the above symptoms of mild head injury or if they develop further symptoms of head trauma. For all head injuries, close observation of the child is required at the Service and once the child has returned home with their parent.

HEAD INJURY TREATMENT WITH FIRST AID

If a casualty is or becomes unconscious, you should also suspect a spinal injury and should treat

the casualty as such. This is the standard protocol for head injury first aid:

	Follow DRSABCD (Danger, Response, Send for Help, Airway, Breathing, CPR, Defibrillation) Treatment varies for conscious or unconscious casualties		
		CONSCIOUS CASUALTIES	UNCONSCIOUS CASUALTIES
STEP 1		If the patient is conscious and no spinal injury is suspected, place the patient in a position of comfort (usually lying down) with their head and shoulders slightly raised.	If the patient is unconscious and a neck or spinal injury is suspected place the patient in the recovery position, carefully supporting the patient's head and neck, and avoid twisting or bending during movement.
STEP 2		Control any bleeding with direct pressure at the point of bleeding. If you suspect the skull is fractured, use gentle pressure around the wound.	Ensure the patient's airway is clear and open. Keep the patient's airway open by lifting their chin. Do not force if the face is badly injured. Treat any bleeding.
STEP 3		If blood or fluid comes from the ear, secure a sterile dressing lightly over the ear. Lie the patient on their injured side, if possible, to allow the fluid to drain.	Call triple zero (000) for an ambulance.
STEP 4		Seek medical aid	

A casualty with a head injury may vomit, so be ready to turn them onto their side and clear the airway quickly. Support their head and neck through this process, you will need at least one helper to assist.

WOUND TO THE HEAD (INCLUDING CUTS, GRAZES AND LACERATIONS):

DEFINITION: Wounds such as cuts, grazes (e.g., scrapes or abrasions) and lacerations (e.g., a deep cut or tear of the skin) are a split of the skin caused by an impact of some sort.

FIRST AID TREATMENT FOR WOUNDS

The most important thing to do is to try and stop the bleeding. If available, put on clean disposable gloves or clean your hands first with hand sanitiser, but do not delay treating the wound if these are not close by.

- Use a clean, dry cloth to apply pressure directly to the wound
- Apply pressure for five minutes

Thoroughly cleaning the wound will reduce the risk of infection. However, there is no need to use anything other than water as other substances may irritate the injured skin or cause a delay in the wound healing. Antiseptic creams are not recommended and do not help the wound to heal.

Follow DRSABCD (Danger, Response, Send for Help, Airway, Breathing, CPR, Defibrillation) Treatment varies for minor or more serious wounds		
	MINOR WOUNDS	MORE SERIOUS WOUNDS
STEP 1	Minor wounds do not usually require any medical attention but can be managed with standard first-aid procedures. After removing pressure, the bleeding should have slowed to a trickle or have stopped altogether. • If bleeding continues, reapply pressure and seek urgent medical attention. If this is not possible call the ambulance. • If bleeding has stopped or slowed, rinse the wound and surrounding area with water. If there is dirt or debris, the child should seek medical attention. Very small amounts of dirt are OK in grazes. • Cover the wound with a dressing (e.g., Band-Aid) or a small bandage. This will help to keep the wound clean and will protect the area from further knocks as it heals. Keeping the wound covered also keeps the wound moist, which aids healing.	As with minor wounds, try to stop the bleeding by applying pressure to the area. Contact emergency services on 000 in the following situations. • there is a large amount of bleeding that does not quickly stop • the wound is very deep or is a deep puncture wound • the cut or laceration is deep and is over a joint (e.g., a knee, wrist or knuckle) • a human or animal bite caused the wound • you cannot get the wound clean • the child has not had a tetanus vaccination within the last five years • the wound is gaping apart, despite controlling the bleeding. It may need closing with glue or stitches. Clean with water, cover the wound. Ensure medical attention is sought as soon as possible. • the wound has something sticking out of it, such as a piece of glass or a stick. Do not try to remove the object. Continue to apply pressure to the wound around the object.
STEP 2	Ensure parents/guardians are contacted as soon as possible, but no later than 24 hours, and provided with information about their child. Ensure the Regulatory Authority is notified within 24 hours if a child is involved in a serious incident, injury, trauma or illness at the Service	

PROCEDURE FOR WOUNDS TO THE HEAD		
1	Educators will follow the <i>Administration of First Aid Procedure</i> for the wound/ injury. Assess if emergency medical attention is urgently required- call 000 for emergency services if required	
2	When a child receives any injury/incident to the head area, educators must notify the child's parent/guardian or emergency contact person as soon as possible. Record time and date of notification to parent	
3	Educators will continue to administer first aid and/or monitor the child until parent/guardian arrives at the Service, or emergency services arrive and take over treatment	
4	Educators will complete <i>Incident, Injury, Trauma or Illness Record</i> accurately and in a timely manner as soon after the event as possible (within 24 hours)	
5	Educators will ensure parental acknowledgement of the notification of the incident/injury/trauma is provided on the <i>Incident, Injury, Trauma and Illness Record</i>	
6	The nominated supervisor will notify the regulatory authority within 24 hours of a serious incident if urgent medical attention was required and/or emergency services attended the Service	
7	The nominated supervisor will ensure notification to made to SafeWork NSW (or relevant authority) in event of serious injury/incident (Work Health and Safety Laws)	
8	Educators will advise the parent/guardian, that following a serious head injury, the child may return to the Service with a medical clearance and details of activities permitted over a gradual time frame provided by a registered general practitioner	

CALLING FOR AN AMBULANCE		
1	All staff have a duty of care to contact an ambulance immediately in case of an emergency	
2	Dial 000 and be prepared to answer the following: - the address of where the ambulance is required and the nearest cross street - the details of the incident/injury - how many people are injured - the child/person's age - the child/person's gender - if the child/person is conscious and - if the child/person is breathing	
3	The call taker may ask additional questions and provide assistance or medical advice depending on the emergency. Staff are to follow these instructions where possible	
4	Where possible arrange for a staff member to meet the ambulance and paramedics at the entrance of the Service and take to where the patient is located	

5	Ensure any medical condition plans, asthma plans, anaphylaxis plans or regular medication are available for the paramedics	
6	Notify paramedics of any allergies or special requirements the patient may have	
7	When practical notify families or next of kin of emergency	
8	Ensure parents/guardians are contacted as soon as possible, but no later than 24 hours, and provided with information about their child	
9	Ensure the regulatory authority is notified within 24 hours if a child is involved in a serious incident, injury, trauma or illness at the Service	

REVIEW OF PROCEDURE			
Date procedure created	24..11.2025	To be reviewed	November 2026
Approved by	Tracy Gill	Position	Nominated Supervisor
Procedure reviewed date	Modifications/Changes		

INTERACTIONS WITH CHILDREN, FAMILIES AND STAFF POLICY

The Early Years Learning Framework (EYLF) identifies secure, respectful, and reciprocal relationships with children as one of the principles that underpin practice. Within an early childhood community many different relationships are negotiated with and between children, educators and families. The way in which these relationships are established and maintained, and the way in which they remain visible impacts on how the early childhood community functions as a whole. Relationships directly affect how children form their own identity, whether or not they feel safe and supported, and ultimately, their sense of belonging.

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 5: RELATIONSHIPS WITH CHILDREN		
5.1	Relationships between educators and children	Respectful and equitable relationships are maintained with each child.
5.1.1	Positive educator to child interactions	Responsive and meaningful interactions build trusting relationships which engage and support each child to feel secure, confident and included.
5.1.2	Dignity and rights of the child	The dignity and rights of every child are maintained.
5.2	Relationships between children	Each child is supported to build and maintain sensitive and responsive relationships.
5.2.1	Collaborative learning	Children are supported to collaborate, learn from and help each other.
QUALITY AREA 6: COLLABORATIVE PARTNERSHIPS WITH FAMILIES AND COMMUNITIES		
6.1	Supportive relationships with families	Respectful relationships with families are developed and maintained and families are supported in their parenting role.
6.1.1	Engagement with the service	Families are supported from enrolment to be involved in the service and contribute to service decisions.
6.1.2	Parents views are respected	The expertise, culture, values and beliefs of families are respected, and families share decision-making about their child's learning and wellbeing.
6.1.3	Families are supported	Current information is available to families about the service and relevant community services and resources to support parenting and family wellbeing.

EDUCATION AND CARE SERVICES NATIONAL LAW AND NATIONAL REGULATIONS	
S. 2A	Paramount consideration—safety, rights and best interests of children
S. 3A	Paramount consideration

S. 5AA	Meaning of 'inappropriate conduct' in relation to a child
S. 162A	Child protection training Offence relating to child protection training
S. 162B	Child safety training
S.165	Offence to inadequately supervise children
S. 166	Offence to use inappropriate discipline
S. 166A	Offence to subject child to inappropriate conduct Offences relating to inappropriate conduct
S.168	Offence related to required programs
S.169	Offence relating to staffing arrangements
Part 6A	Devices in education and care services
73	Educational program
84	Awareness of child protection law
115	Premises designed to facilitate supervision
117A	Placing a person in day-to-day charge
118	Educational leader
123	Educator to child ratios-centre-based services
126	Centre-based services- general educator qualifications
145	Staff record
155	Interactions with children
156	Relationships in groups
157	Access for parents
168	Education and care services must have policies and procedures
170	Policies and procedures to be followed
171	Policies and procedures to be kept available
172	Notification of change to policies and procedures

RELATED POLICIES

Behaviour Guidance Policy	Open Door Policy
Child Protection Policy	Orientation of Families Policy
Child Safe Environment Policy	Privacy and Confidentiality Policy
Code of Conduct Policy	Protected Disclosure (Whistleblower) Policy
Dealing with Complaints Policy	Relief Staff Policy
Delivery of Children to, and Collection from	Respect for Children Policy
Education and Care Service Premises	Safe Use of Digital Technologies and Online
Educational Program Policy	Environments Policy
Enrolment Policy	Social Media Policy
Family Communication Policy	Staffing Arrangement Policy
Governance Policy	Student and Volunteer Policy
Incident, Injury, Trauma and Illness Policy	Supervision Policy
Management Committee Policy	Transition to School Policy

PURPOSE

We aim to build positive and respectful relationships with children, families, and educators through collaboration and interactions, which is reflective of our Service philosophy and the Early Years Learning Framework (EYLF V2.0, 2022). Educators will encourage positive relationships between children and their peers as well as with educators and families at the Service, ensuring children feel safe and supported, including when using digital technologies and online environments. We believe that children's safety, rights, and best interests are the paramount consideration for all Service operations, decisions and functions.

SCOPE

This policy applies to children, families, staff, approved provider, nominated supervisor, management, students, volunteers and visitors of the Service.

IMPLEMENTATION

Under the *Education and Care Services National Regulations*, the approved provider must ensure that policies and procedures are in place for interactions with children (Reg. 168) and take reasonable steps to ensure those policies and procedures are followed.

In order to build and maintain positive and respectful relationships with children, families and educators at our Service will adhere to our statement of philosophy and the ECA Code of Ethics. We aim to provide a child safe culture where our values and practices, attitudes and behaviour of all staff are guided by the National Principles for Child Safe Organisations and the implementation of the NSW Child Safe Standards

INTERACTIONS WITH CHILDREN

Children need positive relationships and interactions with educators that are trusting and responsive to their individual needs. Through these experiences and interactions children will develop a positive understanding of themselves and feel a sense of belonging. We promote a respectful, child safe culture where children's concerns are always responded to, and children feel empowered to participate in decisions and provide feedback to educators and staff.

Our Service maintains a zero-tolerance approach to inappropriate conduct towards children. All interactions must protect each child's dignity, emotional wellbeing and safety. Our Service upholds a strong reporting culture to safeguard children in our care. All educators and staff play a vital role in protecting children from harm by responding to and reporting any incidents, disclosures or suspicions of abuse, harm, neglect or ill-treatment.

THE APPROVED PROVIDER/NOMINATED SUPERVISOR/MANAGEMENT WILL:

- meet obligations under the Education and Care Services National Law and Education and Care Services National Regulations
- provide new employees, students and volunteers with a copy of this policy and associated procedure as part of their induction and are advised on how and where the policy can be accessed
- ensure copies of this policy are readily accessible and available for inspection
- ensure that the *Safe Use of Digital Technologies and Online Environments Policy* and procedure are considered when interactions with children include digital technologies and online environments
- ensure all staff, educators, volunteers and students are aware of and adhere to legislative requirements relating to taking images or video of children when providing education and care
- create a welcoming and relaxed atmosphere in which children experience equitable, friendly and genuine interactions with all educators
- ensure environments are created to ensure children feel safe, valued, understood and supported
- ensure the Service complies with minimum educator to child ratios and qualification requirements
- require the approved provider, nominated supervisor, each staff member, educator, regular volunteers and students on placement complete national child safety training
- ensure all educators and staff are aware of the procedure of reporting allegations of abuse, neglect, harm or ill-treatment

- ensure that no child is subjected to any form of inappropriate conduct including conduct that is threatening, intimidating, humiliating, degrading, hostile or otherwise inappropriate in the circumstances
- ensure that any allegation, concern or suspicion that a child has been subjected to inappropriate conduct is responded to immediately and reported to the regulatory authority, within 24 hours, with mandatory notifications made to other relevant authorities as required including Office of the Children's Guardian- Reportable Conduct Scheme (NSW), NSW Department of Communities and Justice (DCJ), NSW Police and internal incident management procedures
- conduct a review of practices following an incident involving inappropriate conduct at the Service, including an assessment of areas for improvement
- promote a culture where inappropriate conduct is not tolerated and where educators and staff feel safe to report concerns under the *Protected Disclosures (Whistleblower) Policy*
- ensure all educators, staff and volunteers understand their obligations as mandatory reporters and are trained to recognise, prevent and respond to inappropriate conduct
- ensure that no child is subjected to any form of corporal punishment or any discipline that is unreasonable or inappropriate in the circumstances
- support educators to use trauma-informed practices to recognise and respond to the emotional needs of children (see *Incident, Injury, Trauma and Illness Policy*)
- take reasonable steps to ensure children have opportunities to interact and develop respectful and positive relationships with each other and with staff members and volunteers of the Service
- have regard to the size and composition of groups of children, the developmental needs of each child, cultural and linguistic diversity and the staffing arrangements required to support positive relationships and effective supervision.

EDUCATORS WILL:

- ensure interactions with children are always respectful, safe, supportive and appropriate to each child's developmental needs, culture, identity and circumstances
- refrain from any behaviour that may be considered inappropriate conduct, including behaviour that is threatening, intimidating, humiliating, degrading, hostile or otherwise inappropriate
- remain aware of the power imbalance inherent in child-adult relationships and avoid behaviour that could misuse or exploit that power
- immediately report any behaviour by another person that may constitute inappropriate conduct towards a child to the nominated supervisor/approved provider and regulatory authority
- monitor and maintain staff to child ratios to ensure adequate supervision of children

- have a sound understanding of their duty of care and responsibilities in ensuring children are within a child safe environment at all times
- strictly adhere to legislative requirements relating to taking images or video of children when providing education and care
- role-model appropriate language and behaviour
- support and encourage children to be aware of their own feelings as well as the feelings of others
- encourage children to treat all other children with respect
- provide children with the opportunity to explore their dispositions for learning by expressing themselves and their opinions
- consider group size and composition when planning activities, intentionally creating groupings that support positive relationships, inclusion and children's developmental needs
- ensure children are aware of how to raise concerns or provide feedback – (child focused complaint handling system- *Dealing with Complaints Policy*)
- respond to children and inform them how their feedback has been acted upon
- assist the children to build resilience and self-assurance through positive interactions
- guide children's behaviour positively to promote safe, positive play and children's agency (see *Behaviour Guidance Policy*)
- respect the rights, dignity and agency of children (United Nations Convention on the Rights of the Child)
- provide appropriate supervision so children feel safe in their interactions with other children
- speak to children in a positive manner at all times, promoting respect, tolerance and empathy, including the use of non-verbal cues and communication
- engage in meaningful, open interactions that support the acquisition of skills for life and learning of children
- respect each child's uniqueness, be attuned to, and respond sensitively and appropriately to children's efforts to communicate and use the child's own language, communication styles, and culture to enhance interactions
- listen to children and take them seriously; support and encourage children to use appropriate language in their interactions with adults and peers. Educators will extend upon children's interests and ideas through questions and discussions, supported and made visible in observations, reflections, and programming
- understand their mandatory reporting requirements and respond to any incident, disclosure or suspicion of child abuse, harm, neglect or ill-treatment they witness or suspect immediately by

notifying the approved provider and NSW Department of Communities and Justice (Child Protection Helpline) (insert state/territory agency for reporting)

- communicate with children by getting down to their level, using eye contact, and showing respect to the child whilst engaging in and promoting effective communication
- show empathy to children
- ensure that the values, beliefs, and cultural practices of the child and family are considered and respected
- ensure that no child is ever isolated for any reason other than illness, accident or pre-arranged appointment with parental consent. During this time, they will be under staff/educator supervision.
- regularly reflect on their relationships and interactions with children and how these can be improved to benefit each child
- facilitate children's individual development extending upon their strengths, interests and abilities
- document decisions where group size/composition required changes to supervision of program (e.g. temporary changes to groupings, additional staff, or adapted activities) and notify families where appropriate.

INTERACTIONS BETWEEN MANAGEMENT, EDUCATORS AND FAMILIES

Effective communication is key to developing and maintaining positive interactions and relationships with others and helps to build trusting and respectful partnerships with families. Educators use positive and open communication with families and siblings in order to create a responsive and inclusive environment for children, staff and families. Interactions with families help to inform educators' knowledge of each child's distinctive interests, skills, cultures and abilities. This helps to build a positive experience and a safe learning environment that encourages children to expand their knowledge and understandings.

MANAGEMENT AND EDUCATORS WILL ENSURE:

- all families are treated equitably without bias or judgement, recognising that each family is unique
- families are provided with information and resources in their first language
- families are asked to identify a preferred method of regular communication with the Service (this may include utilising a translator service)
- families and children are greeted upon arrival in a respectful manner
- they learn the names of family members and use these names when they greet them
- two-way communication is established through leading by example, asking questions and a willingness to share information

- common terminology (not jargon) is used when talking to parents/guardians regarding their child's development
- privacy and confidentiality are respected at all times
- information about another child or family information is never discussed with a parent or visitor
- they remain sensitive to cultural differences amongst families and encourage families to share cultural aspects with the children and educators at the Service
- the advice and opinion from other professional experts are requested, with parental permission, to assist educators develop and implement strategies to support the inclusion of children with additional needs
- they seek additional resources and professional support for families through a range of organisations such as KU Inclusion Support, Area Health and other specific health professional networks
- verbal communication is always open, respectful and honest
- families are provided with up-to-date service information and notices through Individual Daily Reports, newsletters, communal notice boards, emails and sign-in sheets
- they regularly reflect on parent input into the program and make changes where necessary that will best benefit the service and children
- connections between families are promoted and enhanced through inviting families to participate in routines and events at the service
- families are aware of our complaint handling process- (*Dealing with Complaints Policy*)
- any gift (including cash money) given by a family valued over \$50 is to be declared to management
- any bribe or gift received by a family that may influence or appear to influence a decision or action is to be declined and reported to management.

INTERACTIONS BETWEEN STAFF AND EDUCATORS

The Service recognises that the way educators interact with each other has an effect on the interactions they have with children and families. Educators working within our Service are required to demonstrate mutual respect towards each other and value the contributions made by each educator. This enables our Service to maintain positive relationships and model the type of communication they want children to develop.

TO MAINTAIN PROFESSIONALISM AT ALL TIMES, EDUCATORS WILL:

- engage in professional communication in order to create an effective work environment and to build

a positive relationship with educators, children and families. Communication amongst colleagues creates a positive atmosphere and a professional image for families. Communication between staff and families ensures that important information is being passed on consistently.

- champion a child safe culture through their attitudes, behaviours and actions
- collaborate together as a team sharing room roles and responsibilities through the use of a roster where necessary
- be respectful when listening to each other's point of view and ideas
- maintain effective communication to ensure that teamwork occurs
- use staff meetings to communicate their professional reflections and ideas for continuous improvement as a team
- attend in-service training to update and refresh and add to individual skills and knowledge
- keep up to date with current legislation to child protection including mandatory reporting requirements – (*Child Protection, Reportable Conduct Scheme*)
- refer to the *Dealing with Complaints Policy (Staff) /Procedure* if they feel a situation with another educator is not being handled with professionalism, respect, and fairness
- recognise each other's strengths and value the contribution each person makes to different work roles
- work collaboratively to reach decisions which will enhance the quality of the education and care offered at the Service
- welcome diverse views and perspectives
- work together as a team and engage in open and honest communication at all times
- respect each other's positions and opinions
- develop and share networks and links with other agencies
- resolve differences promptly and positively and use the experience to develop more effective methods of working together.

TO ENHANCE COMMUNICATION AND TEAMWORK, MANAGEMENT WILL:

- provide new educators with relevant information about the Service and program through a *Staff Handbook*, induction program, and daily communication
- treat educators with respect
- be sensitive to the feelings and needs of educators
- provide constructive feedback to educators as part of their professional learning plan support
- value the role and contribution of each educator
- demonstrate commitment to ongoing collaboration and engagement to support staff wellness

- provide opportunities for all educators to have input into the program development and evaluation
- appreciate and utilise educator skills and interests
- provide support, assistance and mentoring to educators
- hold regular educator meetings to encourage and support professional growth and reflective practice
- use appropriate conflict resolution techniques to solve problems
- ensure policies and procedures are up to date regarding communication, expected behaviour and grievances and providing a child safe environment
- provide opportunities for professional development

TO ENHANCE COMMUNICATION AND TEAMWORK, EDUCATORS WILL:

- maintain privacy and confidentiality
- be respectful, caring and inclusive of all colleagues
- be sensitive to the feelings and needs of other team members
- support colleagues during difficult situations
- provide constructive feedback to each other
- trust each other
- value the role and contribution of colleagues
- appreciate and utilise colleague skills, strengths and interests regardless of qualification and experience
- provide support and assistance to each other
- share responsibilities
- have a flexible attitude towards team roles and responsibilities
- greet each other by name
- show genuine interest in the other person by using active and reflective listening
- communicate ideas and opinions clearly and professionally
- use a communication book or daily diary to pass on messages and record relevant information
- use appropriate conflict resolution techniques to solve problems
- engage in opportunities for professional development.

CONTINUOUS IMPROVEMENT/REFLECTION

Our *Interaction with Children, Families and Staff Policy* will be evaluated and reviewed on an annual basis or earlier if there are changes to legislation, ACECQA guidance or incidents related to our policy.

Feedback will be requested from children, families, staff, educators and management and notification of any change to policies will be made to families within 14 days.

RELATED RESOURCES

Communication Audit Interaction Audit	Management of Inappropriate Conduct Procedure Teamwork Audit

SOURCES

Australian Children's Education & Care Quality Authority. (2026). *Guide to the National Quality Framework*

Australian Children's Education & Care Quality Authority. (2025). *Interactions with children Policy and procedure guidelines*

Australian Children's Education & Care Quality Authority. (2018). *Relationships with children*.

Australian Human Rights Commission. *Child Safe Organisations*.

Children (Education and Care Services) National Law (NSW)

Early Childhood Australia *Code of Ethics*.

Australian Government Department of Education (2022). *Belonging, Being and Becoming: The Early Years Learning Framework for Australia*. V2.0.

Education and Care Services National Law Act 2010

Education and Care Services National Regulations 2011

Education and Care Services National Regulations (NSW) (2025)

NSW Department of Education. (2021). *Implementing the Child Safe Standards: A guide for early childhood education and outside school hours care services*.

Privacy and Personal Information Protection Act 1998 (Cth).

REVIEW

POLICY REVIEWED BY	Christian Stumpfs	Area Manager	11/06/2026
POLICY REVIEWED	MAY / JANUARY 2026	NEXT REVIEW DATE	MAY 2027
VERSION NUMBER	V2		
MODIFICATIONS	MAY - annual policy review - minor edits (removal of start date for child safety training) - sources checked and updated hyperlinks JANUARY - additional edits to include the service having regard to the size and composition of groups of children - updated policy to include amendments to Children (Education and Care Services) National Law (NSW) - updated policy to include amendments to Education and Care Services National Law - added- mandatory national child safety training		

LOCKDOWN POLICY

Under the Education and Care Services National Regulations, the approved provider must ensure that policies and procedures are in place for emergency and evacuation situations (Reg. 168) and take reasonable steps to ensure those policies and procedures are followed (Reg.170) (ACECQA 2021).

Our Service is committed to the ongoing safety and wellbeing of children, staff, students, families and visitors. To achieve this, we will implement our Emergency Management Plan (EMP) which provides a clear plan to manage all emergency situations, including a plan for emergencies that may require our Service to go into lockdown, and ensure our educators and staff are well equipped with the knowledge and expertise to respond effectively when required. Children and staff will regularly rehearse our emergency procedures, including different lockdown measures to ensure their safety and wellbeing.

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 2: CHILDREN'S HEALTH AND SAFETY		
2.2	Safety	Each child is protected.
2.2.1	Supervision	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.
2.2.2	Incident and emergency management	Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practiced and implemented.
QUALITY AREA 7: GOVERNANCE AND LEADERSHIP		
7.1.2	Management Systems	Systems are in place to manage risk and enable the effective management and operation of a quality service.
7.1.3	Roles and responsibilities	Roles and responsibilities are clearly defined, and understood, and support effective decision-making and operation of the service that is child safe.

EDUCATION AND CARE SERVICES NATIONAL LAW AND NATIONAL REGULATIONS	
S. 165	Offence to inadequately supervise children
S. 167	Offence relating to protection of children from harm and hazards
S. 174	Offence to fail to notify certain information to Regulatory Authority
S. 219A	Power of Regulatory Authority to close services because of emergency event [NSW]
4	Definitions "multi-storey building" and "storey"
12(d)	Meaning of a serious incident- any emergency for which emergency services attended

97	Emergency and evacuation procedures
98	Telephone or other communication equipment
99	Children leaving the education and care service premises
168	Education and Care Services must have policies and procedures
170	Policies and procedures are to be followed
171	Policies and procedures to be kept available
175	Prescribed information to be notified to the Regulatory Authority
176	Time to notify certain information to Regulatory Authority

RELATED POLICIES

Acceptance and Refusal Authorisation Policy Administration of First Aid Policy Child Safe Environment Policy Delivery of Children to and Collection from Education and Care Services Premises Emergency and Evacuation Policy	Family Communication Policy Health and Safety Policy Incident, Injury, Trauma and Illness Policy Record Keeping and Retention Policy Supervision Policy

PURPOSE

We aim to minimise the risk of harm, ensuring the safety of children, educators, families, and visitors of the Service in the event of a threatening or emergency situation.

SCOPE

This policy applies to children, families, staff, educators, management, approved provider, nominated supervisor, students, volunteers and visitors of the Service.

IMPLEMENTATION

Our Service's Emergency Management Plan (EMP) outlines emergency management arrangements. Within the EMP we have set procedures to follow in the event of any emergency requiring evacuation or lockdown. These procedures comply with regulatory requirements and are consistent with recommendations by recognised authorities. They are designed to ensure an efficient, safe, and calm procedure for all children, staff, families, and visitors. Management will ensure all directions and instructions from emergency services, local authorities and the regulatory authority are followed in relation to the possible lockdown, lockout or lock in (shelter in place) of the Service.

DEFINITIONS

Within education and care services there are three types of lockdowns that may be required to be implemented in an emergency situation. During an emergency, it may be necessary to implement a combination of measures. [Emergency and evacuation- Policy guidelines](#) - ACECQA 2023

Lockdown: a security measure taken during an emergency to prevent people from **leaving or entering** a building or premises until the threat or risk has been resolved. This may be implemented when an external and immediate danger is identified, and children and staff should be kept safely inside the building. For example:

- Potentially dangerous unwanted or uninvited intruder
- Potentially dangerous person due to intoxication or substance abuse
- Receiving an emergency services warning about a reported incident or civil disturbance

Lockout: a security measure taken during an emergency to prevent people from **entering** a building or premises until the threat or risk has been resolved. This may be implemented when an internal or immediate danger is identified, and it is determined that children and staff are to be **excluded** from the premises for their safety. The Service will evacuate children, staff, visitors and families to a pre-identified evacuation point as identified in the EMP. For example:

- internal fire or flood damage to the building
- chemical or hazardous substance spill or gas leak inside the building
- snake or dangerous animal inside the building

Lock in (Shelter in place): a security measure taken during an emergency to prevent people from **leaving** a building or premises until the threat or risk has been resolved. This may be implemented when an incident occurs outside the Service and emergency services determine the safest course of action is to keep children, educators and staff inside a designated building in the Service until it is safe to return to normal operation. For example:

- unidentified dangerous animal or insects
- natural disaster (severe storm)
- aggressive visitor or person within the community.

THE APPROVED PROVIDER/MANAGEMENT/NOMINATED SUPERVISOR WILL:

- plan to maintain children's safety and wellbeing at all times
- ensure obligations under the Education and Care Services National Law and National Regulations are met and understood by all educators and staff
- ensure the nominated supervisor, management, staff, and educators comply with this policy
- ensure new staff, volunteers and students are provided with information and training about lockdown procedures upon induction
- ensure the Service's Emergency Management Plan (EMP) is reviewed and updated at least annually
- engage relevant stakeholders/authorities to improve risk mitigation strategies for lockdown situations as part of the EMP (e.g. police, fire, parents/families)
- develop, and review annually, a risk assessment to identify potential emergencies that may require the Service to go into lockdown, lock out or lock in emergency response
- review the risk assessment annually or after becoming aware of any circumstance that poses a risk to the safety and wellbeing of children attending the Service
- ensure capacity to lock internal doors
- consider procedures for infants and non-ambulant children and staffing arrangements in the event of a lockdown (especially for a multi-storey setting)
- ensure emergency evacuation floor plans and instructions/procedures are displayed in prominent positions near each exit and in the indoor and outdoor learning environments (Reg. 97(4))
- nominate the person/ persons with authority to manage the lockdown response
- determine communication channels- ensure all educators and staff have access to an operating telephone or means of communication- consider use of communication apps for silent group communication among staff members (WhatsApp, Messenger)
- determine how the different types of lockdown alert signals will be given
- contact emergency services as soon as practicable- provide essential information to police depending on the type of lockdown to be implemented (e.g. description of the intruder, threat, weapons)
- design a movement and wellbeing plan to follow if not in an indoor learning environment
- develop an effective strategy for checking the attendance roll and communicating with children, educators, families, and visitors of the Service
- document roles and responsibilities of staff and educators
- ensure lockdown rehearsals are practiced *every three months* at different times to ensure all staff and children have the opportunity to participate
- document emergency lockdown rehearsals including the responsible person who is present at the time of the rehearsal

- ensure lockdown rehearsals are reviewed and reflected upon each time they occur and are adequately documented including any improvements
- communicate with families about lockdown procedures and rehearsals
- submit a serious incident notification to the regulatory authority within 24 hours, via the [NQA ITS](#) when there has been an emergency that has posed a risk to the safety and wellbeing of the children
- refer to the *Emergency and Evacuation Policy* for steps to be followed when the Service needs to close in response to an emergency
- ensure the regulatory authority is notified via the NQA ITS if the Service is required to close for a period of time as a result of a local emergency
- ensure the Department of Education (CCS) is notified if the Service is required to close for a period of time as a result of a local emergency through the Provider Entry Point (PEP) or our third-party software within 24 hours.

IN THE EVENT OF A LOCKDOWN, MANAGEMENT AND EDUCATORS WILL:

- contact emergency services (000) for assistance
- alert staff using agreed signal for immediate lockdown
- move infants and children to a secure designated lockdown location where doors can be locked or barricaded securely (as per the EMP)
- ensure all children, educators, staff and visitors are accounted for (check daily sign in sheet/app, staff sign in/out, visitor register, head count)
- check the premises to ensure no one is left outside
- remove the evacuation plans from the walls of the Service once all staff and children are in the lockdown position if the threat is from an intruder only
- gather transportable first aid/emergency kit/medical management plans/medication (including emergency contact list for children)
- lock external doors, windows, close blinds and turn off lights. During a Lock Down staff will lock internal doors
- turn mobile phones onto silent/vibrate
- ensure children remain out of sight during the lockdown period
- ensure children remain calm with quiet activities to engage them
- ensure a telephone line is kept free such as a landline or service-issued mobile phone
- administer first aid if necessary
- divert families and returning groups from the Service if required
- continue to liaise with emergency services and other relevant agencies

- remain in lockdown until the all-clear signal is given by emergency services
- ensure all families are notified of the incident as soon as practicable after the lockdown has ended
- ensure a record of all actions/decisions and times is maintained
- complete a serious incident notification to the regulatory authority within 24 hours via the NQA ITS when there has been an emergency that has posed a risk to the safety and wellbeing of the children
- provide opportunities for debriefing and counselling to families, children and staff.

DURING A LOCKOUT, MANAGEMENT AND EDUCATORS WILL:

- contact emergency services (000) for assistance
- decide which of the Service's pre-identified evacuation point/s is most appropriate to the emergency situation (as stated in the EMP)
- assemble children, educators, staff and visitors at the evacuation point if children and staff have already arrived at the Service
- if emergency situation occurs before usual operating hours of the Service, divert families from accessing the Service due to the emergency if possible (via app, email)
- follow the EMP, including *Emergency Evacuation Procedure*
- ensure all children, educators, staff and visitors are accounted for (check daily sign in sheet/app, staff sign in/out, visitor register, head count)
- check the premises to ensure no one is left inside
- lock external doors to prevent entry to the Service
- gather transportable first aid/emergency kit/medical management plans/medication (including emergency contact list for children)
- continue to liaise with emergency services and other relevant agencies
- confirm with emergency services when it is safe to return to the Service
- alert families that the emergency lock out has been resolved and children are able to return to the Service or be reunited with families
- ensure a record of all actions/decisions and times is maintained
- complete a serious incident notification to the regulatory authority within 24 hours via the NQA ITS when there has been an emergency that has posed a risk to the safety and wellbeing of the children
- provide opportunities for debriefing and counselling to families, children and staff.

DURING A LOCK IN- SHELTER IN PLACE, MANAGEMENT AND EDUCATORS WILL:

- contact emergency services (000) for assistance if required
- move children, educators, staff and visitors to a pre-determined shelter-in place location (as indicated in the EMP) as quickly as possible, if safe to do so

- assist with moving infants, younger children and non-ambulant children to the designated area inside the service premises
- ensure all children, educators, staff and visitors are accounted for (check daily sign in sheet/app, staff sign in/out, visitor register, head count)
- gather transportable first aid/emergency kit/medical management plans/medication (including emergency contact list for children)
- lock external doors, windows and close blinds or curtains where possible and turn off lights. If required, staff will lock internal doors
- ensure a telephone line is kept free
- keep children away from windows if the emergency involves an extreme weather event
- use any available linen or towels to block gaps around doors or window to minimise the entry of smoke/hazardous chemicals
- continue to liaise with emergency services
- ensure the delegated educator/responsible person contacts families or emergency contacts to notify them of the emergency situation. If advised by emergency services, they will arrange for the child/ren's collection from the service
- ensure children remain in a confined area, or out of sight for a 'full lockdown'
- administer first aid if necessary
- implement the Service's *Emergency Management Plan* including *Emergency Evacuation Procedure* If advised by emergency services
- remain in 'lock in' until the all-clear signal is given by emergency services
- ensure a record of all actions/decisions and times is maintained
- complete a serious incident notification to the regulatory authority within 24 hours via the NQA ITS when there has been an emergency that has posed a risk to the safety and wellbeing of the children
- provide opportunities for debriefing and counselling to families, children and staff

CONTINUOUS IMPROVEMENT/REFLECTION

Our *Lockdown Policy* will be evaluated and reviewed on an annual basis or earlier if there are changes to legislation, ACECQA guidance or any incident related to our policy. Feedback will be requested from children, families, staff, educators and management, and notification of any change to policies will be made to families within 14 days.

CHILDCARE CENTRE DESKTOP RESOURCES

Emergency Evacuation Record Emergency Evacuation Rehearsal Evaluation Emergency Lockdown Rehearsal Procedure and Guide	Emergency Management Plan (EMP) Lockdown Procedure Lockdown Rehearsal - Letter to Families

SOURCES

Australian Children's Education & Care Quality Authority. (2023). Policy and procedure guidelines [Emergency and evacuation guidelines](#).

Australian Children's Education & Care Quality Authority. (2026). [Guide to the National Quality Framework](#)

Australian Government Department of Home Affairs. [Emergency Management](#)

Australian Government Department of Education. (2023). [Help in an emergency](#)

[Children \(Education and Care Services\) National Law \(NSW\)](#)

[Education and Care Services National Law Act 2010](#).

[Education and Care Services National Regulations](#). (Amended 2025)

NSW Department of Education. (2023). [Emergency Planning, Management, Response and Recovery](#). Emergency Management Plan.

Victoria State Government Department of Education and Training (2018). *Responding to Intruder Threat Guidelines for Early Childhood Services and Schools*.

REVIEW

POLICY REVIEWED BY	Tracy Gill	Nominated Supervisor	04/02/2026
POLICY REVIEWED	FEBRUARY 2026	NEXT REVIEW DATE	FEBRUARY 2027
VERSION NUMBER	V2		
MODIFICATIONS	- annual policy maintenance-minor edits- grammar and punctuation added - applicable amendments to National Law added - sources checked for currency and updated as required		
POLICY REVIEWED	PREVIOUS MODIFICATIONS		NEXT REVIEW DATE

LOCKDOWN PROCEDURE

Our Service is committed to the ongoing safety and wellbeing of children, staff, families and visitors. To achieve this, we will implement a clear plan to manage all emergency situations, including a plan for emergencies that may require our Service to go into lockdown and ensure our educators and staff are well equipped with the knowledge and expertise to respond effectively when required.

Working in conjunction with the *Emergency Evacuation Policy* and *Lockdown Policy*, this procedure provides detailed steps for educators to follow if there has been an identified external or imminent danger to the children and a lockdown is required.

Education and Care Services National Law or Regulations (R.97, 98 and 168) NQS QA 2: Element 2.1.2 and 2.2.2 Health practices and procedures Related Policies: Emergency Evacuation Policy and Lockdown Policy

IN CASE OF EMERGENCY DIAL 000		
OVERVIEW		
1	The approved provider, nominated supervisor will review and update the Service's <i>Emergency and Evacuation Policy</i> , <i>Lockdown Policy</i> and <i>Emergency Management Plan (EMP)</i> each year to ensure appropriate response strategies are in place in the event of an emergency	
2	The person who finds the emergency situation will alert staff using agreed signal for immediate lockdown, if required, and notify the nominated supervisor or responsible person	
3	Call 000 for emergency services. Clearly state nature of emergency and the name and address of the Service, the nearest cross street and emergency access.	
4	In conjunction with emergency services the nominated supervisor/ responsible person will determine the best emergency response, or a combination of emergency responses, including but not limited to Lock Down, Lock Out or Lock In	
5	If advised by emergency services, educators are to implement the Service's <i>Emergency Management Plan</i> including <i>Emergency Evacuation Procedure</i>	
6	A delegated educator/responsible person will contact families or emergency contacts to notify them of the emergency situation. If advised by emergency services, they will arrange for the child/ren's collection from the service	
7	The nominated supervisor/ responsible person will ensure a record of all actions/decisions and times is maintained	
8	The Director/nominated supervisor will complete a serious incident notification to the regulatory authority within 24 hours via the NQA IT System when there has been an emergency that has posed a risk to the safety and wellbeing of the children	
9	The Director/nominated supervisor will organise opportunities for debriefing and counselling for children, staff and families	

LOCKDOWN PROCEDURE		
Lockdown: a security measure taken during an emergency to prevent people from leaving or entering a building or premises until the threat or risk has been resolved		
Educators will:		
1	Call 000 for emergency services. Clearly state nature of emergency and the name and address of the Service, the nearest cross street and emergency access.	
2	Alert staff using agreed signal for immediate Lockdown	
3	Direct children, educators, staff and visitors to a pre-determined shelter-in place location (as indicated in EMP) as quickly as possible if safe to do so	
4	All available educators and staff will assist with moving babies, younger children and non-ambulant children	
5	Ensure all children, educators, staff and visitors are accounted for (check daily sign on sheet/app, staff sign in/out, visitor register, head count)	
6	Check the premises to ensure no one is left outside	
7	Gather transportable first aid/emergency kit/medical management plans/medication (including emergency contact list for children)	
8	Lock external doors, windows and close blinds or curtains where possible and turn off lights. Lock internal doors- (allocate staff member/educator to be posted near locked doors to allow children, educators, staff to enter if locked out)	
9	Ensure children remain out of sight during the lockdown period	
10	Silence all technology- mobile phones, music	
11	Ensure children remain calm with quiet activities to engage them	
12	Keep children away from windows if the emergency involves an extreme weather event	
13	Ensure a telephone line is kept free	
14	Administer first aid if necessary	
15	Implement the Service's <i>Emergency Management Plan</i> including <i>Emergency Evacuation Procedure</i> If advised by emergency services.	
16	Continue to liaise with emergency services and other relevant agencies	
17	Remain in lockdown until given the all-clear by emergency services	

LOCK OUT PROCEDURE

Lockout: a security measure taken during an emergency to prevent people from entering a building or premises until the threat or risk has been resolved.

Educators will:

1	Call 000 for emergency services. Clearly state nature of emergency and the name and address of the Service, the nearest cross street and emergency access.	
2	Decide which of the Service's pre-identified evacuation point/s is most appropriate to the emergency situation (as stated in the EMP)	
3	Follow the Service <i>Emergency Management Plan</i> , including <i>Emergency Evacuation Procedure</i>	
4	Assemble children, educators, staff and visitors at the evacuation point if children and staff have already arrived at Service	
5	If emergency situation occurs before usual operating hours, divert families from accessing the Service due to the emergency if possible- (app; email)	
6	Ensure all children, educators, staff and visitors are accounted for (check daily sign on sheet/app, staff sign in/out, visitor register, head count)	
7	Check the premises to ensure no one is left inside	
8	Lock external doors to prevent entry to the Service	
9	Gather transportable first aid/emergency kit/medical management plans/medication (including emergency contact list for children)	
10	Continue to liaise with emergency services and other relevant agencies	
11	Alert families that the emergency lock out has been resolved and children are able to return to the Service	
12	Confirm with emergency services when it is safe to return to the Service	

LOCK IN – SHELTER IN PLACE PROCEDURE

Lock in- (Shelter in place): a security measure taken during an emergency to prevent people from leaving a building or premises until the threat or risk has been resolved.

Educators will:

1	Call 000 for emergency services. Clearly state nature of emergency and the name and address of the Service, the nearest cross street and emergency access.	
2	Alert staff to immediate Lock In	
3	Direct children, educators, staff and visitors to a pre-determined shelter-in place location (as indicated in EMP) as quickly as possible if safe to do so	
4	All available educators and staff will assist with moving babies, younger children and non-ambulant children to the designated area inside the service premises	
5	Ensure all children, educators, staff and visitors are accounted for (check daily sign on sheet/app, staff sign in/out, visitor register, head count)	
6	Check the premises to ensure no one is left outside	
7	Gather transportable first aid/emergency kit/medical management plans/medication (including emergency contact list for children)	
8	Lock external doors, windows and close blinds or curtains where possible and turn off lights. If required, staff will lock internal doors.	
9	Ensure a telephone line is kept free	
10	Keep children away from windows if the emergency involves an extreme weather event	
11	Use any available linen to block gaps around doors or window to minimise the entry of smoke/hazardous chemicals	
12	Ensure children remain in a confined area	
13	Alert families and/or emergency contacts of the emergency situation, and if emergency services deem it safe to do so, allow children to be collected from the Service	
14	Continue to liaise with emergency services. If situation escalates, implement lock down procedure	
15	Administer first aid if necessary	
16	Implement the service's <i>Emergency Management Plan</i> including <i>Emergency Evacuation Procedure</i> If advised by emergency services.	
17	Remain in 'lock in' until advised it is safe to return to normal activities by emergency services	

REVIEW OF PROCEDURE

Date procedure created	18.11.2025	To be reviewed	18.11.2026
Approved by	Tracy Gill	Signature	

MEDICAL CONDITIONS POLICY

To support children's wellbeing and manage specific healthcare needs, allergies or relevant medical conditions, our Service will work in accordance with the Education and Care Services National Regulations to ensure health-related policies and procedures are implemented. We aim to take every reasonable precaution to protect children's health and safety by explicitly adhering to individual medical management and risk management plans, and by responding to any emergency situations should they arise.

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 2: CHILDREN'S HEALTH AND SAFETY		
2.1.1	Wellbeing and comfort	Each child's wellbeing and comfort is provided for, including appropriate opportunities to meet each child's needs for sleep, rest and relaxation.
2.2.1	Supervision	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.
2.2.2	Incident and emergency management	Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practised and implemented.
2.2.3	Child safety and protection	Management, educators and staff are aware of their roles and responsibilities regarding child safety, including the need to identify and respond to every child at risk of abuse or neglect.
QUALITY AREA 7: GOVERNANCE AND LEADERSHIP		
7.1.2	Management systems	Systems are in place to manage risk and enable the effective management and operation of a quality service that is child safe.
7.1.3	Roles and responsibilities	Roles and responsibilities are clearly defined, and understood, and support effective decision-making and operation of the service.

EDUCATION AND CARE SERVICES NATIONAL LAW AND NATIONAL REGULATIONS	
S. 2A	Paramount consideration—safety, rights and best interests of children
S. 3A	Paramount consideration
S. 165	Offence to inadequately supervise children
S. 166A	Offence to subject child to inappropriate conduct Offences relating to inappropriate conduct
S. 167	Offence relating to protection of children from harm and hazards
S.172	Offence to fail to display prescribed information

S. 174	Offence to fail to notify certain information to Regulatory Authority
12	Meaning of serious incident
85	Incident, injury, trauma and illness policies and procedures
86	Notification to parents of incident, injury, trauma or illness
87	Incident, injury, trauma and illness record
89	First aid kits
90	Medical conditions policy
91	Medical conditions policy to be provided to parents
92	Medication record
93	Administration of medication
94	Exception to authorisation requirement—anaphylaxis or asthma emergency
95	Procedure for administration of medication
101	Conduct of risk assessment for excursion
136	First aid qualifications
161	Authorisations to be kept in enrolment record
162	Health information to be kept in enrolment record
168	Education and care services must have policies and procedures
170	Policies and procedures are to be followed
173	Prescribed information to be displayed—education and care service other than a family day care service
175	Prescribed information to be notified to Regulatory Authority

RELATED POLICIES

Acceptance and Refusal of Authorisations Policy	Enrolment Policy
Administration of First Aid Policy	Epilepsy Management Policy
Administration of Medication Policy	Excursion/ Incursion Policy
Asthma Management Policy	Family Communication Policy
Anaphylaxis Management Policy	Health and Safety Policy
Celebrations Policy	Incident, Injury, Trauma and Illness Policy
Child Protection Policy	Nutrition Food Safety Policy
Child Safe Environment Policy	Privacy and Confidentiality Policy

Dealing with Infectious Diseases Policy	Record Keeping and Retention Policy
Diabetes Management Policy	Supervision Policy
Emergency and Evacuation Policy	Work Health and Safety Policy

PURPOSE

The Education and Care Services National Regulations require approved providers to ensure services have policies and procedures in place for medical conditions. We aim to efficiently respond to and manage the medical conditions, health care needs or allergies of children and staff, ensuring the safety and wellbeing of all children, staff, families, and visitors at our Service.

SCOPE

This policy applies to children, families, staff, educators, management, approved provider, nominated supervisor, students, volunteers and visitors of the Service.

DUTY OF CARE

Our Service has a legal responsibility to take reasonable steps to ensure the health needs of children enrolled in the Service are met. This includes our responsibility to provide:

- g. a safe environment for children free of foreseeable harm *and*
- h. adequate supervision of children at all times.

IMPLEMENTATION

Our Service is committed to ensuring that children's safety, rights and best interests are the paramount consideration in all decisions, actions and practices. There are a number of aspects that we must consider when a child with a diagnosed health care need, allergy, or medical condition is enrolled at the Service. Key procedures and strategies must be in place prior to the child commencing at the Service to ensure their individual health, safety and wellbeing. It is imperative that all educators and volunteers at the Service follow a child's medical management plan in the event of an incident related to a child's specific health care need, allergy, or medical condition.

We will involve all educators, families and children in regular discussions about medical conditions and general health and wellbeing throughout our curriculum. Our Service is committed to adhering to privacy and confidentiality procedures when dealing with individual health care needs, allergies or relevant medical conditions, including having families provide written permission to display the child's medical management plan in prominent positions within the Service.

THE APPROVED PROVIDER/MANAGEMENT/NOMINATED SUPERVISOR WILL ENSURE:

- obligations under the Education and Care Services National Law and National Regulations are met
- all staff, educators, students, visitors and volunteers have knowledge of and adhere to this policy and relevant health management policies (e.g., *Asthma Management Policy/Anaphylaxis Management Policy/Diabetes Management Policy*)
- all enrolment forms are reviewed to identify any specific health care needs, allergies, or medical conditions
- existing enrolment forms are reviewed annually, and parents/guardians are contacted to confirm if the existing diagnosed health care need, allergy or relevant medical condition still applies and whether any new needs have been diagnosed
- parents/guardians are provided with a copy of the Service's *Medical Conditions Policy* and any other relevant policies via email, and a copy of this email will be saved in the child's enrolment record
- a child is not enrolled at, nor will attend, the Service without a medical management plan and prescribed medication by their medical practitioner. In particular, medication for life-threatening conditions such as asthma, anaphylaxis, epilepsy or diabetes must be provided at the Service each day, e.g., asthma inhalers, adrenaline devices, anti-seizure medications or insulin.
- all medication provided to the Service, including over-the-counter medication that forms part of the child's medical management plan, must be clearly labelled with the child's name and prescribed dosage
- educators, staff and volunteers have a clear understanding of children's individual health care needs, allergy or relevant medical conditions that may be ongoing or acute/short-term in nature
- new staff members are provided with induction and ongoing training to assist managers, educators and other staff effectively
- children with medical management plans are clearly identified
- all aspects of the operation of the Service must be considered to ensure inclusion of each child into the program
- a communication plan is developed in collaboration with the nominated supervisor and lead educators to ensure communication between families and educators is ongoing and effective
- communication regarding children's health requirements is delivered to families in a culturally sensitive and respectful manner
- staff complete annual ASCIA anaphylaxis e-training to provide consistent and evidence-based approaches to prevention, recognition and emergency treatment of anaphylaxis at least one staff member or nominated supervisor is in attendance at all times and is available immediately in an

- emergency with a current accredited first aid qualification, emergency asthma management and emergency anaphylaxis management training (as approved by ACECQA)
- educators and staff have a clear understanding of their role and responsibilities when caring for children with a diagnosed health care need, allergy or relevant medical condition
- families provide required information on their child's health care needs, allergy or relevant medical condition, including:
 - medication requirements (if any)
 - day-to-day needs and adjustments
 - details of the healthcare need, e.g., specific allergies and triggers
 - symptoms
 - medical practitioner's contact details
 - medical management plan
- a medical management plan has been developed in consultation with parents/guardians and the child's medical practitioner and provided to the Service and/or
 - an individual's Asthma or Anaphylaxis Action Plan is developed in consultation with parents/guardians and the child's medical practitioner, e.g., (ASCIA) or National Asthma Council of Australia
 - an individual's Epilepsy, Diabetes Management Plan is developed in consultation with parents/guardians and the child's medical practitioner
- a risk minimisation plan and communication plan have been developed in consultation with parents/guardians and management prior to the child commencing at the Service
- educators and staff are informed immediately about any changes to a child's medical management plan and risk minimisation plan
- to record any prescribed health information and retain copies of a medical management plan, anaphylaxis management plan or asthma management plan and risk minimisation plan in the child's enrolment folder
- educators have access to emergency contact information for the child
- casual staff are informed of children and staff members who have specific medical conditions, and understand the Service's procedures for dealing with medical conditions and their roles and responsibilities
- a copy of the child's medical management plan is visibly displayed (in an area not generally available to families and visitors for privacy/confidentiality reasons) but known to all staff and volunteers in the Service with authorisation to display obtained from the parent/guardian
- risk minimisation plans and communication plans for individual children are accessible to all staff

- procedures are adhered to regarding the storage and administration of medication at all times as per the *Administration of Medication Policy and Procedure*
- educators are informed of specific medication requirements for children with medical management plans, including where medication is stored
- procedures are adhered to regarding the administration of medication at all times
- administration of the medication record is accurately completed and signed by the educator and a witness
- copies of children's medical management plans and medication are taken on any excursion or in case of emergency rehearsals, or emergency evacuation from the Service
- a notice is displayed prominently at the main entrance of the Service stating that a child diagnosed at risk of anaphylaxis is being cared for or educated at the Service, and providing details of the allergen/s
- to protect confidential, personal and sensitive information regarding the health and wellbeing of a child or staff member and only share health information with authorised persons or for example, in an emergency, if it is necessary to keep an individual safe or prevent a serious threat to their life. See *Privacy and Confidentiality Policy* and *Child Protection Policy* for more information
- **FOLLOWING AN INCIDENT:**
 - in the event of a high-risk scenario where a child suffers from an allergic reaction, incident, situation, or event related to a medical condition, the Service and staff will follow the child's medical management plan, and dial 000 if a child is at immediate risk, or if in any doubt
 - the first aid responder will commence first aid measures immediately as per the child's medical management plan, *Incident, Injury, Trauma and Illness Policy and Procedures and Administration of First Aid Policy and Procedures*
 - educators will contact the child's medical practitioner (if required)
 - if unsure of the severity, or if symptoms worsen, an ambulance is called by dialling 000, e.g., if it wasn't called already and if the child does not respond to initial treatment
 - the nominated supervisor or responsible person will contact the child's parent/guardian or another emergency contact when practicable, but as soon as possible
 - the nominated supervisor will ensure the *Incident, Injury, Trauma and Illness Record* is completed in its entirety
 - the approved provider/nominated supervisor will notify the regulatory authority (within 24 hours) in the event of a serious incident
 - the approved provider/nominated supervisor will conduct a review of practices following a medical emergency at the Service, including an assessment of areas for improvement.

MANAGEMENT OF ASTHMA, ANAPHYLAXIS, EPILEPSY AND DIABETES

For the management of asthma, anaphylaxis, epilepsy and diabetes, see individual Service policies and procedures, which include procedures to follow on the administration of medication following an incident or a medical emergency.

COOK AND FOOD HANDLERS WILL ENSURE:

- to keep up to date with professional training to help manage food allergies in ECEC services
- practices and procedures are in place, and adhered to, in relation to safe food handling, preparation and consumption of food
- any changes to children's medical management plans or risk minimisation plans are implemented immediately.

EDUCATORS WILL:

- follow this policy and the associated medical management policies and procedures
- inform the approved provider/nominated supervisor of communication from families that may impact changes and updates to the individual medical management plan
- notify the approved provider or nominated supervisor of any issues implementing this policy or procedure
- ensure medication is stored and administered in accordance with the *Administration of Medication Policy and Procedure*, including ensuring 2 educators are present during the administration of medication- 1 person administers the medication, and the 2nd person witnesses it.
- follow medical management plans at all times, including in the event of a medical emergency
- closely monitor children and ensure any symptoms or signs of illness are responded to immediately, including notifying families as soon as possible
- participate in the review of risk assessments and implement changes as required
- ensure medication and medical management plans are taken on all excursions and during emergency rehearsals and evacuations
- maintain current accredited first aid qualification, emergency asthma management and emergency anaphylaxis management training (as required)
- undertake any other specific training as required for individual medical conditions.

FAMILIES WILL ENSURE:

- the Service enrolment form is completed in its entirety, providing specific details about the child's medical condition
- they acknowledge they have received/or are provided access to the Service's *Medical Conditions Policy* and *Administration of Medication Policy* at the time of enrolment
- they provide management with accurate information about their child's health needs, allergies, medical conditions, and medication requirements on the enrolment form during the enrolment process or as soon as they become aware of their child's health care needs
- they provide the Service with a medical management plan prior to enrolment of their child. In the case of asthma, anaphylaxis or diabetes, this would be:
 - an individual Asthma or Anaphylaxis Action Plan
 - an individual Diabetes Management Plan
- they consult with management to develop a risk minimisation plan and a communication plan
- they notify the Service if any changes are to occur to the medical management plan or risk minimisation plan through the *Notification of Changed Medical Status* form, email, communication plan and/or meetings with the nominated supervisor
- they provide adequate supplies of the required medication and medical authorisation on the *Administration of Medication Record*
- their child's name is clearly written on all medication provided to the Service
- they provide any updated information relating to the nature of, or management of their child's diagnosed medical condition and associated health care provided by a medical practitioner
- they provide written authorisation for their child's medical management plan to be displayed in the Service.

MEDICAL MANAGEMENT PLAN

Any medical management plan provided by a child's parents/guardians and/or registered medical practitioner should include the following:

- specific details of the diagnosed health care need, allergy or relevant medical condition
- supporting documentation (if required)
- a recent photo of the child
- current medication and dosage prescribed for the child
- if relevant,-what triggers the allergy or medical condition
- first aid/emergency response that may be required from the Service
- any medication and dosage that may be required to be administered in case of an emergency

- further treatment or response if the child does not respond to the initial treatment
- when to contact an ambulance for assistance
- contact details of the medical practitioner who signed the plan
- the date by which the plan should be reviewed
- a copy of the medical management plan will be displayed in areas where educators and staff can easily view it, but it will be harder for the public to view, ensuring the children's privacy
- the Service must ensure the medical management plan remains current at all times
- educators and staff are updated immediately about any changes to a child's medical management plan.

RISK MINIMISATION PLAN

All children with a diagnosed health care need, allergy or relevant medical condition must have a risk minimisation plan in place.

The approved provider/ nominated supervisor will arrange a meeting with the parents/guardians as soon as the Service has been advised of the diagnosed health care need, allergy or medical condition. During this meeting, a risk minimisation plan will be developed in consultation with the parents/guardians to ensure:

- that the risks relating to the child's specific health care need, allergy, or medical condition are assessed and minimised
- that practices and procedures in relation to the safe handling, preparation, serving and consumption of food are developed and implemented
- that the parents/guardians are notified of any known allergens that pose a risk to a child, and strategies for minimising the risk are developed and implemented
- practices are developed and implemented to ensure that all staff members and volunteers can identify the child, the child's medical management plan and the location of the child's medication
- that the child does not attend the Service without medication prescribed by the child's medical practitioner in relation to the child's specific health need, allergy or medical condition
- risk minimisation plans are reviewed at least annually and/or revised with each change in the medical management plan in conjunction with parents/guardians
- all relevant information pertaining to the child's health and medical condition is communicated to parents/guardians at the end of each day by educators
- parents/guardians are notified by educators in advance of any special activities taking place, such as celebrations, sporting events or excursions, so plans for safe inclusion can be developed

- appropriate hygiene practices are followed by educators when managing medical conditions in accordance with the *Hand Hygiene Policy* and *Dealing with Infectious Diseases Policy*.

COMMUNICATION PLAN

The communication plan explains how relevant staff members, students and volunteers are informed about the medical management and risk management plans and how the parents/guardians of the child can communicate any changes to the diagnosed health care need, allergy or medical condition.

A communication plan will be created after the meeting with the parents/guardians to ensure:

- all relevant staff members, students and volunteers are informed about the *Medical Conditions Policy*, the medical management plan and risk minimisation plan for the child; and
- an individual child communication book/document is created so that parents/guardians can communicate any changes to the medical management plan and risk management plan for the child in writing.

Parents/guardians are required to notify the Service if any changes are to occur to the medical management plan or risk minimisation plan through the *Notification of Changed Medical Status* form, email, communication plan and/or meetings with the nominated supervisor. At all times, families who have a child attending the Service a diagnosed healthcare need, allergy or medical condition will be provided with a copy of this policy and other relevant policies specific to their child's health management and communication plans.

RESOURCES

[ASCIA anaphylaxis e-training for schools and children's education/care](#)

[ASCIA Action Plans](#)

[Coeliac Australia](#)

[Cystic Fibrosis Australia](#)

[Diabetes Australia](#)

[Epilepsy Foundation](#)

[National Asthma Australia](#)

[National Allergy Strategy](#)

CONTINUOUS IMPROVEMENT/REFLECTION

Our *Medical Conditions Policy* will be evaluated and reviewed on an annual basis or earlier if there are changes to legislation, ACECQA guidance or any incident related to our policy. Feedback will be requested

from children, families, staff, educators and management, and notification of any change to policies will be made to families within 14 days.

RELATED RESOURCES

Administration of Medication Procedure	Medication Update Letter to Families
Administration of Medication Record	Medical Conditions Register
Authorisation to Display Medical Management Plan	Medical Management Plan
Managing Medical Conditions Procedure	Medical Risk Minimisation Plan
Medical Communication Plan	Notification of Changed Medical Status

SOURCES

Australian Children's Education & Care Quality Authority. (2026). [Guide to the National Quality Framework](#)

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National Health and Medical Research Council. (2024). [Staying Healthy: preventing infectious diseases in early childhood education and care services \(6th Ed.\)](#). NHMRC. Canberra.

Occupational Health and Safety Act 2004.

REVIEW

POLICY REVIEWED BY	Christian Stumpfs	Area Manager	19/06/2026
POLICY REVIEWED	JUNE 2026	NEXT REVIEW DATE	JUNE 2027
VERSION NUMBER	V2		
MODIFICATIONS	• annual policy maintenance • edits for clarity and consistency • additional points re: paramount consideration • sources and hyperlinks checked and updated as required		
PREVIOUS MODIFICATIONS			

MANAGING MEDICAL CONDITIONS PROCEDURE

To support children's wellbeing and manage specific healthcare needs, allergy or relevant medical condition, our Service will work in accordance with the Education and Care Services National Regulations to ensure health related policies and procedures are implemented. We aim to take every reasonable precaution to protect children's health and safety by explicitly adhering to individual medical management and risk management plans and responding to any emergency situation should they arise.

Working in conjunction with the *Medical Conditions Policy*, this procedure provides detailed steps for management and educators to follow when a child with a health care, allergy or medical condition enrolls at the Service.

Education and Care Services National Law or Regulations (90, 90(1)(iv), 91, 92, 93, 94, 95, 96, 136 and 170)
 NQS QA 2: Element 2.1.1 and 2.2.1 Wellbeing and comfort, Health practices and procedures
 Related Policies: *Medical Conditions Policy, Anaphylaxis Management Policy, Asthma Management Policy, Cystic Fibrosis Management Policy, Diabetes Management Plan, Eczema Management Plan and Epilepsy Management Plan*

IN CASE OF EMERGENCY DIAL 000

OVERVIEW

1	The approved provider, nominated supervisor will review and update the Service's <i>Medical Conditions Policy</i> annually in consultation with children, families, staff, educators and management	
2	During orientation and induction students, volunteers and educators are informed about the Service's procedures and policies in relation to managing children with diagnosed health care needs, allergies and medical conditions	
3	During orientation and induction students, volunteers and educators are made aware of individual medical management plans for each child	
4	<i>Medical management plans</i> , including <i>risk minimisation plans</i> and <i>communication plans</i> are to be stored within the child's enrolment records	

STEP 1 - ORIENTATION AND ENROLMENT

1	At the time of enrolment, the nominated supervisor will ask families if the child has any health care need, allergy or medical condition	
2	The nominated supervisor will ensure the enrolment form includes health care needs, allergies or identified medical conditions for the new child	

3	All families will be informed of the Service's management of the <i>Medical Conditions Policy</i> through the <i>Family Handbook</i> during the enrolment process	
4	The nominated supervisor will meet with the family to discuss the details of the health care need, allergy or medical condition and what adjustments may be needed to the practices of the Service or environment to ensure inclusion of the child	
5	The nominated supervisor will advise the family of the <i>Medical Conditions Policy</i> and any relevant policies such as <i>Anaphylaxis Management Policy</i> or <i>Asthma Management Policy</i> , including the additional requirements for enrolment such as a <i>medical management plan</i> and the development of a <i>risk minimisation plan</i> and <i>communication plan</i>	
6	Families enrolling a child with a health care need, allergy or medical condition will be provided with a copy of the <i>Medical Conditions Policy</i> along with any other relevant policies, via email and a hard copy of the email stored in the child's enrolment record	
7	The nominated supervisor will ensure families are aware of the obligation to keep <i>medical management plans</i> up to date at all times	

STEP 2 - MEDICAL MANAGEMENT PLANS

1	The family will develop a <i>medical management plan</i> in consultation with the child's registered medical practitioner. This MUST be completed before the child can attend the Service.	
2	The <i>medical management plan</i> may include any ASCIA Anaphylaxis, Asthma Action Plan or diabetes management plan	
3	The nominated supervisor will ensure parents/guardians provide consent to display the child's <i>medical management plan</i> by signing the <i>Authorisation to Display Medical Management Plan</i>	
4	The nominated supervisor will ensure individual <i>medical management plans</i> are displayed in the child's room, staff areas and food preparation areas, considering the child's privacy by locating them in an area less prominent to families and children	
5	The nominated supervisor will ensure any medications required as part of the <i>medical management plan</i> are available at the Service each time the child attends and is clearly labelled with the child's name and prescribed dosage	
6	The nominated supervisor will ensure educators are informed of specific medication requirements for children, including where medication is stored	
7	Educators will ensure medications are stored as per <i>medical management plan</i> and <i>Administration of Medication Policy</i>	
8	Educators will ensure an <i>Administration of Medication</i> form is completed each time medication is administered and acknowledged by the parent/guardian each day	
9	Educators will ensure <i>medical management plans</i> and any medication are taken from the Service in the event of an emergency evacuation or on an excursion	
10	Educators are to ensure the child's <i>medical management plan</i> is followed in the event of a health care incident	

11	The nominated supervisor will notify the regulatory authority (within 24 hours) in the event of a serious incident	

STEP 3 - MEDICAL RISK MINIMISATION PLANS

1	Using the information gathered from the <i>medical management plan</i> , the nominated supervisor in conjunction with family and lead educator will develop a <i>risk minimisation plan</i> to: - consider and identify potential risks to the child within the Service environment - develop strategies for the management of the health care need, allergy or medical condition and emergency response procedures and, - identify who will be included in this process	
2	The nominated supervisor will consider if any training or professional development is required for educators as part of the <i>risk minimisation plan</i>	
3	The <i>risk minimisation plan</i> will record any dietary modifications as part of the <i>medical management plan</i>	
4	<i>Risk minimisation plans</i> are required to be reviewed at least annually or revised with each change to a child's <i>medical management plan</i>	
5	The nominated supervisor will ensure <i>risk minimisation plans</i> are accessible for all staff	

STEP 4 - MEDICAL COMMUNICATION PLAN

1	The nominated supervisor will create a <i>communication plan</i> for each child and ensure all educators and staff are advised of individual <i>medical management plans</i> and <i>risk minimisation plans</i> and method of communicating with the family	
2	The nominated supervisor will consult with each family and inform how the <i>communication plan</i> will be maintained within the Service to ensure their child's health and safety	
3	Families will notify the Service if any changes are to occur to the <i>medical management plan</i> or <i>risk minimisation plan</i> through the <i>Notification of Changed Medical Status</i> form, email, communication plan and/or meetings with the nominated supervisor	
4	The nominated supervisor will ensure relief staff, students, volunteers, Early Intervention Specialists are informed of and familiar with any <i>medical management plans</i> and <i>risk minimisation plans</i> upon initial contact with the Service. e.g., orientation process, first visit	
5	The nominated supervisor will communicate any individual <i>medical management plans</i> to kitchen staff and discuss strategies identified within the <i>risk minimisation plan</i>	
6	The nominated supervisor will ensure <i>communication plans</i> are accessible for all staff	
7	Any changes to a child's <i>medical management plan</i> and <i>risk management plan</i> will be communicated to educators within the <i>communication plan</i> by a child's parent or the nominated supervisor	

8	Staff and educators will sign the <i>Medical Management Staff Acknowledgement Form</i> (located on the <i>communication plan</i>) to acknowledge they have been provided with information relating to individual <i>medical management plans</i> and <i>risk minimisation plan</i> relating to children's health care needs, allergies, and medical conditions.	
9	A <i>Medical Conditions Register</i> will be maintained to provide details of children attending the Service with any health care needs, allergy or medical condition	

STEP 5 – REVIEW

1	The nominated supervisor will routinely check and review all <i>medical management plans</i> , <i>communication plans</i> and <i>risk minimisation plans</i> every 6 months	
2	The nominated supervisor will update and review the <i>Medical Conditions Register</i> every 6 months	
3	The nominated supervisor will ensure <i>Risk minimisation plans</i> are reviewed at least annually or revised with each change to a child's <i>medical management plan</i>	
4	The nominated supervisor will conduct a review of practices following a medical emergency at the Service, including an assessment of areas for improvement	

IMPORTANT Ensure a copy of the *Medical Conditions Policy* to be provided to parents upon enrolment.

REVIEW OF PROCEDURE

Date procedure created	24.11.2025	To be reviewed	November 2026
Approved by	Tracy Gill	Position	Nominated Supervisor
Procedure Reviewed Date	Modifications/Changes		

APPENDIX: MEDICAL MANAGEMENT PLAN

This form is to be completed by the child's medical practitioner and provides a description of the health condition and first aid requirements for a child with specific healthcare needs. This information will assist the Service in developing a Risk Minimisation Plan, which outlines how educators and staff will support the child's medical needs. (Specific medical management plans for Anaphylaxis, Asthma and Diabetes may be used).

Child's Name:		D.O.B:	
Plan Implementation Date:		Review Date:	

Diagnosed medical condition:	Details, symptoms and triggers of medical condition:
	
	Step by step action to be taken:
	Attach action plan if relevant (ASCIA) Contact 000 in case of an emergency
Parent/Guardian (1) contact details:	Medication to be administered (name of medication, dose and method of application, frequency of application, further instructions.)
Name: Mobile: Work Phone: Home: Signature: Date:	
Parent/Guardian (2) contact details:	Steps to take if symptoms do not improve
Name: Mobile: Work Phone: Home: Signature: Date:	

Name of Medical Practitioner		Phone	
Signature of Medical Practitioner		Date	
Name Nominated Supervisor			
Nominated Supervisor signature		Date	

APPENDIX: MEDICAL RISK MINIMISATION PLAN

CHILD DETAILS					
Child's Name					
Room		Date of Birth			
Start Date					
Days Attended: (Please circle)	Monday	Tuesday	Wednesday	Thursday	Friday

MEDICAL CONDITION DETAILS	
Medical Condition	Anaphylaxis ☐ Asthma ☐ Diabetes ☐ Epilepsy ☐ Medication ☐ Dietary ☐ Other:
Date of medical management plan	
Date of risk minimisation plan	
Additional requirements to be met for inclusion	
Location of medical management plan	

PARENT AND MEDICAL PRACTITIONER DETAILS			
Parent Name		Contact Number	
Medical Practitioner Name		Contact Number	

RECORDS ATTACHED	COMMENTS
<i>Medical Management Plan</i> completed by registered practitioner. (This needs to be completed by families, registered practitioner and nominated supervisor prior to attending the service)	☐
Anaphylaxis Plan or Asthma Plan (if required)	☐
<i>Medical Communication Plan</i>	☐
<i>Notification of Changed Medical Status form</i>	☐

<i>Authorisation to Display the Medical Action Plan</i>	☐	
<i>Administration of Medication Record</i>	☐	

MEDICATION AUDIT	YES	NO	COMMENTS
<i>Medical management plan and risk minimisation plan reviewed annually</i>			
Medical conditions of child recorded on enrolment form			
<i>Medical Conditions Policy</i> issued via Family Handbook on enrolment			
All staff during orientation and induction have read and understand the following medical conditions policies and procedures. • <i>Managing a Medical Conditions Procedure</i> • <i>Medical Management Plan</i> • <i>Risk Minimisation Plan</i> • <i>Communication Plan</i> • <i>Enrolment Form Inclusions</i> • <i>Authorisation to display the Medical Action Plan</i> • <i>Notification of Changed Medical Status</i> • <i>Administration of Medication Procedure</i> • <i>Administration of Medication Record</i>			
Training or professional development provided to all educators during developing a <i>risk minimisation plan</i>			
Dietary requirements recorded as part of the <i>medical management plan</i>			
The child's needs discussed, and arrangements made to ensure inclusion			
<i>Medical management plan</i> displayed in child's room, staff room, and food preparation areas			
Nominated supervisor ensures all medications are available whilst child is in attendance			
Educators to ensure all medications are stored appropriately in guidance of <i>medical management plan</i> and <i>Administration of Medication Policy</i>			
Nominated supervisor to ensure medications are in date and have name and prescription sticker attached with child's name			
Educators to ensure <i>Administration of Medication Record</i> is completed each time medication is given to a child and signed by the parent/guardian each day			
Medication is taken with the child in the event of excursion or emergency			
Educators to follow <i>Administration of Medication Procedure</i>			
Educators to complete <i>Administration of Medication Record</i> each time medication is administered			

<i>Medical management plans and risk minimisation plans</i> are advised to each educator			
Nominated supervisor will ensure all casual staff, students, volunteers, Early Intervention Specialists are informed of all <i>medical management plans</i> and <i>risk minimisation plans</i> upon their first attendance			
Nominated supervisor will ensure all kitchen staff are aware of <i>medical management plan</i> and any requirements needed			
<i>Medical communication plan</i> created for all children with a medical condition and method of communication consulted to family			
Staff and educators, including relief staff sign acknowledgement they have been provided with information relating to individual <i>medical management plans</i> and <i>risk minimisation plans</i> . See <i>Medical Management Plan Staff Acknowledgement (Medical Communication Plan)</i>			
Any changes to a <i>medical management plan</i> will be communicated via the <i>medical communication plan</i> and the <i>Notification of Changed Medical Status</i> from the parent/guardian			
Nominated supervisor routinely checks the <i>medical communication plan</i> and <i>Notification of Changed Medical Status</i> and conducts a review of the child's <i>medical management plan</i>			
A notice is displayed at the main entrance of the Service stating a child is enrolled that has been diagnosed at risk of anaphylaxis (if required)			

DOCUMENTS TO BE ISSUED TO PARENTS/GUARDIANS	YES	NO	COMMENTS
<i>Medical Conditions Policy</i>			
Any further relevant policies such as <i>Anaphylaxis Policy</i> , <i>Diabetes Management Policy</i> or <i>Asthma Policy</i>			
<i>Medical Management Plan</i> to be taken to the Child's registered practitioner			
<i>Administration of Medication Record</i>			
<i>Notification of Changed Medical Status form</i>			
<i>Authorisation to Display the Medical Action Plan</i>			

ASSESSING AND MINIMISING RISK			
	RISK: What are the issues or triggers <i>and/or</i> actual/potential situations that	STRATEGY: What can be done to reduce these risks? What resources are needed?	WHO: Who needs to be included in the process? Why?

	could lead to a medical emergency?		

PRACTICES AND PROCEDURES IN RELATION TO SAFE HANDLING, PREPARATION, CONSUMPTION AND SERVICE OF FOOD (if applicable)

Dietary Modification: Unsafe foods & meals:

Safe foods & meals:

MEDICATION CHECK

Medication Name

Medication Expiry Date

Dose of Medication	
Method of Administration	
Frequency of Medication	
Date of Medication Check	
Next Review Date	

COMMENTS

<i>Medical Management Plan, Risk Minimisation Plan and Communication Plan checked by:</i>			
PARENT/ GUARDIAN NAME		DATE	
PARENT/ GUARDIAN SIGNATURE			
NOMINATED SUPERVISOR NAME		DATE	
NOMINATED SUPERVISOR SIGNATURE			

APPENDIX: MEDICAL CONDITIONS REGISTER

IN CASE OF EMERGENCY DIAL 000					
SERVICE DETAILS IN CASE OF AN EMERGENCY In a medical emergency a child's individual <i>Medical Management Plan</i> must be followed. All policies, procedures and plans are to be adhered to, administered medication is to be recorded.					
Service Name		Phone Number		Email Address	
Physical Address				Nearest Cross Street	
Nominated supervisor name		Number of staff in attendance		Number of children in attendance	

CHILDS NAME	CHILDS ROOM	LOCATION OF MEDICATION	DAYS OF ATTENDANCE					MEDICAL CONDITION	MEDICATION	TRIGGERS	PLAN RENEWAL DATE
			MON	TUES	WED	THUR	FRI				
<i>John Smith</i>	<i>Explorers</i>	<i>Explorers room</i>	<i>X</i>	<i>X</i>	<i>X</i>			<i>Anaphylaxis Asthma</i>	<i>Epi Pen Ventolin via spacer</i>	<i>Peanuts Rain and walking up stairs</i>	<i>10/3/2024</i>

APPENDIX: MEDICAL COMMUNICATION PLAN

This communication plan has been developed to ensure that relevant staff members and educators are informed about the *Medical Conditions Policy*, the *Medical Management Plan* and *Risk Minimisation Plan* for individual children and to outline avenues of communication between families and the Service (Reg. 90 (1)(iv)).

Section 1: Communication strategies

Section 2: Communication Plan – Families and employees are to document any changes to the child’s medical management plan

Section 3: Medical Management Plan Staff Acknowledgement – Evidence of staff and educator awareness and adherence to individual medical management plans.

COMMUNICATION STRATEGIES				
PROVIDED TO	DETAILS	TIMEFRAME	PERSON RESPONSIBLE	RESOURCES
New Families	Information about diagnosed medical conditions is included in the <i>Family Handbook</i> Families are verbally informed about the Service’s management of the <i>Medical Conditions Policy</i>	On enrolment	Nominated supervisor Families to notify nominated supervisor	<i>Family Handbook</i> <i>Medical Conditions Policy</i>
Service staff and educators	Staff and educators are informed about the Service’s procedures and policies during induction and orientation programs in relation to managing children with diagnosed health care needs, allergies and medical conditions. Staff and educators are informed of individual <i>medical management plans</i> and <i>risk minimisation plans</i> for all children enrolled at the Service and understand strategies and practices in relation to managing diagnosed health care needs, allergies and medical conditions	Induction and orientation process Ongoing as relevant and	Nominated supervisor	<i>Medical Management Plan</i> <i>Risk Minimisation Plan</i> <i>Communication Plan</i>

	All staff and educators are informed of and are familiar with <i>medical management plans</i> and <i>risk minimisation plans</i> through displays within staff only areas.	upon enrolment of new children		
Service staff and educators	Staff and educators are required to sign acknowledgement they have been provided with information relating to individual <i>medical management plans</i> and <i>risk minimisation plans</i> relating to children's health care needs, allergies, and medical conditions. See <i>Medical Management Plan Staff Acknowledgement (located on the Communication Plan)</i>	Ongoing as relevant and upon enrolment of new children	Nominated supervisor, staff and educators	• <i>Medical Management Plan</i> • <i>Risk Minimisation Plan</i> • <i>Communication Plan</i>
Relief Staff, Students, Volunteers, Early Intervention Specialists	All stakeholders are informed of and are familiar with any <i>Medical Management Plans</i> and <i>Risk Minimisation Plans</i> Relief Staff and educators are required to sign acknowledgement they have been provided with information relating to individual <i>medical management plans</i> and <i>risk minimisation plans</i> relating to children's health care needs, allergies, and medical conditions. See <i>Medical Management Plan Staff Acknowledgement (located on the Communication Plan)</i>	Initial contact with the Service. E.g. orientation process, first visit	Nominated supervisor, relief staff, educators	• <i>Medical Management Plan</i> • <i>Risk Minimisation Plan</i> • <i>Communication Plan</i>
Families of children who have been diagnosed with a medical condition	Families are requested to complete a <i>Notification of Changed Medical Status</i> form upon new diagnosis of new health care need, allergy, or medical condition	Upon learning that the child has a diagnosed medical condition	Families to notify nominated supervisor, staff and educators	• <i>Notification of Changed Medical Status</i>
Ongoing Communication for existing Medical Conditions	Implement all strategies identified in the <i>Medical Conditions Policy</i> Families must comply with the <i>Medical Conditions Policy</i> and communicate with educators about their child's individual needs and any changes to the <i>medical management plan</i> . (complete <i>communication plan</i> below)	Regularly as required	Families to notify nominated supervisor/ lead educator	• <i>Medical Conditions Policy</i> • <i>Communication Plan</i>

MEDICAL COMMUNICATION PLAN

Families must communicate with staff and educators about their child's individual needs and any changes to the *medical management plan or risk minimisation plan*, record any changes to the child's individual needs below.

CHILD'S NAME		DATE		ROOM NAME	
NOTES:					
PARENT/ GUARDIAN NAME			SIGNATURE		
EDUCATOR NAME			SIGNATURE		

CHILD'S NAME		DATE		ROOM NAME	
NOTES:					
PARENT/ GUARDIAN NAME			SIGNATURE		
EDUCATOR NAME			SIGNATURE		

MEDICAL MANAGEMENT PLAN STAFF ACKNOWLEDGEMENT

Staff and educators are required to sign acknowledgement they have been provided with information relating to individual *medical management plans* and *risk minimisation plans* relating to children's health care needs, allergies, and medical conditions.

DATE	CHILD NAME	MEDICAL CONDITION	STAFF NAME	STAFF SIGNATURE

APPENDIX: NOTIFICATION OF CHANGED MEDICAL STATUS

Use this form to notify the Service of any **new** medical condition.

A medical management plan and/or ASCIA Action Plan for Asthma or Anaphylaxis completed by your medical practitioner must be provided to our Service urgently.

CHILD DETAILS					
Child's full name					
Date of birth		Age		Gender	
Attendance	MON TUE WED THUR FRI				
PARENT /GUARDIAN DETAILS					
Parent/Guardian Name				Contact number	

Has your child recently experienced an allergy or intolerance (please tick relevant box and complete details on the next page)

- ☐ Food allergy
- ☐ Food intolerance
- ☐ Other allergy: Allergy/intolerance to _____

Has this allergy/intolerance/condition been medically diagnosed?

- ☐ No
- ☐ Yes (A medical management plan and/or Action Plan must be provided by the medical practitioner or specialist)
- ☐ Awaiting test results (Please notify us **immediately** of diagnosed outcome).

Has your child been diagnosed with a previous medical condition (please provide details below)

- ☐ Asthma
- ☐ Diabetes
- ☐ Epilepsy
- ☐ Other: Name of condition: _____

Could this allergy/condition invoke anaphylaxis?	Yes		No		Don't know yet	
Please note: if YES, your child cannot attend our service without a prescribed adrenaline auto injector kit and completed medical management plan or Action Plan.						

Medical Practitioner	Name		Phone contact	

Action Plan/ <i>Medical Management Plan</i> attached	YES		NO		N/A	
<i>Risk Minimisation Plan</i> developed	YES		NO		N/A	
<i>Authorisation to Display Medical Management Plan</i> signed	YES		NO		N/A	

DETAILS

Please add any details or other comments that may be helpful to staff regarding this condition whilst waiting for an approved **Action Plan** or **Medical Management Plan**. This plan must be completed in collaboration with a medical practitioner. Note any possible triggers, how your child emotionally reacts to symptoms and possible treatment.

Parent/Guardian Name		Date	
Parent/Guardian Signature			
Nominated Supervisor Name		Date	
Nominated Supervisor Signature			

Review Date

Parents/guardian must be contacted within 72 hours to follow up on possible diagnosis of anaphylaxis

APPENDIX: AUTHORISATION TO DISPLAY MEDICAL MANAGEMENT PLAN

Dear [insert parent/family name]

[insert date]

The Australasian Society of Clinical Immunology and Allergy (ASCIA), recommend that *Medical Management Plans*, including Asthma and Anaphylaxis Action Plans, be displayed in areas that can be accessed by staff easily and quickly if an emergency response is required. As an approved Early Childhood Education and Care service, however, we have a responsibility to comply with Privacy Laws.

The Privacy Laws protect personal and health information by setting standards on how it should be handled from collection to disposal. *Medical Management Plans* contain personal health information about your child, and this is readily visible for other people who access our Service.

We are required to inform our families and seek permission to display your child's *Medical Management Plan* in the child's room, staff areas and food preparation areas. The information displayed within the medical management plan may include- child's full name, photograph of child, details, symptoms and triggers of medical condition, contact details of parents and medical practitioner and actions or medication to administer.

We request that the below consent form is signed and returned to our Service. If you have any further questions or concerns, please feel free to contact management at your earliest convenience.

Please select:

☐ I provide authorisation

or

☐ I do not provide authorisation

for my child's *Medical Management Plan* (or ASCIA Asthma or Anaphylaxis Action Plan) containing their name, photograph and relevant treatment details to be displayed in staff areas, my child's room and food preparation areas.

I acknowledge this authorisation and have carefully considered all privacy implications on behalf of my child.

Child's Full Name		Age	
Parent/Guardian Name		Date	
Parent/Guardian Signature			

APPENDIX: MEDICAL EMERGENCY REHEARSAL RECORD

This record is to be used following a medical emergency rehearsal to review and evaluate practices. The medical emergency plan is to be evaluated following each medical emergency rehearsal by assessing how well the plan was implemented and reflecting on areas for improvement. Some of these questions may be hypothetical during a rehearsal and should be adjusted according to your service context. For example, educators may not contact emergency services during a drill, however the procedure they would follow during a medical emergency would be discussed.

MEDICAL EMERGENCY REHEARSAL DETAILS			
Date of rehearsal		Type of rehearsal	
Time started		Time ended	
Name of nominated supervisor/responsible person on duty			

SIGN IN/OUT RECORDS			
Attendance Record attached	☐ YES ☐ NO	Staff Sign In/Out Records attached	☐ YES ☐ NO
Visitor Sign In/Out Record attached	☐ YES ☐ NO		

MEDICAL EMERGENCY IDENTIFICATION	YES	NO
Initial response- Did the person who discovered the medical emergency alert other educators/staff/visitors?		
Did children need to be removed from the area? Was an evacuation of the area required?		
Did the first aid responder ensure the safety of themselves and others and implement first aid following the DRSABCD • Danger • Response • Send for Help • Airway • Breathing • CPR • Defibrillation		
Did the first aid responder assess the situation and determine if emergency services were required?		

Did the first aid responder call for additional assistance from other staff members (if required)?		
When assessing the situation were the following taken into consideration: • Medical condition plans for pre-existing medical conditions • Asthma or Anaphylaxis • Allergies or special dietary requirements • Disabilities		
If the medical emergency involved a pre-existing medical condition was the medical condition plan or action plan followed?		
Were medical condition plans and action plans readily available?		
If the medical emergency was not a pre-existing medical condition were emergency services contacted for further advice?		
Did the first aider follow instructions as provided by emergency services?		
Were parents, authorised emergency contact/s or next of kin notified as soon as practical? Informing them the child or adult has received medical attention.		
Was an <i>Incident, Injury, Trauma, and Illness Record</i> completed following the incident? (Parents must acknowledge the incident report within 24 hours)		
Was relevant notification made to SafeWork (or relevant authority) in the event of serious incident or injury? (Work Health and Safety Laws)		
Was the regulatory authority notified within 24 hours of a serious incident occurring?		
Were emergency phone numbers displayed near phones?		
Was a phone readily available to contact emergency services?		
Was a first aid kit readily available and fully stocked?		
If emergency services were contacted did an educator meet them at the front of the service and shown to the area where the child or adult is located?		
Was communication with Emergency Services effective? If not, what amendments or improvements are required?		
Was communication with all relevant staff effective? If not, how will this be amended or improved? (Detail improvements in “reflection/evaluation” section below)		
Were children able to be supervised adequately during the medical emergency and removed from the area?		
Did the <i>Administration of First Aid Procedure</i> effectively address the situation? If not, how will the procedure be amended or improved? (Detail improvements in “reflection/evaluation” section below)		

Did all staff understand their roles as identified in the <i>Administration of First Aid Procedure</i> ? If not, how will this procedure be amended or improved? (Detail improvements in “reflection/evaluation” section below)		
Were parents/families informed about the rehearsal?		
Were children reassured about the incident?		
Were there any family or community concerns about the medical emergency? If yes, what modifications may be required to address these concerns? (Detail modifications in “reflection/evaluation” section below)		
Can communication with children about possible emergency scenarios be improved? How? (Detail below)		

REFLECTION/FUTURE MODIFICATIONS:

CONSULTATION WITH RELEVANT AUTHORITIES/STAKEHOLDERS:

Name of person completing form		Date	
Position			
Signature			

Nominated supervisor name		Date	
Nominated supervisor signature			

NUTRITION AND FOOD SAFETY POLICY

As per *Education and Care Services National Law and Regulations*, our Service has a *Nutrition and Food Safety Policy* and procedures in place to ensure quality practices relating to nutrition, food and beverages and dietary requirements are followed at all times.

Our Service recognises the importance of safe food handling and healthy eating to promote the growth and development of young children and is committed to supporting the healthy food and drink choices of children in our care. We acknowledge that the early childhood setting has an important role in supporting families in providing healthy food and drink to their children.

We are committed to implementing the healthy eating key messages outlined in the Australian Dietary Guidelines and the Australian Guide to Healthy Eating. We support and promote the NSW Health initiative Munch & Move program and utilise the Australian Government's *Get Up & Grow-Healthy Eating and Physical Activity for Early Childhood* and *Eat for Health* resources.

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 2: CHILDREN'S HEALTH AND SAFETY		
2.1	Health	Each child's health and physical activity is supported and promoted
2.1.2	Health practices and procedures	Effective illness and injury management and hygiene practices are promoted and implemented
2.1.3	Healthy lifestyles	Healthy eating and physical activity are promoted and appropriate for each child

EDUCATION AND CARE SERVICES NATIONAL REGULATIONS	
77	Health, hygiene and safe food practices
78	Food and beverages
79	Service providing food and beverages
80	Weekly menu
90	Medical conditions policy
91	Medical conditions policy to be provided to parents
160	Child enrolment records to be kept by approved provider and family day care educator
162	Health information to be kept in enrolment record

168	Education and care service must have policies and procedures
170	Policies and Procedures to be followed
171	Policies and procedures to be kept available
172	Notification of change to policies or procedures

RELATED POLICIES

Administration of First Aid Policy Anaphylaxis Management Policy Bottle Safety and Preparation Policy Breastfeeding Policy Child Safe Environment Policy Dealing with Infectious Diseases Policy Enrolment Policy	Excursions / Incursions Policy Family Communication Policy Governance Policy Health and Safety Policy Incident, Injury, Trauma and Illness Policy Medical Conditions Policy Multicultural Policy

PURPOSE

Early childhood education and care (ECEC) Services are required by legislation to ensure the provision of healthy foods and drinks that meet the requirements for children according to the *Australian Dietary Guidelines*. It is essential that our Service partners with families to provide education about nutrition and promote healthy eating habits for young children to positively influence their health and wellbeing. Dietary and healthy eating habits formed in the early years are shown to continue into adulthood and can reduce the risk factors associated with chronic adult conditions such as obesity, type 2 diabetes and cardiovascular disease.

Our Service recognises the importance of healthy eating for the growth, development, and wellbeing of young children and is committed to promoting and supporting healthy food and drink choices for children in our care. This policy affirms our position on the provision of healthy food and drink while children are in our care and the promotion and education of healthy choices for optimum nutrition.

We believe in providing a positive eating environment that reflects dietary requirements, cultural and family values, and promotes lifelong learning for children, as we commit to implementing and embedding the healthy eating key messages outlined in the *Get Up & Grow* resources and to support the *National Healthy Eating Guidelines for Early Childhood Settings*.

Our Service is also committed to ensuring consistently high standards of food preparation and food storage and transportation are adhered to.

SCOPE

This policy applies to children, families, staff, educators, approved provider, nominated supervisor, visitors, students, volunteers and management of the Service.

IMPLEMENTATION

Our Service has a responsibility to help children to develop good food practices and approaches, by working with families and educators.

All food prepared by the Service or families will endeavour to be consistent with the Australian Dietary Guidelines and provide children with a nutritious and balanced menu. Food will be served at various times throughout the day to cater for all children's nutritional needs. Mealtimes reflect a relaxed and pleasant environment where educators engage in meaningful conversations with children. This assists in creating a positive and enjoyable eating environment. Food will be prepared in accordance with the Food Safety Program. All kitchens and food preparation areas will comply with Food Standards Australia and New Zealand (FSANZ) and any relevant local jurisdictional requirements (i.e., local council registrations and inspections). All staff involved in the stages of food handling have the skills and knowledge to ensure food safety is a priority.

Recent changes to the Food Standards Code and Food Act 2003 (Standard 3.2.2A) involve the appointment of a Food Safety Supervisor who must be available to supervise food handlers at the Service. It is a requirement that both the Food Safety Supervisor and all food handlers attend food safety training. Additionally, records must be maintained relating to receiving, storage, processing, displaying and transportation of food. These records must be retained for a period of 3 months.

NUTRITION

ENCOURAGE AND SUPPORT BREASTFEEDING AND APPROPRIATE INTRODUCTION OF SOLID FOODS

Our Service will:

- provide a suitable place within the Service where mothers can breastfeed their babies or express breast milk
- support mothers who are breastfeeding their infant
- ensure the safe handling of breast milk and infant formula including transporting, storing, thawing, warming, preparing, and bottle feeding

- in consultation with families, offer cooled pre-boiled water as an additional drink from around 6 months of age
- where breastfeeding is discontinued before 12 months of age, substitute with a commercial infant formula (in consultation with parents)
- always bottle-feed babies by holding baby in a semi-upright position
- ensure appropriate foods (type and texture) are introduced around 6 months of age (with consultation with parents)
- adjust the texture of foods offered between 6 and 12 months of age to match the baby's developmental stage
- offer a variety of foods to babies from all the food groups
- always supervise babies while drinking and eating, ensuring safe bottle-feeding and eating practices at all times.

Promote healthy food and drinks based on the Australian Guide to Healthy Eating and the dietary guidelines for children and adolescents

OUR SERVICE WILL:

WHERE FOOD IS PROVIDED BY THE SERVICE:

- provide children with a wide variety of healthy and nutritious foods for meals and snacks including fruit and vegetables, wholegrain cereal products, dairy products, lean meats, and alternative foods high in protein
- plan and display the Services *Menu* (at least two weeks at a time) that is based on the *Australian Dietary Guidelines*
- plan healthy snacks on the menu to complement what is served at mealtimes and ensure the snacks are substantial enough to meet the energy and nutrient needs of children
- vary the meals and snacks on the menu to keep children interested and to introduce children to a range of healthy food ideas
- regularly review the menu to ensure it meets best practice guidelines
- develop the menu in consultation with children, educators and families
- consult with health professionals to support the menu development including dietitians for children with special dietary requirements such as vegetarian and vegans, dentists and speech therapists
- respect and accommodate children's cultural or religious dietary practices as requested by families

THE APPROVED PROVIDER/ MANAGEMENT/ NOMINATED SUPERVISOR WILL:

- ensure educators and staff are aware of their responsibilities and obligations under the *Education and Care Services National Law and National Regulations* in relation to this policy and relevant procedures to ensure awareness of safe food handling practices while promoting healthy eating
- ensure new staff and educators are aware of food practices and procedures as outlined in this policy during induction and orientation
- ensure staff responsible for preparing, serving and supervising food for children with food allergies undertake the *All about Allergens for Cooks and Chefs* and *All about Allergens for Children's Education and Care (CEC)* online courses- [Food Allergy Aware Training](#)
- ensure water is readily available for children to drink throughout the day in both the indoor and outdoor environment
- ensure food and beverages are offered to children regularly during the day
- ensure enrolment forms include information relating to child's food preferences, allergies, intolerances, cultural or religious considerations or medical conditions which involve food or food practices
- consult with families on enrolment to develop individual management plans, including completing medical risk minimisation plans for children with medical conditions involving food allergies, food intolerances and special dietary requirements as per *Medical Conditions Policy*
- ensure children's individual dietary requirements as per enrolment information or medical condition plans are communicated to all staff and food handlers
- ensure any changes to children's individual dietary requirements are recorded and communicated to all staff and food handlers
- appoint a Food Safety Supervisor to oversee food handlers
- ensure the Food Safety Supervisor hold a valid Food Safety Supervisor certificate and training
- ensure all staff handling food attend basic safe food handling training, including an appropriate Food Safety and Food Hygiene Certificate
- comply with Food Safety Standard 3.2.2A requirements
- keep an up-to-date *Food Safety Certificate Register* to provide evidence of safe food handling training for all food handlers
- keep records relating to receiving, storage, processing, displaying and transportation of food. These records must be kept for a period of 3 months
- ensure the weekly menu is displayed in an accessible and prominent area for parents to view
- ensure the weekly menu is accurate and describes the food and beverages provided each day of the week

- ensure the menu is reviewed on a regular basis, every 6 months. Amendments made to the Service *Menu Record* will be recorded.
- encourage and provide opportunities for staff and educators to undertake regular professional development to maintain and enhance their knowledge about early childhood nutrition and food safety practices
- ensure parents/guardians are notified as soon as practicable but within 24 hours if their child is involved in a serious incident/situation at the Service. Details of the incident/situation are to be recorded on the *Incident, Injury, Trauma and Illness Record*.
- notify the regulatory authority of any serious incident or complaints alleging the safety, health or wellbeing of children has been compromised within 24 hours of the incident or the time that the person becomes aware of the incident or complaint
- conduct a review of practices following a serious incident, such as a food poisoning outbreak, including an assessment of areas for improvement.

EDUCATORS/ FOOD HANDLERS WILL:

- ensure water is readily available for children to drink throughout the day in both the indoor and outdoor environment
- be aware of children with food allergies, food intolerances, and special dietary requirements and consult with families and management to ensure individual medical management plans are developed and implemented, including completing medical risk minimisation plans for children with medical conditions involving food as per *Medical Conditions Policy*
- ensure young children do not have access to foods that may cause choking
- ensure all children remain seated while eating and drinking
- ensure all children are always supervised children whilst eating and drinking
- participate in regular professional development to maintain and enhance knowledge about early childhood nutrition and food safety practices
- participate in safe food handling training on a regular basis, every 12 months
- keep records relating to the safe handling of food, where required
- consult with children, families, educators and dietitians regarding the review of the Service *Menu Record*
- follow the [Australian Dietary Guidelines](#) for serving sizes and different types of food
- display nutritional information for families and keep them regularly updated
- consider the needs of various age groups at the service- meal times may be offered progressively or at different times

- ensure food is presented attractively
- ensure infants are fed individually by educators
- ensure age and developmentally appropriate utensils and furniture are provided for each child
- not allow food to be used as a form of punishment or to be used as a reward or bribe
- not allow the children to be force fed or being required to eat food they do not like or more than they want to eat
- encourage toddlers to be independent and develop social skills at mealtimes
- establish healthy eating habits in the children by incorporating nutritional information into our program
- talk to families about their child's food intake and voice any concerns about their child's eating
- encourage parents to the best of our ability to continue our healthy eating message in their homes
- ensure pets or animals are not present within the kitchen or food preparation areas

FOOD HYGIENE

Food poisoning is caused by bacteria, viruses, or other toxins being present in food and can cause extremely unpleasant symptoms such as diarrhoea, vomiting, stomach cramps, and fevers. Children under five years of age are considered a high-risk group as their immune systems are still developing and they produce less of the stomach acid required to kill harmful bacteria than older children or adults (Foodsafety.gov. 2019).

During warmer weather, the risk of foodborne illnesses increases. Our Service will strictly adhere to food hygiene standards to prevent the risk of food poisoning including:

- maintaining proper temperature control for perishable foods
- ensuring refrigerators are set to recommended temperature of 5 °C or below, regularly monitoring and recording temperatures to guarantee food safety
- emphasising hand hygiene for staff and children and encourage frequent handwashing before and after meals
- implementing food safety practices to minimise the risk of cross-contamination
- ensuring staff are aware of heightened increase in allergic reactions and maintain consistent allergen management
- consider the impact of the sun on food safety when eating meals outside
- use insulated containers to keep perishable food cool and avoid leaving food exposed to direct sunlight.

BUYING AND TRANSPORTING FOOD

Our Service will:

- ensure food supplies have been ordered in a timely manner
- always check labels for the 'use by' and 'best before' dates, understanding that 'use by' dates apply to perishable foods that could potentially cause food poisoning if out of date, whilst 'best before' dates refer to food items with long shelf life but quality could be compromised
- avoid buying food items in damaged, swollen, leaking or dented packaging
- always check eggs within cartons: Never buy dirty or cracked eggs
- never buy any food item if unsure about its quality
- record temperatures of foods upon delivery (See *Food Delivery Register*)
- ensure fresh meat, chicken, or fish products cannot leak on to other food items
- ensure chilled, frozen, and hot food items are kept out of the 'danger zone' (5 °C to 60 °C) on the trip back to the Service by:
 - not selecting chilled, frozen or hot food items until the end of the shopping
 - placing these items in an insulated shopping bag or cooler
 - immediately unpacking and storing these items upon the return to the Service

ONLINE SHOPPING

- ensure food items are delivered in packaging that keeps food out of 'danger zones' as described above and within delivery window as provided by the company
- ensure products selected are high quality
- ensure products are unpacked promptly upon receiving goods
- use online service company with product and guarantee

STORING FOOD

Our Service will:

- ensure the refrigerator and freezer has a thermometer and that the refrigerator is maintained at 5 °C or below and the freezer is maintained at -17 °C or below
- ensure fridge and freezer temperatures are checked and recorded daily (See *Refrigeration Temperature Control Register*)
- store raw foods below cooked foods in the refrigerator to avoid cross contamination by foods dripping onto other foods
- ensure fresh meat is not stored in the fridge for more than 3 days

- ensure that all foods stored in the refrigerator are stored in strong food-safe containers with either a tight-fitting lid, or tightly applied plastic wrap or foil
- ensure that all foods not stored in their original packaging are labelled with:
 - the name of the food
 - the 'use by' date
 - the date the food was opened
 - details of any allergens present in the food
- transfer the contents of opened cans into appropriate containers
- ensure all bottles and jars are refrigerated after opening
- place 'left-over' hot food in an appropriate sealed container in the refrigerator as soon as the steam has stopped rising. Food can be cooled quickly to this point by placing in smaller quantities in shallow containers, reducing the amount of time sitting in the 'danger zone'.
- not reuse disposable containers (e.g., Chinese food containers)
- store dry foods in labelled and sealed, air-tight containers if not in original packaging
- store dry foods in cupboards or if in a walk-in pantry, on shelving no lower than 30cm from the floor
- not place anything on the floor of a walk-in pantry (as containers of any type create easy access to shelves for mice and rats)
- store bulk dry foods only in food-safe and airtight containers
- use the FIFO (first in, first out) rule for all foods (dry, chilled, and frozen) to ensure rotation of stock so that older stock is used first
- store cleaning supplies and chemicals separate to food items
- ensure breastmilk or infant formula is stored within the main section of the fridge and clearly labelled with the child's name and date of preparation.

PREPARING AND SERVING FOOD

Our Service will:

- ensure that all cooked food is cooked through and reaches 75°C
- ensure that cooked food is served promptly,
- use a thermometer to ensure that hot food is maintained at above 60°C until ready to serve.
- ensure that prepared cold food is stored in the refrigerator maintained at below 5°C until ready to serve
- discard any cooked food that has been left in the 'danger zone' for two or more hours. Do not reheat.
- reheat cooked food (if required, for example for a child who was sleeping at lunch time) to a temperature of 70°C (but only ever reheat **once**. Discard if the food is not eaten after being reheated)

- keep cooked and ready-to-eat foods separate from raw foods
- ensure foods are defrosted in the fridge or microwave
- wash fruit and vegetables thoroughly under clean running water before preparation
- ensure unused washed fruit or vegetables are thoroughly dry before returning to storage
- ensure food that has been dropped on the floor is immediately discarded
- thoroughly clean kitchen utensils and equipment between using with different foods and/or between different tasks
- avoid cross-contamination by ensuring that separate knives and utensils are used for different foods
- avoid cross-contamination by ensuring that colour-coded cutting boards are used (note that it doesn't matter which colour you use for which food providing signs are displayed to alert all staff).

Common colours are:

- Blue: raw fish/seafood
 - Green: fruit and vegetables
 - Red: raw meat
 - Brown: cooked meat
 - Yellow: raw poultry
 - White: bakery and dairy
- ensure that gloves are changed between handling different foods or changing tasks
 - ensure that staff preparing food for children with food allergies or intolerances are proficient at reading ingredient labels
 - ensure that food allergies and intolerances are catered for by using separate easily identifiable cutting boards, utensils, and kitchen equipment (e.g., using a colour code, or food-safe permanent marker).
 - ensure all educators and staff are aware of children who have severe allergic reactions to certain foods as per ASCIA Action Plans
 - ensure that children with food allergies and/or intolerances are served their meals and snacks individually on an easily identifiable plate (e.g., different colour), and that food is securely covered with plastic wrap until received by the child to prevent possible cross-contamination
 - implement a two person check to ensure the '*right child gets the right meal*' for any allergies or dietary needs
 - ensure that unwell staff do not handle food
 - ensure left-over food is stored immediately in the fridge or thrown away
 - ensure the safe handling of breastmilk, including during transportation, storage, thawing, warming and during preparation.

CLEANING

Our Service will:

- ensure that food preparation areas and surfaces are cleaned both before, after, and during any food preparation
- record cleaning and sanitising of food contact surfaces (See *Kitchen Cleaning Checklist*)
- ensure that all cooking and serving utensils are cleaned and sanitised before use
- ensure that all dishwashing sponges, brushes, and scourers are cleaned after each use and allowed to air dry or placed in the dishwasher
- ensure the food storage area is clean, ventilated, dry, pest free, and not in direct sunlight
- ensure refrigerators and freezers are cleaned regularly and door seals checked and replaced if not in good repair
- prevent pest infestations by cleaning spills as quickly as possible and ensuring rubbish and food scraps are disposed of frequently
- ensure that floor mops are thoroughly cleaned and air dried after each use
- replace any cleaning equipment that shows signs of wear or permanent soiling.

PERSONAL HYGIENE FOR FOOD HANDLERS

Our Service will ensure:

- clean clothing is worn by food handlers (such as an apron or appropriate jacket)
- long hair is tied back or covered with a net
- hand and wrist jewellery are not worn while preparing food (e.g., rings and bracelets)
- nails are kept short and clean and no nail polish is worn (as it can chip into food and hide dirt under the nails)
- strict hand-washing hygiene is adhered to, including washing hands each time they return to the kitchen before continuing with food preparation duties
- gloves to be worn when handling food and tongs used
- wounds or cuts are covered with a brightly coloured, waterproof dressing (that will easily be seen if it falls off), and gloves will be worn over any dressings
- staff who are not well will not prepare or handle food.

ALL STAFF HANDLING FOOD WILL:

- ensure children and staff wash and dry their hands (using soap, running water, and single use disposable towels or individual hand towels) before handling food or eating meals and snacks

- ensure gloves (and food tongs) are used by all staff handling 'ready to eat' foods.
- ensure food is stored and served at safe temperatures (below 5°C or above 60°C), with consideration to the safe eating temperature requirements of children
- ensure separate cutting boards are used for raw meat and chicken, fruit and vegetables, and utensils and hands are washed before touching other foods
- discourage children from handling other children's food and utensils
- ensure food-handling staff members attend relevant training courses and pass relevant information on to the rest of the staff.

CREATING A POSITIVE LEARNING ENVIRONMENT

Our Service will:

- ensure that educators sit with the children at meal and snack times to role-model healthy food and drink choices and actively engage children in conversations about the food and drink provided
- choose water as a preferred drink
- endeavour to recognise, nurture and celebrate the dietary differences of children from culturally and linguistically diverse backgrounds
- create a relaxed atmosphere at mealtimes where children have enough time to eat and enjoy their food as well as enjoying the social interactions with educators and other children
- encourage older toddlers and pre-schoolers to assist to set and clear the table and serve their own food and drink, providing opportunities for them to develop independence and self-esteem while promoting children's agency and decision-making
- respect each child's appetite. If a child is not hungry or is satisfied, do not insist he/she eats.
- be patient with messy or slow eaters
- encourage children to try different foods but do not force them to eat
- not use food as a reward or withhold food from children for disciplinary purposes
- role-model and discuss safe food handling with children

SERVICE PROGRAM

Our Service will:

- foster awareness and understanding of healthy food and drink choices through including in the children's program a range of learning experiences encouraging children's healthy eating
- encourage children to participate in a variety of 'hands-on' food preparation experiences
- provide opportunities for children to engage in discovery learning and discussion about healthy food and drink choices

- embed the importance of healthy eating and physical activity in everyday activities and experiences.

COOKING WITH CHILDREN

Cooking can help develop children's knowledge and skills regarding healthy eating habits. Cooking is a great, fun activity and provides opportunities for children to be exposed to new foods, sharing of recipes and cooking skills. On these occasions participating educators will be vigilant to ensure that the experience remains safe, and relevant food hygiene practices are adhered to.

COMMUNICATING WITH FAMILIES

Our Service will:

- provide a copy of the *Nutrition and Food Safety Policy* to all families upon orientation at the Service
- provide opportunities for families to contribute to the review and development of the policy
- request that details of any food allergies or intolerances or specific dietary requirements be provided to the Service and work in partnership with families to develop an appropriate response so that children's individual dietary needs are met
- communicate regularly with families about food and nutrition related experiences within the Service and provide up to date information to assist families to provide healthy food choices at home
- communicate regularly with families and provide information and advice on appropriate food and drink to be included in children's lunchboxes. This information may be provided to families in a variety of ways including factsheets, newsletters, during orientation, information sessions and informal discussion.
- discuss discretionary choices- (food and beverages which are not necessary as part of a balanced diet) with families and if necessary, remove items from children's lunch boxes. Alternative healthy food will be offered to children.

FOOD SAFETY STANDARDS

The requirements comprise of 3 key elements including:

- Food Safety Supervisor
- Food Handler Training
- Record Keeping

See [Safe Food Australia](#) (guide to the food safety standards in the Food Standards Code) or email information@foodstandards.gov.au. Food regulators also have information to help food

businesses in their jurisdiction understand the requirements of this standard. See the web links below:

- [New South Wales](#)

CONTINUOUS IMPROVEMENT/REFLECTION

Our *Nutrition and Food Safety Policy* will be reviewed on an annual basis in consultation with children, families, staff, educators and management.

- RELATED RESOURCES

Breast Milk Procedure Daily Kitchen Checklist Food Delivery and temperature register Food Safety Certificate Register Food Safety Standards Guide Formula Bottle Safety and Preparation Procedure	Kitchen and Nutritional Practices Audit Kitchen Cleaning Checklist Kitchen Cleaning Procedure Menu Amendment Notifications Menu Evaluation Survey

SOURCES

Australian Breast-Feeding Association Guidelines: <https://www.breastfeeding.asn.au/>

Australian Children’s Education & Care Quality Authority. (2025). [Guide to the National Quality Framework](#)

Australian Children’s Education & Care Quality Authority. (2021). [Nutrition, food and beverages, dietary requirements Policy Guidelines](#).

Australian Government Department of Education. (2022). [Belonging, Being and Becoming: The Early Years Learning Framework for Australia](#). V2.0.

Australian Government Department of Health *Eat for Health- The Australian Dietary Guidelines* <https://www.eatforhealth.gov.au/guidelines>

Education and Care Services National Law Act 2010. (Amended 2023). [Education and Care Services National Regulations](#). (Amended 2023).

Food Act 2003

Food Authority NSW. (2023). [Food safety requirements for children’s services in NSW](#).

Food Regulation 2015

Food Safety Standards (Australia only). (2024): <https://www.foodstandards.gov.au/business/food-safety-standards>

Food Standards Australia and New Zealand Act 1991

Food Standards Australia New Zealand. (2023). Safe Food Australia – A guide to the food safety standard (4th Ed.):

<http://www.foodstandards.gov.au/publications/Pages/safefoodaustralia3rd16.aspx>

National Health and Medical Research Council. Australian Dietary Guidelines 2013):

<https://www.nhmrc.gov.au/about-us/publications/australian-dietary-guidelines>

National Health and Medical Research Council. Department of Health and Ageing. Infant Feeding Guidelines. (2013):

https://www.eatforhealth.gov.au/sites/default/files/files/the_guidelines/n56b_infant_feeding_summary_130808.pdf

National Health and Medical Research Council. Eat for health: <https://www.eatforhealth.gov.au/>

NSW Food Authority: <http://www.foodauthority.nsw.gov.au/>

NSW Government. Healthy Kids. (2019). Munch and Move: <https://www.healthykids.nsw.gov.au/campaigns-programs/about-munch-move.aspx>

The Australian Dental Association: <https://www.ada.org.au/Home>

The Department of Health. Get Up & Grow: [Healthy Eating and Physical Activity for Early Childhood – Staff/Carers Book](#)

Work Health and Safety Act 2011 <https://www.legislation.gov.au/Details/C2017C00305>

REVIEW

POLICY REVIEWED BY	Tracy Gill	Nominated Supervisor	20.11.2025]
POLICY REVIEWED	November 2025	NEXT REVIEW DATE	November 2026
VERSION	V1		
POLICY REVIEWED	PREVIOUS MODIFICATIONS		NEXT REVIEW DATE

NUTRITIONAL PRACTICES PROCEDURE

Our Service recognises the importance of safe food handling and healthy eating to promote the growth and development of young children and is committed to supporting the healthy food and drink choices of children in our care. We acknowledge that the early childhood setting has an important role in supporting families in providing healthy food and drink to their children.

Recent changes to the Food Standards Code and Food Act 2003 (Standard 3.2.2A) involve the appointment of a Food Safety Supervisor who must be available to supervise food handlers at the Service. It is a requirement that both the Food Safety Supervisor and all food handlers attend food safety training. Additionally, records must be maintained relating to receiving, storage, processing, displaying and transportation of food. These records must be retained for a period of 3 months.

Working in conjunction with the *Nutrition and Food Safety Policy*, this procedure provides detailed steps for Kitchen Staff and educators handling food in relation to food hygiene, orders and deliveries of food supplies, safe storage, preparation, menu development and kitchen cleaning when handling food for children within the Service.

Education and Care Services National Law or Regulations (R. 77, 78, 79, 80, 90, 91, 162, 168) NQS QA 2: Element 2.1.2 and 2.1.3 *Children's Health and Safety*

Related Policies: *Nutrition and Food Safety Policy*

NUTRITIONAL PRACTICES PROCEDURE		
The approved provider/ nominated supervisor will:		
1	review the Service's <i>Nutrition and Food Safety Policy</i> with kitchen staff and educators to ensure an awareness of safe food handling practices while promoting healthy eating	
2	ensure families are advised of the <i>Nutrition and Food Safety Policy</i> upon orientation at the Service	
3	ensure kitchen staff and staff handling food are familiar with the Food Safety Standards Australia and New Zealand	
4	implement a Food Safety Program to meet requirement	
5	appoint a Food Safety Supervisor to oversee all Food Handlers	
6	ensure the Food Safety Supervisor holds a valid Food Safety Supervisor certificate	
7	ensure all staff handling food hold an appropriate Food Safety and Food Hygiene Certificate	

8	complete a <i>Food Safety Certificate Register</i> to provide evidence of all food handlers completing Food Safety and Food Hygiene training	
9	ensure all kitchen staff comply with local council requirements and follow any directives related to the compliance of Food Safety Standards Australia and New Zealand	
10	ensure mandatory records are kept following your state territories requirements <i>Daily Kitchen Checklist, Supplier Register, Food Delivery Register, Cooking, Cooling Reheating and Pureed Register, Food Safety Certificate Register, Kitchen and Nutritional Practices Audit, Pest Control</i> . These records must be kept for a period of 3 months and 2 years for <i>Supplier Register</i>	
11	ensure regular maintenance of kitchen equipment, for example ovens, dishwashers, rangehoods etc.	
12	ensure a <i>Kitchen and Nutritional Practices Audit</i> is completed on a regular basis to ensure regular cleaning of the environment has been completed to a high standard	
Kitchen staff will:		
13	ensure the <i>Daily Kitchen Checklist</i> or <i>Kitchen Cleaning Checklist</i> is completed each day to ensure a clean, safe, and hygienic area is provided for food preparation and cooking	
14	participate in professional development as per individual <i>Professional Development Plan</i>	
15	consult with and assist educators to foster an awareness and understanding of healthy food and drink choices through the educational program	
16	plan a range of 'hands-on' learning experiences where children can participate in food preparation experiences	
17	provide opportunities for children to engage in discovery learning and discussion about healthy food and drink choices	

MENU DEVELOPMENT AND REVIEW PROCEDURE

Kitchen staff and management will ensure:

1	the Service menu is based on the Australian Guide to Healthy Eating and the Dietary Guidelines for Children and Adolescents	
2	the Service menu and nutritional information is displayed at all times and provided for families, see <i>Menu Record</i>	
3	they consult with health professionals on the development and review of the Service menu, including dietitians and other health professionals when required (National Allergy Strategy)	
4	children, families and educators are invited to participate in reflection of the Service menu through the <i>Nutritional Practice Survey</i> form	
5	the Service menu is reviewed on a regular basis using the <i>Menu Evaluation</i> form. Children's evaluations of the menu can be recorded on the <i>Menu Evaluation</i> form	
6	the Service menu is regularly reviewed to ensure guidelines are met using the <i>Menu Planning Checklist</i> or <i>Menu Planning - Vegetarian Checklist</i>	

7	amendments made to the Service menu is recorded using the <i>Menu Amendment Notifications</i> form and families advised	

ORDERING AND DELIVERY PROCEDURE

Kitchen staff will ensure:

1	food supplies have been ordered in a timely manner	
2	the <i>Food Delivery Register</i> is completed upon receipt of food supplies	
3	all food delivered are approved and listed on the <i>Food Supplier Register</i>	
4	all food supplies are checked against order record	
5	temperatures of perishable items recorded on the <i>Food Delivery Register</i> (below 5° for cold items and above 60° for hot items)	
6	food supplies delivered are clean, intact and undamaged with no sign of pest activity	
7	use by and best before dates are checked for new food supplies	
8	food supplies are packed away immediately to ensure food items are kept out of the danger zone (5° to 60°)	
9	all food stock is rotated upon delivery (use the FIFO, first in first out rule)	

STORAGE OF FOODS PROCEDURE

Kitchen staff will ensure:

1	dry food goods are stored in cupboards, off the ground and away from chemicals	
2	food storage areas are clean, ventilated, dry, pest free and not in direct sunlight	
3	any opened packaging of dried food goods is sealed and stored in an airtight container and perishables stored in fridge or freezer as required	
4	foods that may not be stored in their original packaging are labelled with • The name of the food • The use by or best before date • The date the food was opened • Details of any allergens present in the food	
5	fridges and freezers are in good, clean working order, cleaned regularly and the temperatures are maintained at or below 5° (fridge) and -17° (freezers)	
6	they complete the <i>Refrigeration Temperature Control Register</i> to record the temperature of each fridge and freezer daily	
7	keep cooked foods on shelves above raw food or in a separate section of the fridge	
8	foods stored in the fridge are stored in food-safe containers or tightly applied plastic wrap or foil	

9	fresh meat is not stored in the fridge for more than 3 days	
10	breastmilk or infant formula is stored within the main section of the fridge and clearly labelled with the child's name and date of preparation; it is discarded at the end of the day	
11	following the <i>Breastfeeding Policy</i> and the <i>Breast Milk Preparation Procedure</i> , safely handle breastmilk, including during transportation, storage, thawing, warming and during preparation	
12	foods are defrosted in the fridge or microwave	
13	cool left-over food is stored when temp reaches from 60°C to 21°C within two hours, then refrigerate or freeze and cool to 5°C or colder within the next four hours	
14	to apply the 4-hour/2-hour storage rule if a hot or cold dish is out of temperature control (danger Zone) if less than 2 hours, use it immediately or return it to the fridge, if between 2 and 4 hours, use it immediately and if longer than 4 hours, discard it	

FOOD COOKING, COOLING AND PREPARATION PROCEDURE

Kitchen staff and educators handling food will:

1	prepare food trolleys and ensure food is prepared and ready for children's mealtimes	
2	calibrate the thermometers every 6 months, record in <i>Food Safety Program</i>	
3	record temperatures in the <i>Daily Kitchen Checklist</i> during the cooking, cooling process to ensure correct temperatures are maintained during the cooking process.	
4	use a food thermometer to check food is thoroughly heated to 75° during the cooking process.	
5	use a food thermometer to ensure hot food is maintained at above 60° until ready to serve	
6	ensure reheated food reaches 60° and is steaming hot	
7	ensure fruit and vegetables are washed under clean running water prior to being prepared and eaten	
8	discard any food which has fallen onto the floor	
9	use coloured chopping boards for different types of foods, example raw meat, vegetables, fish, bread, eggs and cooked foods to prevent cross-contamination • Blue: raw fish/seafood • Green: fruit and vegetables • Red: raw meat • Brown: cooked meat • Yellow: raw poultry • White: bakery and dairy	
10	prepare different types of foods in separate areas, example raw meat, vegetables, fish, bread, eggs and cooked foods, ensure cooked foods do not come into contact with raw foods	

11	use separate utensils/ knives for different foods example raw foods and cooked foods	
12	ensure coloured cloths are used for cleaning different areas of the kitchen	

MANAGEMENT OF DIETARY REQUIREMENTS **PROCEDURE** (including food identified allergy, intolerance, cultural or religious consideration or medical conditions)

Kitchen staff will:

1	consult with families and management regarding children with a food identified allergy, intolerance, cultural or religious consideration or medical condition and how to accommodate for individual children's requirements. Information regarding identified food allergies, intolerances, cultural or religious consideration or medical conditions is collected during enrolment.	
2	assist and consult with staff and educators to ensure all staff are aware of children who have identified allergies, intolerances, cultural or religious considerations and medical conditions	
3	ensure separate and individual utensils, equipment, chopping boards, plates/bowls etc are used for children with identified allergies, intolerances, cultural or religious considerations and medical conditions as required (example, use a colour code system or food-safe permanent marker to identify separate utensils/equipment)	
4	adhere to individual children's risk minimisation plans for anaphylaxis/allergy prevention and steps to take with a reaction	
5	ensure each child's medical management plan is displayed within kitchen areas following consent provided by families	
6	display information relating to dietary requirements that do not require a medical management plan following consent provided by families (See <i>Dietary Requirement Form</i>)	
7	keep <i>Dietary Requirement ID Cards</i> up to date in consultation with families. Maintain a <i>Dietary Requirements Register</i> (See <i>Dietary Requirement Form</i>).	
8	complete qualified training for anaphylaxis and allergies and refresh training every year and upon enrolment of a child with these conditions (best practice)	

FOOD HYGIENE **PROCEDURE**

Kitchen staff and educators handling food will:

1	practice a high standard of hygiene when handling and preparing foods, including: • not handling food when they are unwell • tie back long hair • keep nails short • wear minimal jewellery • covering cuts or sores with a coloured (usually blue) food safe and waterproof sticky plaster	
2	change gloves or wash hands between handling different foods or changing tasks	
3	wash hands frequently as required using soap, warm running water and single-use disposable towels following the <i>Hand Washing Procedure</i>	

	• when entering the kitchen • before touching food • between touching raw and cooked foods • before wearing disposable gloves • before serving food • after going to the toilet • after touching face or nose • after touching anything that may cause contamination in food	
4	wear clean clothing that is appropriate for food preparation tasks	
5	advise management if there are any suspicions that food may have been contaminated or food safety compromised	
6	advise management if feeling unwell before preparing or handling food	
7	use utensils to handle food where possible	
9	ensure utensils and equipment is sanitised through the dishwasher, example knives, chopping boards, pots, eating and cooking utensils	
10	ensure tea towels, cleaning cloths and aprons are washed daily and used for specific duties only to avoid cross contamination	
11	ensure equipment is cleaned and sanitisers are used safely around electric equipment, unplug all appliances first and follow manufactures guidelines for cleaning	
12	supervise children to wash their hands before participating in cooking experiences	
13	ensure children do not touch food unnecessarily and use utensils where possible during cooking experiences	

KITCHEN CLEANING PROCEDURE

Kitchen staff and educators will:

1	clean and sanitise kitchen and food prep areas following the <i>Daily Kitchen Checklist</i> and the <i>Kitchen Cleaning Checklist</i> to ensure a clean, safe, and hygienic area is provided for food preparation and cooking	
2	prepare cleaning chemicals as per manufacturer's advice and instructions on Safety Data Sheet	
3	ensure appropriate cleaning chemicals are available and stored correctly and proper cleaning methods are used	
4	Use only chemicals listed within the Safety Data Sheets this includes different dishwashing liquid brands.	
5	check PPE equipment soap dispensers, paper towel, tissues, gloves, hand sanitiser and refill if necessary	

PEST CONTROL PROCEDURE

Kitchen staff will ensure:

1	pets and animals are not present within kitchen areas	
2	food supplies delivered have no sign of pest activity in food, warehouse or delivery truck	
3	food storage areas are pest free; food is kept in sealed containers	
4	bins within the Service are regularly emptied and checked for pest activity, cleaned and sanitised and lined with fresh bin liner	
5	pest control bait areas are monitored, and pest control inspections are recorded and maintained	
6	any pest or vermin activity is to be recorded on <i>Daily Kitchen Checklist</i> or <i>Food Safety Program</i> and reported to the nominated supervisor and action taken to rectify	

REVIEW OF PROCEDURE

Date procedure created	17.11.2025	To be reviewed	November 2026
Approved by	Tracy Gill	Position	Nominated Supervisor
Procedure Reviewed Date	Modifications/Changes		

PRIVACY AND CONFIDENTIALITY POLICY

Privacy is acknowledged as a fundamental human right. Our Service has an ethical and legal responsibility to protect the privacy and confidentiality of children, individuals and families as outlined in the Early Childhood Code of Ethics, Education and Care Services National Regulations and the Privacy Act 1988 (Cth). The right to privacy of all children, their families, and educators and staff of the Service will be upheld and respected, whilst ensuring that all children have access to high quality early years care and education. All staff members will maintain confidentiality of personal and sensitive information to foster positive trusting relationships with families.

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 7: GOVERNANCE AND LEADERSHIP		
7.1	Governance	Governance supports the operation of a quality service
7.1.1	Service philosophy and purposes	A statement of philosophy guides all aspects of the service's operations.
7.1.2	Management Systems	Systems are in place to manage risk and enable the effective management and operation of a quality service.
7.1.3	Roles and Responsibilities	Roles and responsibilities are clearly defined and understood and support effective decision-making and operation of the service.
7.2	Leadership	Effective leadership builds and promotes a positive organisational culture and professional learning community.

EDUCATION AND CARE SERVICES NATIONAL LAW AND NATIONAL REGULATIONS	
168	Education and care services must have policies and procedures
170	Policies and procedures to be followed
171	Policies and procedures to be kept available
177	Prescribed enrolment and other documents to be kept by approved provider
181	Confidentiality of records kept by approved provider
183	Storage of records and other documents
184	Storage of records after service approval transferred

RELATED LEGISLATION

Child Care Subsidy Secretary's Rules 2017	Family Law Act 1975

A New Tax System (Family Assistance) Act 1999	Child Care Subsidy Minister's Rules 2017
<i>Privacy Act 1988 (the Act)</i>	
Family Assistance Law – Incorporating all related legislation as identified within the Child Care Provider Handbook	

RELATED POLICIES

CCS Account Policy	Management Committee Policy
CCS Governance Policy	Orientation of Families Policy
Dealing with Complaints Policy	Payment of Fees Policy
Enrolment Policy	Record Keeping and Retention Policy
Family Communication Policy	Safe Use of Digital Technologies and Online Environments Policy
Governance Policy	Social Media Policy
Interaction with Children, Family and Staff Policy	Writing Reviewing and Maintaining Policies Policy

PURPOSE

To ensure that the confidentiality of information and files relating to the children, families, staff, and visitors using the Service is upheld at all times. We aim to protect the privacy and confidentiality of all information and records about individual children, families, educators, staff and management by ensuring continuous review and improvement of our current systems, storage, and methods of disposal of records. We will ensure that all records and information are held in a secure place and are only retrieved by or released to people who have a legal right to access this information. Our Service takes data integrity very seriously. We strive to ensure all records and data is protected from unauthorised access and that it is available to authorised persons when needed. This policy provides procedures to ensure data is stored, used and accessed in accordance with relevant policies and procedures- for example- *Enrolment Policy*, *CCS Account Policy*.

Our Service adopts and aligns with the [National Model Code](#) and guidelines for taking images or videos of children. (See *Safe Use of Digital Technologies and Online Environments Policy*.)

SCOPE

This policy applies to children, families, educators, staff, management, approved provider, nominated supervisor, students, volunteers and visitors of the Service.

IMPLEMENTATION

Under National Law, Section 263, Early Childhood Services are required to comply with Australian privacy law which includes the *Privacy Act 1988* (the Act) aimed at protecting the privacy of individuals. Schedule 1 of the *Privacy Act* (1988) includes 13 Australian Privacy Principles (APPs) which all services are required to apply. The APPs set out the standards, rights and legal obligations in relation to collecting, handling, holding and accessing personal information.

The Notifiable Data Breaches (NDB) scheme requires Early Childhood Services, Family Day Care Services, and Out of School Hours Care Services to provide notice to the Office of the Australian Information Commissioner (formerly known as the Privacy Commissioner) and affected individuals of any data breaches that are 'likely' to result in 'serious harm'. Businesses that suspect an eligible data breach may have occurred, must undertake a reasonable and expeditious assessment to determine if the data breach is likely to result in serious harm to any individual affected. A breach of an Australian Privacy Principle is viewed as an '*interference with the privacy of an individual*' and can lead to regulatory action and penalties.

(Source: OAIC Australian Privacy Principles)

Further information about the APPs is included in Appendix 1 of this policy.

THE APPROVED PROVIDER/NOMINATED SUPERVISOR/MANAGEMENT WILL:

- ensure that obligations under the *Education and Care Services National Law and National Regulations* are met
- ensure the Service acts in accordance with the requirements of the Australian Privacy Principles and *Privacy Act 1988* by developing, reviewing, and implementing procedures and practices that identify:
 - the name and contact details of the Service
 - what information the Service collects and the source of information
 - why the information is collected
 - who will have access to information
 - collection, storage, use, disclosure, and disposal of personal information collected by the Service
 - any law that requires the particular information to be collected
 - adequate and appropriate storage for personal information collected by the Service
 - protection of personal information from unauthorised access.
- ensure educators, staff, students, visitors and volunteers have knowledge of and adhere to this policy and associated procedure, and provided with a copy if required
- require new employees to sign a *Confidentiality Agreement* as part of their induction and orientation
- advise students, volunteers and visitors of their role to maintain confidentiality during induction

- ensure families are aware of the *Privacy and Confidentiality Policy*
- provide staff and educators with relevant information regarding changes to Australian privacy law and Service policy
- ensure all relevant staff understand the requirements under Australia's privacy law and Notifiable Data Breaches (NDB) scheme
- maintain currency with the Australian Privacy Principles (this may include delegating a staff member to oversee all privacy-related activities to ensure compliance)
- ensure personal information is protected in accordance with our obligations under the *Privacy Act 1988* and *Privacy Amendments (Enhancing Privacy Protection) Act 2012* and only authorised personnel have access to private and sensitive information
- ensure all records and documents are maintained and stored in accordance with Education and Care Service National Regulations (See *Record Keeping and Retention Policy*)
- regularly back-up personal and sensitive data from computers to protect personal information collected
- ensure all computers are password protected and have security software-antivirus protection installed
- ensure families are notified of the time particular records are required to be retained as per Education and Care Services National Regulations [Reg. 183 (2)]
- ensure the appropriate and permitted use of images and videos of children, including obtaining written authorisation from parents and/or guardians of children who will be photographed or videoed by the Service. The authorisation is to state the purpose for which the images and videos are to be used for and details regarding their publication or sharing.
- ensure families are aware that the use of images or videos obtained from the Service, via the Services app, Facebook page or other format **are not** to be shared by families on any device or social media platform. Families are **not** to share photographs or videos taken during special events for publishing on social media platform or sharing any other format.
- ensure personal electronic devices including phones, smartwatches or other devices that are able to take images or videos, are **not** in the possession of any person while providing education and care and working directly with children
- ensure only devices that are issued by and registered with the Service are used to record and store images and videos of children
- develop procedures to ensure controls are in place over the storage, access and retention of children's images and videos at the Service, including hardcopy and digital files

- deal with privacy complaints promptly and in a consistent manner, following the Service's *Dealing with Complaints Policy* and procedures
- ensure families only have access to the files and records of their own children
- refer to individual family court orders for guidance regarding access, sharing and release of information where required
- upon request from a parent, provide documents or information relating to their child
- ensure information given to educators will be treated with respect and in a professional and confidential manner
- ensure only necessary information regarding the children's day-to-day health and wellbeing is given to non-primary contact educators. For example, food allergy information.
- ensure individual child and staff files are stored in a locked and secure cabinet
- ensure information relating to staff employment will remain confidential and available only to the people directly involved with making personnel decisions
- ensure that information shared with the Service by the family will be treated as confidential unless told otherwise
- ensure personal and sensitive information regarding the health and wellbeing of a child, family member or staff member is not shared with others unless consent has been provided, in writing, or provided the disclosure is required or authorised by law under relevant state/territory legislation (Reg. 177(4A))
- complete a *Privacy Audit* every 12 months or following a breach of data to ensure the Service meets lawful obligations, identifies areas for improvement and to detect potential areas of breach in privacy law
- follow the *Privacy and Confidentiality Procedure* and complete a *Data Breach Response Record* following any breaches in data at the Service
- ensure employees who have resigned acknowledge their commitment to refrain from accessing accounts or misusing sensitive and confidential information
- establish policies and procedures regarding the use of CCTV within the Service, including the obligation to inform families, staff and visitors about the purpose and storage of CCTV images and videos, ensuring data is kept secure and accessed by authorised persons.

EDUCATORS AND STAFF WILL:

- read and adhere to the *Privacy and Confidentiality Policy* at all times
- comply with the Service's adoption of the *National Model Code* regarding taking images or recording videos of children whilst at the education and care service

- ensure documented information and photographs of children are kept secure but may be accessed at any time by the child's parents or guardian
- ensure Service documentation and records remain at the Service
- inform management if they learn of images of enrolled children being shared on social media or by any other format by families or staff that have been obtained via the Services' app, Facebook page or other format; or photos taken during special events by the Service or families
- ensure parents or guardians only have access to the files and records of their own children (unless a court order prohibits access)
- treat private and confidential information with respect in a professional manner
- not discuss individual children with people other than the family of that child, except for the purposes of curriculum planning or group management. Communication in other settings must be approved by the family beforehand
- ensure that information shared with the service by the family will be treated as confidential unless told otherwise
- maintain individual and Service information and store documentation according to this policy at all times
- ensure personnel and sensitive information is not accessed by unauthorised persons
- not disclose or share information about an individual or Service, management, or other staff (unless authorised to do so by legislation)
- ensure passwords used to gain access to private and sensitive information are not shared with others
- ensure any media enquiries are directed to the approved provider or nominated supervisor.

FAMILIES WILL:

- be aware of the *Privacy and Confidentiality Policy* upon enrolment
- be aware of the *Family Conduct Guidelines* upon enrolment
- ensure all information provided to the Service is accurate and kept up to date
- be informed that access to documentation and personal information is limited to their own child/ren
- follow the *Dealing with Complaints Policy* regarding any complaints or concerns regarding privacy and confidentiality of private and sensitive information
- share information relating to individual family court orders or parenting plans with the Service and update these as required
- ensure they do **not** share data or personal information of other family members, children or staff members from the Service with anyone, including other families of the same Service

- **not** use or share images obtained from the Service, via the Services app, Facebook pages or other format
- **not** share photographs taken during special events for publishing on any social media or for sharing in any format
- respect that staff are prohibited to share information about other children, families or staff members without expressed written consent to whom the information relates to.

NATIONAL MODEL CODE

Our Service ensures that practices relating to privacy and confidentiality of personal digital data, including images and videos of children, adhere with the requirements outlined within the National Model Code (NMC). The approved provider will ensure all staff, educators, students, volunteers and where relevant visitors (including ECIP professionals) are aware of and adhere to the NMC.

This ensures that images and videos of children are:

- only taken on Service-issued electronic devices
- stored and secured using password protections systems
- accessed only by approved personal
- not stored or transferred to personal electronic devices (including SD cards, USB drives etc)
- personal information is de-identified or destroyed and removed from storage, in accordance with the *Record Keeping and Retention Policy*

Parents/Guardians are required to provide written authorisation for the use, storage and destruction of digital documentation, including images and videos. The approved provider will ensure images and videos are destroyed and removed from storage if a parent/guardian revokes their authorisation.

Australian Privacy Principles- Personal Information

Kindy Australia Group ABN 57 130 477 235 is committed to protecting personal information in accordance with our obligations under the *Privacy Act 1988* and *Privacy Amendments (Enhancing Privacy Protection) Act 2012*.

Personal information includes a broad range of information, or an opinion, that could identify an individual. Sensitive information is personal information that includes information or an opinion about a range of personal information that has a higher level of privacy protection than other personal information.

(Source: OAIC-Australian Privacy Laws, Privacy Act 1988)

Personal information will be collected and held securely and confidentially about you and your child to assist our Service provide quality education and care to your child whilst promoting and maintaining a child safe environment for all stakeholders.

Personal information our Service may request regarding enrolled children:

- ☐ Child's name
- ☐ Gender
- ☐ Date of birth
- ☐ Address
- ☐ Birth Certificate
- ☐ Religion
- ☐ Language spoken at home
- ☐ Emergency contact details and persons authorised to collect individual children
- ☐ Children's health requirements
- ☐ Immunisation records- (Immunisation History Statement)
- ☐ Developmental records and summaries
- ☐ External agency information
- ☐ Custodial arrangements or parenting orders
- ☐ Incident reports
- ☐ Medication reports
- ☐ Child Care Subsidy information
- ☐ Medical records
- ☐ Permission forms – including permission to take and publish photographs, video, work samples
- ☐ Doctor's contact information
- ☐ Centrelink Customer Reference number (CRN)
- ☐ Dietary requirements

Personal information our Service may request regarding parents and guardians

- ☐ Parent/s full name
- ☐ Guardian/s full name
- ☐ Address
- ☐ Phone number (mobile & work)
- ☐ Email address
- ☐ Bank account or credit card detail for payments
- ☐ Centrelink Customer Reference number (CRN)
- ☐ Custody arrangements or parental agreement

Personal information our Service may request regarding staff, students and volunteers

- ☐ Personal details
- ☐ Tax information
- ☐ Banking details

- ☐ Working contract
- ☐ Emergency contact details
- ☐ Medical details
- ☐ Working with Children Check verification
- ☐ Educational Qualifications
- ☐ Medical history
- ☐ Resume
- ☐ Superannuation details
- ☐ Child Protection qualifications
- ☐ First Aid, Asthma and Anaphylaxis certificates
- ☐ Professional Development certificates
- ☐ PRODA related documents such as RA number and related background checks

METHOD OF COLLECTION

Information is generally collected using standard forms at the time of enrolment or employment

Additional information may be provided to the Service through email, surveys, telephone calls or other written communication.

Information may be collected online through the use of software such as CCS software or program software.

HOW WE PROTECT YOUR PERSONAL INFORMATION

To protect your personal and sensitive information, we maintain physical, technical and administrative safeguards as follows:

- all hard copies of information are stored in children's individual files or staff individual files in a locked cupboard
- all computers used to store personal information are password protected. Each staff member will be provided with a unique username and password for access to CCS software and program software. Staff will be advised not to share usernames and passwords.
- access to personal and sensitive information is restricted to key personal only
- security software is installed on all computers and updated automatically when patches are released
- data is regularly backed up on external drive and/or through a cloud storage solution
- any notifiable breach to data is reported
- all staff are aware of the importance of confidentiality and maintaining the privacy and security of all information
- procedures are in place to ensure information is communicated to intended recipients only, example invoices and payment enquiries

ACCESS TO PERSONAL AND SENSITIVE INFORMATION

Personal and sensitive information about staff, families and children will be stored securely at all times. Families who have access to enrolment or program information online will be provided with a unique username and password. Families will be advised not to share username and passwords or photos shared within Facebook or other apps.

The approved provider will ensure that information kept in a child's record is not divulged or communicated through direct or indirect means to another person other than:

- the extent necessary for the education and care or medical treatment of the child to whom the information relates
- a parent of the child to whom the information relates, except in the case of information kept in a staff record
- the regulatory authority or an authorised officer
- as expressly authorised, permitted or required to be given by or under any Act or law
- with the written consent of the person who provided the information (written consent may be withdrawn at any time).

Education and Care National Regulations (Reg. 177) specifically state personal information relating to the individuals listed below must not be disclosed or shared with a parent of a child enrolled at the Service without prior written consent of the person to whom the personal or sensitive information relates to:

- a parent of a child
- a person who is an emergency contact
- a person who is an authorised nominee
- a person who is authorised to consent to medical treatment
- a person who is authorised to authorise an educator to take a child outside the Service
- a person who is authorised to authorise transport

Individuals may withdraw their consent in writing prior to personal information being disclosed.

DISCLOSING PERSONAL AND SENSITIVE INFORMATION

Our Service will only disclose personal or sensitive information to:

- a third-party provider with parent permission (for example CCS software provider)
- Child Protection Agency- Office of the Children's Guardian and Regulatory Authority as per our *Child Protection and Child Safe Environment Policies*
- as part of the purchase of our business asset with parental permission
- authorised officers (for example public health officer)

- the regulatory authority or an authorised officer
- as expressly authorised, permitted or required to be given by or required to be given by or under any Act or Law
- with the written consent of the person who provided the information (written consent may be withdrawn at any time).

If the Service is transferred to a new approved provider, any records and documents will be transferred to the new approved provider following written consent from parents/guardians regarding the transfer and sharing of records and documents.

COMPLAINTS AND GRIEVANCES

If a parent, family member, child, employee or volunteer has a complaint or concern about our Service, or they believe there has been a data breach of the Australian Privacy Principles, they are requested to contact the approved provider so reasonable steps to investigate the complaint can be made and a response provided. [See: *Dealing with Complaints Policy*]

If there are further concerns about how the matter has been handled, please contact the Office of Australian Information Commissioner (OAIC) to lodge a complaint in writing. [Lodge a privacy complaint.](#)

For any other general concerns, please contact the approved provider directly on: 0400 651 546

BREACH OF POLICY

Staff members or educators who fail to adhere to this policy may be in breach of their terms of employment, staff members who engage in unauthorised disclosure of confidential or sensitive personal information may face disciplinary action. Visitors or volunteers who fail to comply to this policy may face termination of their engagement.

CONTINUOUS IMPROVEMENT/REFLECTION

Our *Privacy and Confidentiality Policy* will be updated and reviewed annually or earlier if there are changes to legislation, ACECQA guidance or any incident related to our policy. Feedback will be requested from children, families, staff, educators and management and notification of any change to policies will be made to families within 14 days.

- RELATED RESOURCES

Confidentiality Agreement	Privacy Audit
Data Breach Response Plan Record	Privacy and Confidentiality Procedure
Data Security Procedure and Checklist	Privacy Law Compliance Procedure

SOURCES

Australian Children’s Education & Care Quality Authority. (2025). [Guide to the National Quality Framework](#)

Australian Children’s Education & Care Quality Authority. (2024). [National Model Code for Early Childhood Education and Care](#).

Australian Government Department of Education. *Child Care Provider Handbook (2024)*
<https://www.education.gov.au/early-childhood/resources/child-care-provider-handbook>

Australian Government Office of the Australian Information Commission – Australian Privacy Principles:
<https://www.oaic.gov.au/privacy-law/privacy-act/australian-privacy-principles>

Early Childhood Australia Code of Ethics. (2016).

Education and Care Services National Law Act 2010. (Amended 2023).
[Education and Care Services National Regulations](#). (Amended 2023).

Privacy Act 1988.

UN General Assembly (1989) United Nations Convention of the Rights of a child

Victorian Government. [Child Information Sharing Scheme](#)

REVIEW

POLICY CREATED BY	Tracy Gill	Approved Provider	19.11.2025
POLICY REVIEWED	NOVEMBER 2025	NEXT REVIEW DATE	NOVEMBER 2026
VERSION NUMBER	V1		

APPENDIX - 1

The Australian Privacy Principals (APPs) outline:

- The open and transparent management of personal information, including having a privacy policy
- An individual having the option of transacting anonymously or using a pseudonym where practicable
- The collection of solicited personal information and receipt of unsolicited personal information including giving notice about collection
- How personal information can be used and disclosed (including overseas)
- Maintaining the quality of personal information
- Keeping personal information secure
- Right for individuals to access and correct their personal information

The APPs place more stringent obligations on APP entities when they handle 'sensitive information'.

Sensitive information is a type of personal information and includes information about an individual's:

- Health (including predictive genetic information)
- Racial or ethnic origin
- Political opinions
- Membership of a political association, professional or trade association or trade union
- Religious beliefs or affiliations
- Philosophical beliefs
- Sexual orientation or practices
- Criminal record
- Biometric information that is to be used for certain purposes
- Biometric templates

Australian Privacy Principles (APPs)

APP 1 – Open and transparent management of personal information

Ensures that APP entities manage personal information in an open and transparent way. This includes having a clearly expressed and up to date APP privacy policy.

APP 2 – Anonymity and Pseudonymity

Requires APP entities to give individuals the option of not identifying themselves, or of using a pseudonym. Limited exceptions apply.

APP 3 – Collection of solicited personal information

Outlines when an APP entity can collect personal information that is solicited. It applies higher standards to the collection of 'sensitive' information.

APP 4 – Dealing with unsolicited personal information

Outlines how APP entities must deal with unsolicited personal information.

APP 5 – Notification of the collection of personal information

Outlines when and in what circumstances an APP entity that collects personal information must notify an individual of certain matters.

APP 6 – Use or disclosure of personal information

Outlines the circumstances in which an APP entity may use or disclose personal information that it holds.

APP 7 – Direct marketing

An organisation may only use or disclose personal information for direct marketing purposes if certain conditions are met.

APP 8 – Cross-order disclosure of personal information

Outlines the steps an APP entity must take to protect personal information before it is disclosed overseas.

APP 9 – Adoption, use or disclosure of government related identifiers

Outlines the limited circumstances when an organisation may adopt a government related identifier of an individual as its own identifier or use or disclose a government related identifier of an individual.

APP 10 – Quality of personal information

An APP entity must take reasonable steps to ensure the personal information it collects is accurate, up to date and complete. An entity must also take reasonable steps to ensure the personal information it uses or discloses is accurate, up to date, complete and relevant, having regard to the purpose of the use or disclosure.

APP 11 – Security of personal information

An APP entity must take reasonable steps to protect personal information it holds from misuse, interference and loss, and from unauthorised access, modification or disclosure. An entity has obligations to destroy or de-identify personal information in certain circumstances.

APP 12 – Access to personal information

Outlines an APP entity's obligations when an individual request to be given access to personal information held about them by the entity. This includes a requirement to provide access unless a specific exception applies.

APP 13 – Correction of personal information

Outlines an APP entity's obligations in relation to correcting the personal information it holds about individuals.

Source: Australian Government Office of the Australian Information Commissioner (OAIC)
<https://www.oaic.gov.au/privacy/>

PRIVACY AND CONFIDENTIALITY PROCEDURE

Privacy is acknowledged as a fundamental human right. Our Service has an ethical and legal responsibility to protect the privacy and confidentiality of children, individuals and families as outlined in Early Childhood Code of Ethics, National Education and Care Regulations and the Privacy Act 1988 (Cth). The right to privacy of all children, their families, and educators and staff of the Service will be upheld and respected, whilst ensuring that all children have access to high quality early years care and education. All staff members will maintain confidentiality of personal and sensitive information to foster positive trusting relationships with families.

Our Service adopts and aligns with the [National Model Code and Guidelines](#) for taking images or videos of children. (See *Safe Use of Digital Technologies and Online Environments Policy*).

Working in conjunction with the *Privacy and Confidentiality Policy*, this procedure ensures that the confidentiality of information and files relating to the children, families, staff, and visitors using the Service is upheld at all times.

Education and Care Services National Law or Regulations (*R.168, 170, 171, 177, 181, 183 and 184*) NQS QA 7: *Element 7.1, 7.1.1, 7.1.2, 7.1.3 and 7.2 Governance practices and procedures*

Related Policy: *Privacy and Confidentiality Policy and Safe Use of Digital Technologies and Online Environments Policy*

STEP 1: COLLECTION OF DATA		
1	Glenmore Park Early Learning Centre ABN 57 130 477 235 is committed to protecting personal information in accordance with our obligations under the Privacy Act 1988 and Privacy Amendments (Enhancing Privacy Protection) Act 2012	
2	Personal information includes a broad range of information, or an opinion, that could identify an individual. Sensitive information is personal information that includes information or an opinion about a range of personal information that has a higher level of privacy protection than other personal information. Source: OAIC-Australian Privacy Laws, Privacy Act 1988	
3	Personal information our Service may request regarding enrolled children:	

	☐ Child's name ☐ Gender ☐ Date of birth ☐ Birth Certificate ☐ Address ☐ Religion ☐ Language spoken at home ☐ Emergency contact details and persons authorised to collect individual children ☐ Children's health requirements ☐ Immunisation records- (Immunisation History Statement) ☐ Developmental records and summaries ☐ External agency information ☐ Custodial arrangements or parenting orders ☐ Incident reports ☐ Medication reports ☐ Child Care Subsidy information ☐ Medical records ☐ Authorisation forms – including authorisation to take and publish photographs, video, work samples ☐ Doctor's contact information ☐ Centrelink Customer Reference number (CRN) ☐ Dietary requirements	
4	Personal information our Service may request regarding parents and caregivers	

	☐ Parent/s full name ☐ Address ☐ Phone number (mobile & work) ☐ Email address ☐ Bank account or credit card detail for payments ☐ Centrelink Customer Reference number (CRN) ☐ Family court documentation- custody arrangements or parental agreement ☐ Any other information related to Family Assistance Law	
5	Personal information our Service may request regarding staff and volunteers ☐ Personal details ☐ Tax information ☐ Banking details ☐ Working contract ☐ Emergency contact details ☐ Medical details ☐ Immunisation details ☐ Working With Children Check verification ☐ Educational Qualifications ☐ Medical history ☐ Resume ☐ Superannuation details ☐ Child Protection qualifications ☐ First Aid, Asthma and Anaphylaxis certificates	

	☐ Professional Development certificates ☐ PRODA related documents such as RA number and background checks	

STEP 2: METHOD OF COLLECTION OF INFORMATION

1	Information is generally collected using standard forms at the time of enrolment, engagement or employment	
2	Additional information may be provided to the Service through email, surveys, telephone calls or other written communication	
3	Information may be collected online through the use of software such as CCS software or OWNA program software	

STEP 3: STORAGE OF PERSONAL INFORMATION

1	To protect personal and sensitive information, our Services maintains physical, technical and administrative safeguards. All personnel records, CCS information, personal records related to children and families, and other records related to the Service's provision of education and care will be stored securely and only accessed by authorised personnel.	
2	All hard copies of information will be stored in children's individual files or staff individual files in a locked cupboard or filing cabinet	
3	The approved provider will determine who is authorised to access private and sensitive information	
4	All computers used to store personal information are password protected. Each staff member will be provided with a unique username and password for access to CCS software and program software. Staff are not permitted to share usernames and passwords. Staff are encouraged to change passwords every 6 months.	
5	Access to personal and sensitive information is restricted to key personal only	
6	Security software is installed on all computers and updated automatically when patches are released	

7	Data is regularly backed up on external drive and/or through a cloud storage solution	
8	Any notifiable breach to data is reported	
9	All staff are bound to respect the privacy rights of children, families, other personnel of the Service	
10	All staff must sign a <i>Confidentiality Agreement</i> to maintain the privacy and security of information and agree to delete any confidential information from personal devices, surrender documentation, software and any other materials related to the Service upon ceasing employment with the Service.	
11	Procedures are in place to ensure information is communicated to intended recipients only.	
12	The approved provider will ensure all nominated supervisors, educators, staff, visitors and volunteers are aware of and strictly adhere to the National Model Code guidelines including: • adhering to the <i>Safe Use of Digital Technologies and Online Environments Policy</i> • only service-issued/approved devices are to be used when taking images or videos of children • personal electronic devices that can take images or videos (such as tablets, phones, digital cameras, smart watches, META glasses) and personal storage and file transfer media (such as SD cards, USB drives, hard drives and cloud storage) are not in the possession of any educator, staff member, visitor or volunteer while providing education and care and working directly with children • Service-issued devices are stored securely and are not removed from Service premises (unless for operational activities such as excursions or transportation) • ensure staff or volunteers submit a written request if seeking an exemption to use or have in their possession a personal electronic device for essential purposes • strict controls are in place for the appropriate storage and retention of images and videos in accordance with our <i>Record Keeping and Retention Policy</i> • parents/guardians are required to provide written authorisation for the use, storage and destruction of digital documentation, including images and videos	

	- personal information is de-identified or destroyed and removed from storage, in accordance with the <i>Record Keeping and Retention Policy</i> - images and videos are destroyed and removed from storage if a parent/guardian revokes their authorisation	

STEP 4: ACCESS TO PERSONAL AND SENSITIVE INFORMATION

The approver provider will:

1	ensure personal and sensitive information about staff, families and children will be stored securely at all times	
2	provide families with a unique username and password when they access enrolment or program information online. Families will be advised not to share username and passwords.	
3	ensure that information kept in a child's record is not divulged or communicated through direct or indirect means to another person other than: - the extent necessary for the education and care or medical treatment of the child to whom the information relates - a parent of the child to whom the information relates, except in the case of information kept in a staff record - the regulatory authority or an authorised officer - as expressly authorised, permitted or required to be given by or under any Act or law [Child Information Sharing Scheme (CISS) with the written consent of the person who provided the information.	
4	determine who is authorised to take, use, store and destroy images and videos of children	
5	ensure service-issued electronic devices are secure using password protected systems	
6	provide access to private and sensitive information to authorised personnel only, ensuring unique username and passwords are used and not shared between others	

STEP 5: DISCLOSING PERSONAL AND SENSITIVE INFORMATION

1	Our Service will only disclose personal or sensitive information to: - a third-party provider with parent permission (for example CCS software provider) - Child Protection Agency- Office of the Children's Guardian and Regulatory Authority as per our <i>Child Protection and Child Safe Environment Policies</i> - as part of the purchase of our business asset with parental permission OR - under relevant state/territory legislation to ensure the safety, health and wellbeing of a child. (Child Information Sharing Scheme (CISS))	

STEP 6: COMPLAINTS AND GRIEVANCES

1	If a parent, employee or volunteer has a complaint or concern about our Service, or they believe there has been a data breach of the Australian Privacy Principles, they are requested to contact the approved provider so reasonable steps to investigate the complaint can be made and a response provided	
2	If there are further concerns about how the matter has been handled, please contact the Office of Australian Information Commissioner on 1300 363 992 or Lodge a privacy complaint online	
3	For any other general concerns, parents and families are requested to contact the approved provider directly on: 02 4726 8000	

REVIEW OF PROCEDURE

Date procedure created	2/3/2026	To be reviewed	2/3/2027
Approved by	Tracy Gill	Signature	Tracy Gill
Location of procedure	Policies & procedure folder, QR code and OWNA -policy & procedures		
Procedure reviewed date	Modifications/Changes		

September 2025	Procedure updated to include additional practices in alignment with the National Model Code

PRIVACY LAW COMPLIANCE PROCEDURE

Under National Law, Section 263, Early Childhood Services are required to comply with Australian privacy law which includes the Privacy Act 1988 (the Act) aimed at protecting the privacy of individuals. Schedule 1 of the Privacy Act (1988) includes 13 Australian Privacy Principles (APPs) which all services are required to apply. The APPs set out the standards, rights and legal obligations in relation to collecting, handling, holding and accessing personal information.

The Notifiable Data Breaches (NDB) scheme requires Early Childhood Services, Family Day Care Services, and Out of School Hours Care Services to provide notice to the Office of the Australian Information Commissioner (formerly known as the Privacy Commissioner) and affected individuals of any data breaches that are 'likely' to result in 'serious harm'.

Key Points- under the Australian Privacy Act (1988) (Cth) (Privacy Act), Early Childhood Education and Care (ECEC) Service providers are required to:

- notify individuals who may be affected by a data breach or the potential exposure of their data
- notify the Office of the Australian Information Commissioner (OAIC) if a service experiences a data breach
- notify an eligible data breach where there is unauthorised access to, unauthorised disclosure of, or loss of, personal information held by the Service
- prepare a data breach statement to the OAIC and take the required steps to notify the affected individuals about the contents of the data breach statement.

A failure to notify a serious interference with privacy under the Privacy Act may result in a fine of up to \$420,000 for individuals and up to \$2.1 million for organisations.

Working in conjunction with the *Privacy and Confidentiality Policy*, this procedure provides detailed steps on how management can manage sensitive personal information and react to data breaches.

Education and Care Services National Law or Regulations (*R.168, 170, 171, 177, 181, 183 and 184*) NQS QA 7: *Element 7.1, 7.1.1, 7.1.2, 7.1.3 and 7.2 Governance practices and procedures*
Related Policy: *Privacy and Confidentiality Policy and Cyber Safety Policy*

STEP 1: PRIVACY AND CONFIDENTIALITY POLICY

1	Management will discuss any changes to the <i>Australian Privacy Principles and Privacy Act 1988</i> with all educators and staff of the service – for example: during a team meeting or staff notification	
2	The approved provider, nominated supervisor and educators will review and update the service's <i>Privacy and Confidentiality Policy and Cyber Safety Policy</i> annually. Gather information and feedback from stakeholders, including staff, families and management.	
3	Management will review contracts with software providers to ensure they have adequately addressed the privacy law changes to maintain compliance within the service	

STEP 2: PRIVACY AUDIT

1	It is recommended that management conduct a <i>Privacy Audit</i> to ensure ongoing compliance with privacy obligations and recent changes. The <i>Privacy Audit</i> should be completed on a yearly basis or following any breaches in data at the service. The <i>Privacy Audit</i> will assist Services to: - Identify how to meet privacy obligations - Identify how to improve on existing privacy management - Identify potential areas of privacy risk - Alleviate these risks by improving compliance with the Privacy Act	
2	To ensure compliance, Services must review all contracts with software providers to ensure they have adequately addressed the privacy law changes. This includes Child Care Software (CCS) management programs and Early Childhood documentation software programs.	

STEP 3: DISCUSSING PRIVACY CHANGES

1	It is vital to discuss Privacy Law changes with the service team outlining the privacy principles that outline standards that must be met regarding the collection, use, disclosure and storage of personal information	
2	Using research conducted and feedback gained from stakeholders; update <i>Privacy and Confidentiality Policy</i> ensuring compliance with Privacy Law	

STEP 4: UPDATE SERVICE'S COLLECTION STATEMENT

1	APP 5 requires entities that collect personal information about an individual must take reasonable steps either to notify the individual of certain matters or to ensure the individual is aware of those matters, which include: - The APP entity's identity and contact details - The fact and circumstances of collection - Whether the collection is required or authorised by law - The purposes of collection	

	- The consequences if personal information is not collected - The entity's usual disclosure of personal information of the kind collected by the entity - Information about the entity's APP Privacy Policy - Whether the entity is likely to disclosure personal information to overseas recipients, and if practicable, the countries where they are located	

STEP 5: DATA BREACH RESPONSE PLAN

1	Services are required to have a <i>Data Breach Response Plan</i> which sets out procedures in the event of a data breach (or suspected data breach). A data breach occurs when personal information is lost or subjected to unauthorised access, modification, use or disclosure or other misuse.	
2	A <i>Data Breach Response</i> will enable management to contain, evaluate the risks, consider the breach and review and respond to a data breach	

PRIVACY COLLECTION STATEMENT - EXAMPLE

1	Our Service Glenmore Park Early Learning Centre] will not use personal information for any purpose that is not reasonably required for the appropriate or effective operation of the Service. The privacy of all information provided is paramount which we as a Service will protect at all times. Personal information gathered by the Service may be accessed by and exchanged with staff educating and caring for a child, by administrative staff or for legal requirements. Personal information collected may include, medical information, income and financial details, contact information, children's developmental records, legal information, employment/martial information, qualifications, staff entitlements, and information required under the National Law and Regulations. We may disclose personal information where we are permitted or obligated to do by Australian law. This may include - Government employees - Authorised officers during Assessment and Rating - Software companies that provide computer based educational programs which use children's personal information - Lawyers in relation to a legal claim - Debt collection agency where fees are outstanding - Officers carrying out an external dispute resolution process - Protecting individuals from serious misconduct or to prevent a serious threat to a life, health or safety. Personal information is stored in a safe and secure manner, using locked filing cabinets or password protected database and computer. Information is backed up electronically and stored securely.	

	Hard copy information is stored securely at the Service and archived in accordance with regulatory requirements when no longer needed. Our Service will gather written permission prior to disclosing personal information. This may include, displaying medical plans or early intervention services. We are committed to safeguarding and protecting the privacy of personal information and adhere to the Australian Privacy Principles. By providing our service with personal information, you consent to the collection, storage and use of personal information in the ways described in our policy and collection statement.	

DATA BREACH RESPONSE PLAN		
1	Contain the breach and do a preliminary assessment - Identity the breach or suspected breach - Immediately contain breach - Preserve evidence that may be used in determining the cause of the breach	
2	Assess-evaluate the risks for individuals associated with the breach Conduct initial investigation and collect information about the breach, including: 1. Date, time, duration and location of the breach 2. The personal information breached 3. Details about how the breach was discovered and by whom 4. Establish the cause and extent of the breach 5. Details of the affected or possibly affected individuals 6. Assess the risk of harm to the affected person/s 7. Assess the risk of other harms (legal liability, reputational damage etc.) - Determine if the context of information is important - Establish the source and level of the breach - Assess priorities and risks based on what is known - Keep appropriate records of the suspected breach and action of the response team, including steps taken to rectify the situation and the decision made (<i>See Data Breach Response Record</i>)	
3	Notify - consider breach notification - Determine who needs to be made aware of the breach - Determine the requirement to notify the affected individual/s - Consider whether others need to be notified, including law enforcement, agencies, OAIC etc. - Notifications should be direct to the affected individual/s Notification information should include: 1. Incident description 2. Type of information involved 3. Response to the breach	

	4. Assistance offered to the affected person 5. Detailed information to assist in privacy protection 6. Service contact details 7. If the breach has been notified to external contacts (Police, insurance providers, regulatory bodies etc.) 8. Legal implications 9. How individual/s can lodge a compliance with the Service 10. How individuals can lodge a complaint with the OAIC	
4	Review the incident and act to prevent future breaches - Investigate the cause of the breach in its entirety - Report the outcome to the OAIC - Make appropriate changes to policies and procedures (if required) - Review staff training practices (if required)	

REVIEW OF PROCEDURE			
Date procedure created	24.11.2025	To be reviewed	November 2026
Approved by	Tracy Gill	Position	Nominated Supervisor
Procedure Reviewed Date	Modifications/Changes		

APPENDIX: CONFIDENTIALITY AGREEMENT

To ensure that confidentiality of Service-related information and the protection of intellectual property is upheld you are required to read and confirm that you understand the contents of this agreement.

During the term of your employment at Kindy Australia Group Pty Ltd your role and responsibilities will have exposed you to systems, procedures, documentation as well as children and family information which is deemed strictly confidential and the property of the Service.

It is crucial that Kindy Australia Group Pty Ltd management protect the security of this information beyond your employment contract. By signing this agreement, you agree to the following:

1. To not share Service information, systems, procedures, documentation and/or materials, whether that be orally, written or in any other form.
2. To not share any information about children, families and educators employed or enrolled at the Service. This may include information regarding academic performance, behaviour, health, disabilities, contact details, address, court orders etc.
3. You will refrain from seeking Service information for another person and/or company

You are encouraged to report a breach of confidentiality that is observed, or you become aware of. Material created by you during the term of employment is excluded from the scope of this agreement.

It is expected that upon leaving the Service you will have:

- Deleted all confidential information from personal devices before the last day of employment
- Surrender all papers, notes, data, documentation, software and any other materials that are owned or have been developed by the Service

By signing this agreement, you are agreeing and accepting the terms and conditions of the confidentiality agreement.			
Employee name		Date	
Employee signature			

Nominated supervisor name		Date	
Nominated supervisor signature			

PRIVACY AUDIT

OBJECTIVE: This *Privacy Audit* aims to ensure Service compliance with current privacy law. The *Privacy Audit* will support Services to:

- meet their lawful obligations
- identify areas for improvement
- detect potential areas of breach in privacy law

This audit is recommended to be completed on a yearly basis by a person in a management position or following any breaches in data at the Service.

APP 1: OPEN AND TRANSPARENT MANAGEMENT OF PERSONAL INFORMATION	YES	NO	COMMENTS/ ACTION REQUIRED
Has the Service reviewed the <i>Privacy and Confidentiality Policy</i> to comply with relevant changes?			
Does the <i>Privacy and Confidentiality Policy</i> outline how the Service manages personal information?			
Is the <i>Privacy and Confidentiality Policy</i> clear and concise?			
Can staff, families and visitors access the <i>Privacy and Confidentiality Policy</i> without difficulty?			
Does the <i>Privacy and Confidentiality Policy</i> reflect specific functions, activities and personal information handling practices by the Service? For example: providing further information about how the Service complies with the APP			
Does the <i>Privacy and Confidentiality Policy</i> use appropriate language?			
Does the Service take reasonable steps to make the <i>Privacy and Confidentiality Policy</i> available? For example, if a person requests a copy of the policy			

APP 2: ANONYMITY AND PSEUDONYMITY	YES	NO	COMMENTS/ ACTION REQUIRED
Are there opportunities for staff, parents and visitors of the Service to communicate anonymously or pseudonymously in relation to matters?			

APP 3: COLLECTION OF SOLICITED PERSONAL INFORMATION	YES	NO	COMMENTS/ ACTION REQUIRED
Does the Service collect personal information only by lawful and fair means?			
What information does the Service collect?			
How does the Service collect sensitive information (including health)			
How does the Service ensure that only required information is collected?			
Has the Service audited the collection procedures to ensure they are fair, lawful and not unreasonably intrusive?			
Are all relevant individuals aware of the reasons information is collected?			
Does the Service have a collection statement?			

APP 4: DEALING WITH UNSOLICITED PERSONAL INFORMATION	YES	NO	COMMENTS/ ACTION REQUIRED
What is the procedure for dealing with misdirected mail received by the Service?			
What is the Service's procedure when an employment application is received but it is not in response to an employment vacancy?			
How does the Service manage information from individuals that was not asked for?			
How does the Service deal with emails that they were accidentally copied into?			

APP 5: NOTIFICATION OF THE COLLECTION OF PERSONAL INFORMATION	YES	NO	COMMENTS/ ACTION REQUIRED
Has the Service notified individuals about the personal information that will be collected?			
Are individuals provided with the Service's contact details?			
Are individuals advised if the collection of personal information is required or authorised by law?			

Are individuals explained the purpose of the collection?			
Are individuals advised of the consequences if personal information is not collected?			
Has the Service advised individuals of the likelihood to disclose personal information to overseas recipients, and the countries where they are located?			

APP 6: USE OR DISCLOSURE OF PERSONAL INFORMATION	YES	NO	COMMENTS/ ACTION REQUIRED
Does the Service disclose personal information to anyone outside the Service?			
How does the Service use personal information collected?			
Is personal information collected voluntary or mandatory?			
Do staff members have access to, and are they trained in procedures for dealing with information in respect of the use or disclosure of personal information for secondary purposes without consent?			
Do staff have access to and have been trained in procedures for recording, requesting, consents, decisions and other evidence of how and why personal information has been managed?			

APP 7: DIRECT MARKETING	YES	NO	COMMENTS/ ACTION REQUIRED
Does or has the Service used personal information for direct marketing?			
Has the Service used or disclosed personal information for direct marketing?			

APP 8: CROSS-BORDER DISCLOSURE OF PERSONAL INFORMATION	YES	NO	COMMENTS/ ACTION REQUIRED
Is the Service required to disclose personal information about an individual to a person or company overseas?			

If yes, does the Service have set procedures to ensure that the overseas recipients do not breach the Australian Privacy Principles in relation to the personal information?			

APP 9: ADOPTION, USE OR DISCLOSURE OF GOVERNMENT RELATED IDENTIFIERS	YES	NO	COMMENTS/ ACTION REQUIRED
Is the Service permitted to use or disclose Government related identifiers?			

APP 10: QUALITY OF PERSONAL INFORMATION	YES	NO	COMMENTS/ ACTION REQUIRED
Has the Service introduced measures to check that personal information collected is accurate, complete and up to date?			
How does the Service maintain security and accuracy of personal information electronically?			
Does the Service have procedures in place to ensure appropriate changes can be made to personal and health information at individual's request?			
Does the Service communicate with individuals to keep up to date with personal information provided?			

APP 11: SECURITY OF PERSONAL INFORMATION	YES	NO	COMMENTS/ ACTION REQUIRED
How does the Service store personal information?			
Who has access to personal information held by the Service?			
Who is required access to personal information at the Service?			
How does the Service protect personal information from unauthorised access, modification, misuse, loss or disclosure?			
Does the Service review the security of personal information?			
Are there routines in place to review personal information to identify what is not required to be kept by law?			

How does the Service securely archive/destroy personal information no longer required?			
How is personal information stored securely that is required by law to keep, but is no longer used?			

APP 12: ACCESS TO PERSONAL INFORMATION	YES	NO	COMMENTS/ ACTION REQUIRED
How does the Service enable individuals to correct personal information if it is inaccurate, incomplete, misleading or not up to date?			

APP 13: CORRECTION OF PERSONAL INFORMATION	YES	NO	COMMENTS/ ACTION REQUIRED
Is the Service required to disclose personal information about an individual to a person or company overseas?			
If yes, does the Service have set procedures to ensure that the overseas recipients do not breach the Australian Privacy Principles in relation to the personal information?			

Strengths	
Areas for improvement	
Action	

SUMMARY OF AUDIT			
A <i>Privacy Audit</i> was completed today, and all relevant risks or issues have been added to the Action Plan below.			
Full name of auditor		Date	
Signature of auditor			
Position of auditor			
Comments:			

PROBATION INDUCTION AND ORIENTATION POLICY

Our Service aims to implement a probation and induction orientation program to ensure employees are aware of their roles and responsibilities to enable effective performance within their employment at Glenmore Park Early Learning Centre. A formal induction and orientation program provides an opportunity for new employees to have an understanding of the values and organisational culture within our Service.

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 4: STAFFING ARRANGEMENTS		
4.1	Staffing arrangements	Staffing arrangements enhance children's learning and development.
4.1.1	Organisation of educators	The organisation of educators across the service supports children's learning and development.
4.1.2	Continuity of staff	Every effort is made for children to experience continuity of educators at the service.
4.2	Professionalism	Management, educators and staff are collaborative, respectful and ethical.
4.2.1	Professional collaboration	Management, educators and staff work with mutual respect and collaboratively, and challenge and learn from each other, recognising each other's strengths and skills.
4.2.2	Professional Standards	Professional standards guide practice, interactions and relationships.
QUALITY AREA 5: RELATIONSHIPS WITH CHILDREN		
5.1.1	Positive educator to child interactions	Responsive and meaningful interactions build trusting relationships which engage and support each child to feel secure, confident and included.
QUALITY AREA 7: GOVERNANCE AND LEADERSHIP		
7.1.3	Roles and Responsibilities	Roles and responsibilities are clearly defined and understood and support effective decision making and operation of the service.
7.2.3	Development of professionals	Educators, co-ordinators and staff members' performance is regularly evaluated, and individual plans are in place to support learning and development.

EDUCATION AND CARE SERVICES NATIONAL REGULATIONS	
4	Definitions
82	Environment to be free from tobacco, vaping devices, vaping substances, drugs and alcohol
84	Awareness of child protection law
90	Medical conditions policy
170	Policies and procedures to be followed
171	Policies and procedures to be kept available
172	Notification of change to policies or procedure
Part 4.4	Staffing Arrangements
Division 7	Approval and determination of qualifications
Division 9	Staff and educator records—centre-based services

RELATED LEGISLATION

NSW Anti-Discrimination Act 1977	Fair Work Act 2009
Federal and State Occupational Safety and Health Legislation	Federal and State Equal Opportunity Legislation and any other relevant industrial awards
Education and Care Services National Law Act 2010	Children and Young Persons Act 1998
Sex Discrimination Act	Family Law Act 1975
Child Care Subsidy Secretary's Rules 2017	Child Care Subsidy Minister's Rules 2017
A New Tax System (Family Assistance) Act 1999	
Family Assistance Law — Incorporating all related legislation as identified within the Child Care Provider Handbook	

RELATED POLICIES

CCS Governance Policy CCS Personnel Policy Child Protection Policy Child Safe Environment Policy Code of Conduct Policy Dealing with Complaints Policy Governance Policy	Privacy and Confidentiality Policy Recruitment Policy Safe Use of Digital Technologies and Online Environment Policy Staffing Arrangements Policy Student, Volunteer and Visitors Policy

PURPOSE

We aim to ensure the most suitably qualified, experienced and reliable staff are employed at our Service. We are committed to ensuring we meet all legislative and regulatory requirements including the Education and Care Services National Law and National Regulations, Children and Young Persons Act, Fair Work Act, Family Assistance Law and Anti-Discrimination Act.

The National Quality Framework states that a comprehensive induction process plays a critical role in creating and maintaining a positive and professional culture. By providing an efficient and effective induction and orientation program we aim to ensure employees have the skills and knowledge to perform their roles confidently.

An effective induction and orientation program provides a formal process to provide new employees, students and volunteers with information regarding service policies, procedures and practices. An induction and orientation program are available for all new employees and employees returning to work after a period of absence to ensure a smooth integration into our Service.

At the time of employment, management will provide the employee with a [Fair Work Information Statement](#) and casual employees will be provided with a copy of the [Casual Employee Information Statement](#) (CEIS) at time of engagement.

SCOPE

This policy applies to staff, educators, approved provider, nominated supervisor, volunteers, students and management of the Service.

CHILD SAFE STANDARDS

Our Service is committed to be a child safe Education and Care Service and embeds the National Child Safe Principles- Child Safe Standards Our robust recruitment, probation and induction/orientation processes play a vital role in protecting children from harm.

PROBATIONARY PERIOD

All new employees are subject to a probationary period of **six (6) months**. This ensures assessment for both the employee and service to ensure suitability of the role for the employee.

The probationary period is a condition of employment for all new employees. During this time employees will receive advice, training and guidance to help them become familiar with and competent in, performing the work they have been appointed to do. The appointment is subject to the satisfactory completion of the probationary period which itself is subject to termination during any stage, by either party, upon notice in writing, or by payment in lieu of notice.

During the probationary period an induction and orientation program will be initiated with the new employee. This allows the new employee an opportunity to understand the expectations and standard of conduct required to pass the probationary period.

Probationary meetings will be scheduled within the first week of employment and then monthly during the probationary period. Feedback will be provided to the employee regarding performance and additional training and mentoring may be offered if required. The probation meeting is also an opportunity for the new employee to ask any questions or raise any concerns. A Probationary Meeting checklist and record will be completed to document the meeting and placed into the staff file. (*See Probation Meeting Review*)

The employee may terminate employment within the probationary period by providing the appropriate notice in writing as per employment contract. The employer may terminate employment within the probationary period by providing the appropriate notice as per employment contract. A termination of employment letter will state the reason of termination, notice period and the date of the employees last day of employment. (*See Probation Letters*)

At the end of the probationary period, the approved provider or appointed nominee will advise if the employee has successfully completed the probationary period and provide a letter confirming their ongoing employment. (*See Probation Letters*)

Employees, full time and part time, will accrue and are eligible to access paid leave entitlements during the probationary period such as annual leave and sick leave. If an employee does not pass their probation period any unused annual leave entitlements will be paid out.

PROBATION AND COMPLIANCE WITH POLICIES AND PROCEDURES

During the probationary period, employees are expected to familiarise themselves with and consistently follow the Service's policies and procedures.

- **Performance and conduct:** Failure to comply with policies and procedures may result in corrective action, including verbal or written warnings.
- **Support and training:** Where appropriate, additional guidance, training or supervision will be provided to support the employee in meeting expectations.
- **Serious breaches:** Any serious breach of policy (such as safety, confidentiality, or child protection obligations) may result in immediate termination of employment.
- **Ongoing suitability:** Continued non-compliance during probation may indicate that the employee is unsuitable for the role and may lead to termination of employment in accordance with the employment contract and the Fair Work Act 2009.

INDUCTION AND ORIENTATION

Our Service is committed to providing a comprehensive induction program to ensure the smooth integration of new employees, students and volunteers. The approved provider or assigned nominee will support the new employee and help them to understand the organisational structure, how decisions are made and communicated and what role they will have in the decision-making process.

The approved provider or assigned nominee will provide details to new employees about the *Fair Work Act* regarding the 'right to disconnect' and expectations for contact outside of hours, the process for making contact and expectations for any changes to shifts.

An induction checklist will be used to support this process, which explains an employee's

responsibility to know the policies, procedures and practices within our Service and their duty of care obligations to ensure the safety and wellbeing of all children.

Induction will include relevant information on child safe practices adhering to the National Principles Child Safe Organisations -Child Safe Standards National Model Code and Guidelines for taking images and video of children while providing education and care, Code of Conduct, Child Information Sharing Schemes (CISS) and strategies that identify, assess and minimise risks to children and mandatory reporting procedures

New employees (including the nominated supervisor and staff members), students and volunteers are to familiarise themselves with the *Child Protection Policy* to understand the Child Protection Law and their obligations and mandatory reporting duties to ensure the safety and wellbeing of children at the Service.

On the first day of employment the approved provider or assigned nominee will ensure the new employee has completed all relevant paperwork. (*See Individual Staff Record*).

The induction and orientation program will work alongside the probation period. It is expected the induction and orientation program will be performed during the six (6) month probation period.

The new employee, student or volunteer will be required to read and become familiar with key Service policies and procedures as part of the induction and orientation program. These include, but are not limited to, the following key policies:

- Child Protection Policy
- Child Safe Environment Policy
- Safe Use of Digital Technologies and Online Environments Policy
- Sick Staff Policy and Procedure
- Code of Conduct Policy
- Behaviour Guidance Policy
- Educational Program Policy
- Work Health and Safety Policy
- Privacy and Confidentiality Policy

- Emergency Evacuation Policy
- Medical Conditions Policy
- Incident, Injury, Trauma and Illness Policy
- Dealing with Complaints Policy
- Safe Arrival of Children Policy (If applicable)
- Safe Transportation Policy (if applicable)

During the induction and orientation program, new employees, students and volunteers will be advised of any children with a health care need, allergy or relevant medical condition. The Service Philosophy, Staff Handbook, Code of Conduct and the Early Childhood Australia Code of Ethics will be shared with the new employee, student or volunteer during the induction and orientation program.

All new employees will be appropriately trained and informed of workplace health and safety policies and procedures before commencing employment, such as hazard and incident forms and reporting procedures, use of PPE equipment, location of fire safety equipment, emergency and evacuations procedures (including lockdowns), location and use of Safety Data Sheets (SDS), any WorkCover information, security procedures and location of first aid kits as described in the *Induction Checklist*.

As part of the induction and orientation program, the approved provider or assigned nominee will provide opportunities for discussing and unpacking the following key documents, (including the location of these documents):

- Education and Care Services National Law and National Regulations
- The National Quality Standard
- Service Policies and Procedures
- Belonging, Being and Becoming: The Early Years Learning Framework
- My Time Our Place: Framework for School Age Care in Australia (as required)
- Early Childhood Australia- Code of Ethics
- National Principles Child Safe Organisations -Child Safe Standards-
- Child Information Sharing Scheme (CISS) and Family Violence Information Sharing Schemes (FVISS)
- National Model Code and Guidelines

CONTINUOUS IMPROVEMENT/REFLECTION

Our *Probation, Induction and Orientation Policy* will be reviewed annually or earlier if there are changes to legislation, ACECQA guidance or any incident related to our policy. Feedback will be requested from children, families, staff, educators and management and notification of any change to policies will be made to families within 14 days.

CHILDCARE CENTRE DESKTOP- RELATED RESOURCES

Code of Conduct – Staff Acknowledgement Individual Staff Record Induction Checklist New Educator Orientation Survey New Employee Introduction Letter New Employee Orientation Guide Probation Letters – Guide and Drafts	Probation Meeting Procedure Probation Meeting Review Form Staff Handbook Student Volunteer Induction Checklist Student Volunteer Handbook

SOURCES

Australian Children’s Education & Care Quality Authority. (2025). [Guide to the National Quality Framework](#)

Australian Children’s Education & Care Quality Authority. (2024). [Taking Images or Videos of Children While Providing Early Childhood Education and Care. Guidelines for the National Model Code.](#)

Australian Government. Fair Work Ombudsman. (2024). [Hiring employees](#)

Australian Human Rights Commission. Child Safe Organisations. <https://humanrights.gov.au/our-work/childrens-rights/projects/child-safe-organisations>

Early Childhood Australia Code of Ethics. (2016).

[Education and Care Services National Law Act 2010](#). (Amended 2025)

[Education and Care Services National Regulations](#). (Amended 2025)

NSW Government. (2020). Office of the Children’s Guardian: [A guide to the Child Safe Standards](#)

REVIEW

POLICY CREATED BY	Tracy Gill	Nominated Supervisor	26.11.206
POLICY REVIEWED	NOVEMBER 2025	NEXT REVIEW DATE	NOVEMBER 2026
VERSION NUMBER	V1		
MODIFICATIONS			

PROFESSIONAL DEVELOPMENT POLICY

Professional development is a term used which includes workshops, conferences, in-service training sessions, formal studying, readings, and professional research. The contribution of professional development to developing practice can be a source of deep professional satisfaction, for both individual practitioners and the early childhood education and care service collectively. A commitment by early childhood educators to ongoing professional development is the key to effective continuous improvement and the provision of quality education and care for children. Engaging in professional development helps to identify individual educators' strengths and areas requiring improvement.

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 7: GOVERNANCE AND LEADERSHIP		
7.1	Governance	Governance supports the operation of a quality service that is child safe.
7.1.2	Management Systems	Systems are in place to manage risk and enable the effective management and operation of a quality service that is child safe.
7.2	Leadership	Effective leadership builds and promotes a positive organisational culture and professional learning community.
7.2.1	Continuous improvement	There is an effective self-assessment and quality improvement process in place.
7.2.2	Educational leadership	The educational leader is supported and leads the development and implementation of the educational program and assessment and planning cycle.
7.2.3	Development of professionals	Educators, coordinators and staff members' performance is regularly evaluated, and individual plans are in place to support learning and development.

EDUCATION AND CARE SERVICES NATIONAL LAW AND NATIONAL REGULATIONS	
S. 2A	Paramount consideration—safety, rights and best interests of children
S. 3A	Paramount consideration
S. 162A	Child protection training
S. 162B	Child safety training
84	Awareness of child protection law
118	Educational leader
126	Centre-Based services – general educator qualifications

136	First Aid qualifications
168	Education and care services must have policies and procedures
170	Policies and procedures to be followed
171	Policies and procedures to be kept available

RELATED LEGISLATION

Child Care Subsidy Secretary's Rules 2017	Family Law Act 1975
A New Tax System (Family Assistance) Act 1999	
Family Assistance Law – Incorporating all related legislation as identified within the Child Care Provider Handbook	

RELATED POLICIES

CCS Governance Policy CCS Personnel Policy Code of Conduct Policy Enrolment Policy First Aid Policy	Payment of Fees Policy Record Keeping and Retention Policy Recruitment Policy Staffing Arrangement Policy Work, Health and Safety Policy

PURPOSE

Professional development allows individuals to build and improve their knowledge and skills whilst keeping up to date with current research and recommended practice.

The education and care sector continues to grow and change and these changes impact licensing and assessment requirements, as well as our interactions with and documentation of individual children. To comply and improve, we implement procedures to identify areas in which educators and staff can enhance their skills and knowledge through relevant and effective professional development and training. We aim to review and update individual professional development plans based on performance appraisals, identifying strengths, interests and goals. The safety, health and wellbeing of children is the paramount consideration in all decision-making, guiding professional development, performance management and continuous improvement practices.

SCOPE

This policy applies to educators, staff, approved provider, nominated supervisor and management of the Service.

IMPLEMENTATION

The Early Childhood Australia (ECA) Code of Ethics states that in relation to being professional, educators take responsibility for reflecting on and assessing their professional values, knowledge and practice, and their positive contribution to the early childhood profession. Educators will engage in critical reflection, ongoing professional learning and support research that builds knowledge and that of the profession.

THE APPROVED PROVIDER/NOMINATED SUPERVISOR/MANAGEMENT WILL:

- meet obligations under the Education and Care Services National Law (National Law) and Education and Care Services National Regulations (Regulations)
- ensure educators understand and apply the National Law, Regulations and the Early Childhood Australia (ECA) Code of Ethics
- ensure an approved child protection course is completed within the prescribed timeframes for each nominated supervisor and each person in day-to-day charge of the service and undertake refresher training every 12-24 months, and whenever significant changes are made to the child protection law or reporting requirements
- ensure all persons with management or control, nominated supervisors, persons in day-to-day charge of the service, staff members, regular volunteers and student's complete mandatory national child safety training as required under National Law
- ensure all educators and staff engage in ongoing professional learning on the Child Safe Standards to continually improve their child safe capabilities, including child protection awareness, identifying and responding to grooming behaviours and reporting child abuse
- ensure educators access, understand and comply with Service policies and procedures, and Code of Conduct
- ensure policies, practices, systems and processes align with the Child Safe Standards NSW
- ensure educators understand and implement effective pedagogical practices and programming aligned with the National Quality Framework, National Quality Standard and approved learning framework-Early Years Learning Framework V2.0 (EYLF)
- support the nominated supervisor to complete required professional development in accordance with National Law and Regulations, Family Assistance Law (FAL), Child Care Subsidy and their individual professional development plan
- ensure administration staff understand and apply Family Assistance Law (FAL) legislation, enrolment processes and Child Care Subsidy and remain up to date with changes

- maintain a roster that ensures at least one nominated supervisor and person in day-to-day charge of the Service is in attendance at all times and immediately available in an emergency holding:
 - ACECQA approved and current first aid qualification including CPR
 - ACECQA approved and current emergency asthma management training
 - ACECQA approved and current anaphylaxis management training
- ensure all staff have undertaken training in administration of the adrenaline auto-injector device
- allocate a budget amount to support relevant development for educators and staff
- approve professional development prior to booking (for events which are paid for or subsidised by the Service) ensuring it is relevant and beneficial to the Service and educators
- record all professional development completed by educators and staff is recorded in individual staff records via the *Professional Development Record* and relevant materials and information to enhance skills and knowledge is shared with colleagues
- provide a variety of professional development for educators and staff
- link professional development to the Quality Improvement Plan (QIP)
- provide opportunities for educators and staff to experience working in different rooms. This will be achieved through rotation of educators and staff at the discretion of management but will not have adverse effects on the continuity of care experienced by children. Individual needs will be considered when rotation occurs, but the final decision should not hinder other staff members from the opportunity to develop their skills and knowledge
- continuity of care for the children will be the primary consideration when moving staff to different rooms. Where possible, one person familiar to the children will remain in the room.
- implement mentoring programs and management support networks to guide and support educators and staff
- provide opportunities ~~are provided~~ for educators to work closely with more experienced colleagues to assist skills in observations, questioning, critiquing and responding to children's experiences
- model professional practice and positive interactions
- support educators to attend professional development by allocating time and resources to develop new skills and knowledge that can be shared within the Service
- support educators to apply and embed learning from professional development into practice
- promote a culture of learning through reflective practice to support continuous improvement
- review Position Descriptions prior to developing Professional Development Plans
- support educators to complete the *Ambitions and Reflections Form* to assist with allocation of training and development

- review the *Professional Development Ambitions and Reflections Form* in collaboration with the educational leader to support each team member's individual goals and aspirations

THE EDUCATIONAL LEADER WILL:

- review professional development with the nominated supervisor for the Service
- support educators' professional growth and development in line with the Australian Professional Standards for Teachers
- meet with educators and discuss outcomes of the *Professional Development Ambitions and Reflections Form*
- complete a *Professional Development SWOT* analysis for each educator (Strengths, Opportunities, Weaknesses and Threats)
- maintain the *Professional Development Record* for each educator following the completion of training and workshops
- develop, implement and review a *Professional Development Plan* with each educator in consultation with the nominated supervisor
- source and schedule training, webinars, workshops and other professional development opportunities in line with educators' *Professional Development Plans* and the Service's training budget
- facilitate opportunities for educators to share new knowledge and skills learnt at training and workshops
- promote and embed facilitate reflective practice as a form of ongoing professional learning for all staff
- support educators to undertake WHS training as a part of their in-service training.

EDUCATORS WILL:

- maintain current child protection training to meet their mandatory responsibility to report any allegations or suspicions of child abuse, harm, neglect or ill-treatment
- complete mandatory national child safety training in line with legislative requirements
- participate in professional learning o build capacity to implement the Child Safe Standards
- maintain a current ACECQA approved first aid and CPR, emergency asthma and anaphylaxis management qualifications
- complete annual CPR training
- complete annual adrenaline auto-injector training through ASCIA
- participate in a minimum of 4 professional learning sessions over a 12-month period for full time staff

- seek assistance and direction from the educational leader regarding professional learning opportunities including areas such as trauma-informed practices
- participate in professional learning related to Family Assistance Law (FAL) and Child Care Subsidy (CCS) if required
- engage in the *Professional Development Plan* activities with the educational leader as per the Professional Development Agenda, including completing the *Professional Development Ambitions and Reflections Form*, and contributing to the *Professional Development Plan* with the educational leader
- complete a *Professional Development Review Form* following the attendance of training and workshops
- share skills and knowledge gained from professional development with colleagues.

EXAMPLES OF PROFESSIONAL DEVELOPMENT AND IN-SERVICE OPPORTUNITIES

Networking with other services and professionals	Mentoring and coaching programs
In-house or external training (workshops, courses)	Self-paced training packages
Sharing information gained from formal studies	Hands-on job training
Knowledge and skills sharing	e-learning modules
Conferences	Webinars
Guest speakers or professionals from the local area	Meeting discussions
Reading professional publication and websites	Inquiry conversations
Viewing professional online digital learning	Reading recently published ECE texts
Engage in professional reflection (journals)	Subscribing to professional newsletters
Formal TAFE, college or University courses (check with ACECQA for list of approved qualifications)	

CONTINUOUS IMPROVEMENT/REFLECTION

Our *Professional Development Policy* will be evaluated and reviewed on an annual basis or earlier if there are changes to legislation, ACECQA guidance or any incident related to our policy. Feedback will be requested from children, families, staff, educators and management, and notification of any change to policies will be made to families within 14 days.

RELATED RESOURCES

Contract for Paid Training Agreement	Professional Development Guide and Procedure
Mentorship Guide and Agreement	Professional Development Plan
Professional Development Ambitions and Reflections Form	Professional Development Record
Professional Development Audit	Professional Development Reflection- Form
	Professional Development SWOT

SOURCES

Australian Children's Education & Care Quality Authority. (2026). [Guide to the National Quality Framework](#)

Australian Children's Education & Care Quality Authority. (2021). [Supporting Performance and the Development of Professionals](#)

Australian Government Department of Education. (2022). [Belonging, Being and Becoming: The Early Years Learning Framework for Australia](#). V2.0

Australian Government Department of Education. (2026). [Child Care Provider Handbook](#)

Australian Government Department of Education. [Leading Learning Circles for Educators Engaged in Study](#). (2016). [Children \(Education and Care Services\) National Law \(NSW\)](#)

Early Childhood Australia. (2016). [Code of Ethics](#).

[Education and Care Services National Law Act 2010](#)

[Education and Care Services National Regulations 2011](#)

[Education and Care Services National Regulations \(NSW\) \(2025\)](#)

REVIEW

POLICY REVIEWED BY	Christian Stumpfs	Area Manager	11/06/2026
POLICY REVIEWED	MAY 2026	NEXT REVIEW DATE	MAY 2027
VERSION NUMBER	V2		
MODIFICATIONS	• annual policy review • strengthened child safety alignment throughout policy • included mandatory national child safety training • refined sentences to tighten flow and consistent use of active verbs • removed repetitive phrasing • sources checked and updated as required		
PREVIOUS MODIFICATIONS			

PROFESSIONAL DEVELOPMENT GUIDE AND PROCEDURE

A commitment by early childhood educators to ongoing professional development is the key to effective continuous improvement and the provision of quality childcare. The Guide to the National Quality Framework states 'continually reflecting on practice assists educators to become increasingly thoughtful about their work and motivated to explore new ideas and approaches'.

Working in conjunction with the *Professional Development Policy*, this procedure provides guidelines for management and educators to review and update individual *Professional Development Plans* detecting strengths, interests and goals and develop an overall plan for the Service.

Education and Care Services National Law or Regulations (R. 84, 118, 126, 136 and 168) NQS QA 7: Element 7.1.1, 7.1.2, 7.2.1, 7.2.2 and 7.2.3 Governance practices and procedures

Related Policy: *Professional Development Policy*

STEP 1 – ALLOCATE A PROFESSIONAL DEVELOPMENT BUDGET		
1	The approved provider/ nominated supervisor and educators will review the Service's <i>Professional Development Policy</i> every 12 months	
2	Management should develop a realistic budget for professional learning for all staff members and educators each year. The annual budget should identify the cost for • compliance training for each educator • induction and training for new educators • individual educators' professional development • cost of subscriptions for journals • webinars • wages for backfilling staff when attending professional development • allowances for travel • leadership development • mentoring opportunities • teacher registration • any other opportunities identified	

STEP 2 – REVIEW POSITION DESCRIPTIONS (Completed by nominated supervisor)		
1	Review and amend any <i>Position Descriptions</i> to ensure they clearly represent and communicate the role and responsibilities of each appointed role	

STEP 3 – COMPLETE AMBITIONS AND REFLECTIONS

(nominated supervisor/ educational leader and educators)

1	Provide each educator with an <i>Ambitions and Reflections</i> form to complete to identify educator's strengths and their professional training needs	
2	Engage educators in decision-making about their own learning and career development	
3	Ensure all educators understand that decisions will be made about team/individual professional learning for the year based upon the need for training and budget requirements	
4	When allocating professional development funds, management needs to be confident it is applied in the right places to ensure that these experiences make a real impact to the Service	

STEP 4 – REVIEW AMBITIONS AND REFLECTIONS

(nominated supervisor and educational leader)

1	Once the <i>Ambitions and Reflections</i> forms have been completed, the nominated supervisor and educational leader can now review the information and gain an understanding of each educator's personal goals, areas for development and aspirations in their role and career. This process provides insight into each educator's passion and natural or unique ability	
2	This process may identify large-scale professional learning opportunities for several educators such as conferences that may be inspiring and energising or specific learning areas identified to address issues such as behaviour or wellbeing	
3	Consideration should be made to provide compliance training for all staff and educators including mandatory reporting, WHS	

STEP 5 – SWOT ANALYSIS

A simple SWOT analysis can be used to help form clear objectives

(Strengths, Opportunities, Weaknesses and Threats)

1	Each educator to complete a SWOT form with the educational leader	
2	A SWOT helps to identify each educator's strengths and unique abilities with their goals and are utilised to create a <i>Professional Development Plan</i> for each educator	

STEP 6 – CREATE THE PROFESSIONAL DEVELOPMENT PLAN

(Educational leader)

1	The educational leader collaborates with each educator to construct goals using the <i>Ambitions and Reflections form</i> and the SWOT to identify each individuals' areas of strength in practice and areas that may require additional support	

2	The educational leader will draft a <i>Professional Development Plan</i> to assist in identifying clear goals and addressing any priorities identified in the Quality Improvement Plan	
3	Consideration whilst creating a <i>Professional Development Plan</i> needs to be given to the - educators' current role and relevance of goals - Service's strategic goals - areas for improvement identified in the QIP	
4	A service <i>Professional Development Plan</i> - assists in engaging all educators - provides transparency of management decisions - prioritises financial investment - promotes enthusiasm for ongoing learning	
5	The <i>Professional Development Plan</i> can then be documented	
6	Educators may amend and adjust their plan throughout the year.	

STEP 7 – SOURCE PROFESSIONAL DEVELOPMENT TRAINING

(Educational leader)

1	Once each educator's goals, strengths, ambitions and areas for further development are established, informed decisions for training can be made to accommodate the unique needs of each educator	
2	Professional development will be documented in the Service's Quality Improvement Plan (QIP)	
3	Consider a variety of learning opportunities for educators - webinars - e-learning - professional conversations - mentoring - accredited courses - refresher courses - programs - conferences and events - in-service training sessions - readings - professional research	

STEP 8 – SCHEDULE TRAINING

(Educational leader)

1	Training and workshops can be scheduled and added to service calendar	

2	Schedule in line with the Service's professional learning budget	
3	Schedule to suit the Service and their routines such as training when educators can be covered or timing when resources needed for training are available	

STEP 9 – PROFESSIONAL DEVELOPMENT RECORD

(Educational leaders and educators)

1	A <i>Professional Development Record</i> is completed for each educator once training has been undertaken to ensure a record is kept	
2	Educators can use this as a list of qualifications and their previous professional learning.	

STEP 10 – PROFESSIONAL DEVELOPMENT REFLECTION

(Educational leaders and educators)

1	The National Quality Framework states continually reflecting on practice assists educators to become increasingly thoughtful about their work and motivated to explore new ideas and approaches. After completion of any professional learning, educators will complete a <i>Professional Development Reflections Form</i>	

STEP 11 – SHARE NEW KNOWLEDGE

(Educational Leaders and educators)

1	To create a culture of continuous improvement, the educational leader will work with educators to reflect upon new learning and present a summary of important points learnt from professional learning with the whole team at future team meetings. This process assists in educators actively applying new understanding, ideas and approaches and extends their knowledge with others	
2	The educational leader may provide feedback to the educator through discussions, observations of professional practice or collegial activity	

STEP 12 – REVIEW PROFESSIONAL DEVELOPMENT AUDIT

(Educational Leaders and educators)

1	The educational leader will review each educator's <i>Professional Development Plan</i> and <i>Professional Development Record</i> as part of the annual performance review	
2	The review may include written feedback and/or purposeful dialogue that will continue to support the educator's growth and career development	
3	A <i>Professional Development Audit</i> will be conducted every 12 months for all educators to ensure all procedures have been followed	

4	If areas have been missed or educators require additional professional development, an Action Plan located within the <i>Professional Development Audit</i> will be completed	

PROFESSIONAL DEVELOPMENT

1	Professional development is most effective when it is identified collaboratively by the nominated supervisor, the educational leader and educators as the new learning reflects and contributes to ongoing quality improvement	
2	The above process provides the educational leader with the opportunity to identify the unique or special abilities of individual team members	
3	This framework assists the Service to develop priorities for professional learning and develop a culture of continuous improvement in teaching and learning to assist educators develop the skills and knowledge to deliver quality education and care	
4	This process assists the educational leader to provide effective professional learning focusing on developing and enhancing educators' understandings, strategies and skills that is a core component in an ongoing professional learning cycle	
5	Collaboration provides a more accurate and effective selection of professional learning opportunities for all team members	
6	Collaboration with educators encourages meaningful critical reflection on their practices and performance and helps to create a culture of continuous improvement	

REVIEW OF PROCEDURE

Date procedure created	26.11.2025	To be reviewed	November 2026
Approved by	Tracy Gill		
Location of procedure	Policy and procedure folder		
Procedure reviewed date	Modifications/Changes		

RECRUITMENT POLICY

Our Service aims to implement a robust, well-planned child safe recruitment process to ensure we select the best person for the position and the needs of our early childhood education service. We aim to engage employees who are suitably qualified, experienced and passionate about the early years. Our *Recruitment Policy* outlines our processes to ensure they are aligned with legislative obligations, our Service's child safe culture, values and support diversity and inclusion.

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 4: STAFFING ARRANGEMENTS		
4.1	Staffing arrangements	Staffing arrangements enhance children's learning and development.
4.1.1	Organisation of Educators	The organisation of educators across the Service supports children's learning and development.
4.1.2	Continuity of staff	Every effort is made for children to experience continuity of Educators at the Service.
4.2	Professionalism	Management, educators and staff are collaborative, respectful and ethical.
4.2.1	Professional collaboration	Management, educators and staff work with mutual respect and collaboratively, and challenge and learn from each other, recognising each other's strengths and skills.
4.2.2	Professional Standards	Professional standards guide practice, interactions and relationships.
QUALITY AREA 5: RELATIONSHIPS WITH CHILDREN		
5.1.1	Positive educator to child interactions	Responsive and meaningful interactions build trusting relationships which engage and support each child to feel secure, confident and included.
QUALITY AREA 7: GOVERNANCE AND LEADERSHIP		
7.1.3	Roles and Responsibilities	Roles and responsibilities are clearly defined and understood and support effective decision making and operation of the service.
7.2.3	Development of professionals	Educators, co-ordinations and staff members' performance is regularly evaluated, and individual plans are in place to support learning and development.

EDUCATION AND CARE SERVICES NATIONAL LAW AND NATIONAL REGULATIONS	
S. 3A	Paramount consideration
S. 166A	Offence to subject child to inappropriate conduct
S. 174AA	Educators and other staff members of education and care service to notify certain information [
S. 188	Offence to engage person to whom prohibition notice applies
S. 188A	False or misleading information about prohibition notice
4	Definitions
82	Environment to be free from tobacco, vaping devices, vaping substances, drugs and alcohol
83	Staff members and family day care educators not to be affected by alcohol or drugs
84	Awareness of child protection law
137	Approval of qualifications
168	Education and care services must have policies and procedures
170	Policies and procedures to be followed
171	Policies and procedures to be kept available
172	Notification of change to policies or procedure
188	Compliance directions
Part 4.4	Staffing Arrangements
Division 7	Approval and determination of qualifications
Division 9	Staff and educator records—centre-based services

RELATED LEGISLATION

NSW Anti-Discrimination Act	Fair Work Act 2009
Federal and State Occupational Safety and Health Legislation	Federal and State Equal Opportunity Legislation and any other relevant industrial awards
Education and Care Services National Law Act 2010	Children and Young Persons Act 1998
Sex Discrimination Act 1984	Child Care Subsidy Secretary's Rules 2017
Age Discrimination Act 2004	Disability Discrimination Act 1992
Racial Discrimination Act 1975	A New Tax System (Family Assistance) Act 1999

Family Law Act 1975	
Family Assistance Law – Incorporating all related legislation as identified within the <u>Child Care Provider Handbook</u>	

RELATED POLICIES

CCS Personnel Policy Child Safe Environment Policy Child Protection Policy Code of Conduct Policy Dealing With Complaints Policy Governance Policy	Privacy and Confidentiality Policy Probation, Induction and Orientation Policy Safe Use of Digital Technologies and Online Environment Policy Staffing Arrangements policy

PURPOSE

We aim to ensure the most suitability qualified, experienced and reliable staff are employed at our Service. We are committed to ensuring we meet all legislative and regulatory requirements including the Education and Care Services National Law, Children and Young Persons (Care and Protection) Act, Fair Work Act and Anti-Discrimination Act.

All Service operations, decisions, and functions are underpinned by the principle that the rights and best interests of all children are paramount. Our Service ensures that child safety, wellbeing, and best interests take priority over all other considerations, including financial interests or other obligations of management.

Our Service is committed to be a child safe Early Education and Care Service and embed the National Child Safe Principles- Child Safe Standards and our recruitment and screening processes play a vital role in protecting children from harm. Our Service adopts and aligns with the National Model Code and Ministerial Direction (NSW) related to taking images or videos of children. (See *Safe Use of Digital Technologies and Online Environments Policy*.)

Our Service values workplace diversity and inclusion and we strongly encourage applicants from Aboriginal and Torres Strait Islanders, women, and individuals with disability. Recruitment and selection

of staff will be guided by the requirements of relevant legislation, issues of equity and diversity, qualification, knowledge and skills, workforce participation and experience.

SCOPE

This policy applies to staff, educators, approved provider, nominated supervisor and management of the Service.

RECRUITMENT DECISIONS

The approved provider or assigned nominee will approve all recruitment decisions as outlined in this Recruitment Policy and Recruitment Plan Procedure. (*See Recruitment Plan*). Recruitment decisions will be based on the need and requirements of the Service and will consider the following:

- ensuring the Service meets all staffing requirements as per Education and Care Services National Law and National Regulations
- any resignation of existing staff
- an increase in occupancy.

The recruitment processes will be consistent, transparent, professional and timely. Any grievances relating to the recruitment procedure will be addressed as per the *Dealing with Complaints Policy*. All personal information regarding recruitment will be treated with the strictest confidence.

Selection criteria for each vacant position will be determined before advertisement and will take the following into consideration:

- position title
- qualifications required for the position, including mandatory child safety
- experience required for the position
- position description/skills required for the position
- conditions of employment
- mandatory employment screening requirements including verifying Working with Children Check (WWCC), where applicable National Police Criminal History checks, immunisation requirements,

prohibited screening checks and conducting reference checks for every candidate to ascertain the candidate's attitudes and behaviours in previous child-related roles.

- clear expectations about commitment to child safety (Child Safe Standards) and wellbeing
- demonstrated understanding of child protection law, mandatory reporting requirements and processes to ensure the safety and wellbeing of children.

Comprehensive position descriptions for each advertised position will be available for all applicants. Any applicants deemed unsuitable will be advised within an appropriate time frame.

ADVERTISEMENTS

Information about the position and the Service will be provided to potential applicants which includes:

- job title
- position description- including objectives of the role, duties and accountability
- location
- description of the organisation/Service, including ownership details
- hours of work
- salary (award/ above award)
- Service Philosophy
- operation hours, age group of children educated and cared for
- selection criteria relating to the position available
- how to apply for the role
- a strong commitment to providing and upholding a safe environment for children including an understanding of child protection law and mandatory reporter obligations
- closing date for applications
- contact information for further information
- immunisation requirements
- WWCC requirements

Vacant positions may be advertised internally to encourage career advancement and opportunity.

External advertisements may be placed through relevant media and networks including social media, newspaper and employment services

Potential applicants will be asked to complete an employment application as part of their application for the position available. (*See Employment Application*).

SELECTION PANEL AND INTERVIEWS

A selection panel will be determined for applicants short listed for an interview. The selection panel will consist of at least 2 people. Our Service will use the interview guide and questionnaire when preparing for interviews. (*See Interview Guide and Questionnaire*).

Applicants who require support or access provisions, are encouraged to advise this at the time of their application, to ensure appropriate assistance is provided throughout the recruitment process.

Questions will be prepared in advance of the interview and applicant responses will be recorded during the interview. Reflective questions to support safeguarding practices will be included to assist in determining whether the applicant is suitable to work with children. Each applicant will be asked the same questions to ensure fair and equitable treatment of all applicants. Interviews will be conducted in a private space and confidentiality will always be maintained. Applicants will be provided an opportunity to ask questions relating to the service and position at the end of the interview.

CONFLICT OF INTEREST

Any person on a selection panel must disclose to the approved provider or person organising the interview process if there is a conflict of interest at the time of reviewing the applications. A conflict of interest may arise if the applicant is a personal friend or past or present close work colleague. Management must promote transparency and accountability, promote integrity and impartiality during the employment process and therefore consider if the conflict of interest poses a risk to the consistency of the application process.

The approved provider or management will assess the conflict of interest and identify if the conflict of interest poses a risk to the fairness and consistency of the recruitment process. The selection panel member may be removed from the recruitment process if the conflict is deemed significant. Any decision

regarding a conflict of interest will be documented and steps identified to manage the conflict recorded to ensure accountability and fairness.

PRE-EMPLOYMENT SCREENING- PROBITY CHECKS

Effective pre-employment screening ensures our Service is compliant to legislative and regulatory requirements and aims to ensure we engage staff who have the skills, experience, qualifications and are a general 'fit', in alignment with National Principles for Child Safe Organisations

All preferred candidates will undergo appropriate pre-employment checks including reference checks, Working with Children Check (WWCC) clearance, immunisation status checks and where applicable National Police criminal history checks before an offer of employment is recommended. Once an employee provides their WWCC clearance, management will verify the clearance to ensure that it is valid and current. Measures should be in place to ensure probity checks are completed by a person or persons who have no prior professional relationship or personal friendship with the applicant to mitigate the perception of bias in the recruitment process.

All prospective applicants will be required to complete a prohibition notice declaration on the *Employment Application Form* to acknowledge they do not hold any prohibition notices, suspension, supervision notices or disciplinary action that would prevent them from working with children. The approved provider will use the 'register search' tool on the [NQA ITS](#) to check prohibition notices linked to prospective candidates as part of the recruitment process. These checks will be recorded on the *Prohibition Persons Search Register*. Prospective candidates applying for the role of nominated supervisor or responsible person are required to complete a Compliance History notice as part of acknowledgement to the role to ensure the candidate is suitable to work with children. Existing employees are encouraged to disclose any enforcement actions, including enforceable undertakings that are issued to them. Any negative findings identified through these recruitment checks will be considered during the recruitment and selection process. Prospective applicants with relevant prohibition or disciplinary actions may be deemed unsuitable and will not be engaged to work within the Service.

REFERENCE CHECKS

Verbal reference checks will be conducted over the phone for preferred applicants. Reference check questions will be determined prior to the check conducted and will establish the relationship the

referee has with the applicant.

At least 2 (two) references are to be provided for a reference check. Where possible references should be from the immediate previous employer. The reference checks will ascertain, where possible, the applicant's attitudes and behaviours in previous child-related roles and ascertain whether the applicant has ever been the subject of complaints. (see ACECQA [Referee checks tool](#)).

WWCC/POLICE CHECKS

Working with Children Check legislation aims to prevent people who pose a risk from working with children as paid employees or volunteers. All employees, volunteers and students must undergo a Working with Children Check clearance prior to working at the Service. Employees, volunteers or students that are unable to provide a copy of a validated WWCC Check prior to the start of engagement or employment will not be able to undertake any work-related activity within the Service.

Once an employee provides their WWCC clearance, management will verify the clearance to ensure that it is valid and current. Any applicant that has been excluded from working with children in another state /territory will face an automatic exclusion from the recruitment process.

NEW SOUTH WALES A Working with Children Check (WWCC) clearance is required for all employees, volunteers and students over the age 18. The Service will verify the WWCC and ensure the employee, student or volunteer is cleared to work with children online at the [Office of the Children's Guardian](#) in NSW prior to ALL students, volunteers and employees undertaking work at the Service. Staff and educators must notify the approved provider of negative WWCC events or changes to teacher accreditation within 24 hours of becoming aware of the change. (S. 174AA)

QUALIFICATION CHECKS

The approved provider will verify the qualifications of prospective educators and staff during the application process. Applicants are required to provide copies of their qualifications, which will be assessed for authenticity and compliance with regulatory requirements. To ensure validity, the approved provider or nominated supervisor may undertake the following checks.

- contact the Registered Training Organisation (RTO)

- check ACECQA's [List of Approved Qualifications](#)
- contact the state teaching registration board (if applicable)
- cross reference qualifications using the applicants Unique Student Identifier (for courses completed after 2015).

Where a qualification is deemed invalid or fraudulent, the approved provider will notify the applicant and notify the [Australian Skills Quality Authority \(ASQA\)](#), [National Anti-Corruption Commission](#) and regulatory authority.

PRODA BACKGROUND CHECKS

Employees involved in the administration of Child Care Subsidy are required to undertake additional background checks. (See *CCS Personnel Policy*).

OFFER OF EMPLOYMENT

An offer of employment will be made to the successful applicant following careful consideration by the selection panel. A confirmation of employment letter will be provided to successful applicants upon acknowledgment. (See *Confirmation of Employment Letter*). Successful applicants are required to provide documentation regarding qualifications and immunisations and complete an employee immunisation record. (See *Individual Employee Record and Employee Immunisation Record*.)

A written employment contract will be provided to the successful applicants detailing the position, hours of shift, Award information, wages and salary, date and time of commencement, contact person, probationary period. The employee will be provided with a [Fair Work Information Statement](#) and casual employees will be provided with a copy of the [Casual Employee Information Statement](#) (CEIS) at time of engagement. Employees engaged on a Fixed Term Contract will be provided with a [Fixed Term Contract Information Statement](#).

Applicants who are unsuccessful will be notified within an appropriate time frame and offered feedback regarding their application.

PROBATIONARY PERIOD AND INDUCTION

Each new employee is subject to a Probationary Period of **six (6)** months. This ensures assessment for both the employee and service to ensure suitability of the role for the employee. During this time employees will receive advice, training and guidance to help them become familiar with and competent in, performing the work they have been appointed to do. The appointment is subject to the satisfactory completion of the Probationary period which itself is subject to termination during any stage, by either party, upon notice in writing, or by payment in lieu of notice.

Management will provide casual employees with the [Casual Employee Information Statement](#) (CEIS)-

- after six months of employment
- after 12 months of employment and
- every 12 months after that to ensure employees are aware of the casual conversion to permanent employment legislation under the Fair Work Act

Our Service is committed to providing a comprehensive induction program to ensure the smooth integration of new employees. The approved provider or assigned nominee will support the new employee and help them to understand the organisational structure, how decisions are made and communicated and what role they will have in the decision-making process.

An induction checklist will be used to support this process, which explains an employee's responsibility to know the policies, procedures and practices within our Service and their duty of care obligations to ensure the safety and wellbeing of all children.

Induction will include relevant information on child safe practices including adhering to the Education and Care Services National Law and Regulations, Child Safe Standards, the National Model Code and Guidelines for taking images and video of children while providing education and care to children, Code of Conduct and completing mandatory child safe training which include strategies to identify, assess and minimise risks to children, understanding of child protection law and mandatory reporting procedures.

Staff and educators must be able to provide an explanation of child protection obligations as mandatory reporters, including when a report must be made and how to make a report. (Reg. 84). Educators and staff will be explicitly made aware of offences related to subjecting any child to inappropriate conduct or

inappropriate discipline within the education and care service and reporting obligations to the regulatory authority, nominated supervisor and police.

Information will be provided to each new employee about their rights and responsibilities regarding hours of work, salary (award), Fair Work Act and associated legislation including Right to Disconnect.

(See *Induction Checklist*).

Continuity in care within the Service is paramount. By orientating staff professionally and correctly, it guarantees the consistency of care not only within the room but also across the entire Service. New employees will undergo regular supervision appraisals, mentoring, training and development as part of the orientation process.

CONTINUOUS IMPROVEMENT/REFLECTION

Our *Recruitment Policy* will be updated and reviewed on an annual basis or earlier if there are changes to legislation, ACECQA guidance or any incident related to our policy. Feedback will be requested from children, families, staff, educators and management and notification of any change to policies will be made to families within 14 days.

CHILDCARE CENTRE DESKTOP - RELATED RESOURCES

Casual Conversion Procedure and Letter	Induction Checklist
Code of Conduct	Interview Guide and Questionnaire
Confirmation of Employment	Offer of Employment Letter
Employee Details Form	Prohibited Persons Search Register
Employment Application	Recruitment Communication Letters
Employee Immunisation Record	Recruitment Plan
HR Management Review Audit	Recruitment Reference Checks
Individual Employee Record	Staff Handbook

SOURCES

Australian Children's Education & Care Quality Authority. (2025). [Guide to the National Quality Framework](#)

Australian Children's Education & Care Quality Authority. (2023). [Embedding the National Child Safe Principles](#)

Australian Children's Education & Care Quality Authority. (2025). [NQF Child Safe Culture Guide](#).

Australian Children's Education & Care Quality Authority. (2024). [Taking Images or Videos of Children While Providing Early Education and Care. Guidelines for the National Model Code](#).

Australian Government Department of Education. [Child Care Provider Handbook \(2025\)](#)

Australian Government. Fair Work Ombudsman. (2024). [Hiring employees](#)

Australian Government. [Australian's anti-discrimination law](#)

Australian Human Rights Commission. [Child Safe Organisations](#).

Commission for children and young people [Being a child safe organisation](#)

[Education and Care Services National Law Act 2010](#). (Amended 2025)

[Education and Care Services National Regulations](#). (Amended 2025)

NSW Government. (2025). [Education and Care Services \(Supply, Authorisation and Use of Devices\) Order 2025](#).

NSW Government. Office of the Children's Guardian. [Child Safe Recruitment and The Working with Children Check](#).

REVIEW

POLICY REVIEWED BY	Tracy Gill	Nominated Supervisor	27.11.2025
POLICY REVIEWED	November 2026	NEXT REVIEW DATE	November 2027
VERSION NUMBER	V1		
MODIFICATIONS			
POLICY REVIEWED	PREVIOUS MODIFICATIONS		NEXT REVIEW DATE

TERMINATION OF EMPLOYMENT PROCEDURE

Termination of employment refers to ending of the employment relationship between an employee and the employer. Employment can end for a variety of reasons, such as an employee resigning from their position or the employee being dismissed, including termination due to 'serious misconduct'.

It is essential to adhere to the Fair Work Ombudsman and the Fair Work Commissions who regulate Commonwealth workplace laws and guidelines about terminating employment. If an employee's performance does not improve to the required standard, termination of their employment may be an option. An employee cannot be dismissed in circumstances that are "harsh, unjust or unreasonable." It is vital to be fair to employees, giving reasons for dismissal, and an opportunity to respond to those allegations.

Working in conjunction with the *Code of Conduct Policy* and *Performance Management Policy*, this procedure ensures termination of employment is managed and in compliance with the provisions of relevant legislation and workplace agreements. The employer can only dismiss an employee if it is not considered harsh, unjust or unreasonable.

Education and Care Services National Law and Regulations (*S. 166A, R. 82, 84, 155 and 168*) NQS QA 4 and 7: *Element 4.1.1, 4.1.2, 4.2.1, 4.2.2, 7.1.1, and 7.1.3 Staffing practices and procedures*

Related Policies: *Code of Conduct Policy and Performance Management Policy*

TERMINATION OF EMPLOYMENT PROCEDURE		
We aim to ensure termination of employment is managed and in compliance with the provisions of relevant legislation and workplace agreements. The employer can only dismiss an employee if it is not considered harsh, unjust or unreasonable.		
1	During a termination of employment process, the approved provider and management will ensure a fair, consistent and documented approach has been followed	
2	The employer will make every attempt to address the employee's unsatisfactory performance and/or conduct prior to terminating the employee's employment; this may include breaches of policies or procedures, legislation, professional standards or position description	

3	If the issues raised in the employee's performance improvement plan is not or cannot be resolved after the employee has had a reasonable opportunity to rectify the situation, the employer can decide to end the employment relationship The employer may seek legal advice or advice from Fair Work for assistance prior to the termination to ensure compliance. Visit the Fair Work website or contact the Fair Work Infoline on 13 13 94	
4	A valid reason must exist for an employer to dismiss an employee which must be provided in a termination of employment letter. The reason or reasons must be based on the employee's poor performance, incapacity to do the work employed to do, conduct, or changes to the operational requirements of the business. The employer will ensure they have documented work history of the employee's poor performance, behaviour standards, or incapacity to do the role, to justify the action	
5	Employers cannot dismiss their employees in circumstances that are "harsh, unjust or unreasonable". What is harsh, unjust or unreasonable will depend on the circumstances of each case. However, it is important to be fair to employees particularly when it comes to termination of employment. They should be given reasons for dismissal and an opportunity to respond to those reasons	
6	The employer will ensure the employee understands the reasons for their termination and is given the correct amount of notice or paid in lieu of giving notice	
7	If the employee is being dismissed for misconduct, the grounds for the dismissal must be clearly documented and verified as valid reasons for dismissal due to misconduct	
8	Our Service will ensure that all circumstances involving the termination of employment are appropriately and comprehensively documented, including terminations that occur during the probationary period	
9	If any conduct or performance concerns are identified and raised during the employees' probationary period, they will be addressed during the probationary meeting and documented. If a decision to end the employee's employment within the probation period is made, the employee will receive the appropriate notice as per employment contract and receive the termination of employment in writing	

TERMINATION DUE TO SERIOUS MISCONDUCT		
The approved provider or nominated supervisor will:		
1	ensure all staff members are made fully aware that the identified breaches of the <i>Code of Conduct</i> and role responsibilities may lead to termination of employment. An employer can instantly terminate an employee's employment, where the employee has engaged in 'serious misconduct'	
2	identify the employee's exact action that was unacceptable and the impact the misconduct on the Service. It is recommended you seek legal advice about the misconduct before taking any action.	
3	be aware that serious misconduct involves an employee deliberately behaving in a way that is inconsistent with continuing their employment, it may include the following: • causing serious and imminent risk to the health and safety of another person or to the reputation or profits of their employer's business • theft, embezzlement, tax evasion • fraud, misapplication, corruption • assault, taking of bribes • being intoxicated at work • refusing to carry out a lawful and reasonable instruction that is part of the job • criminally prosecutable offences directly related to employment (child abuse or neglect) • subjecting a child to inappropriate conduct or inappropriate discipline	
4	keep a record of any meetings you have with an employee about their conduct. Identifying the employee's misconduct and explain your intentions in relations to future employment.	
5	arrange a meeting with the employee and explain to the employee they can be represented or accompanied by a support person. [When reviewing unfair dismissal claims, the Fair Work Commission may consider whether an employer unreasonably refused to allow an employee to have a support person at any discussion relating to their dismissal.]	

6	arrange to have a witness present at the meeting	
7	explain the reasons for the termination to the employee verbally and present any facts or evidence that surrounds the alleged misconduct	
8	provide the employee with the opportunity to ask questions and respond to the allegations	
9	explain the information in the <i>Termination of Employment Letter</i> and ensure the employee understands when the termination is effective	
10	consider the severity of the misconduct when deciding the action to be taken 1. Dismiss the employee with notice or pay in lieu of notice 2. Summarily dismiss the person The employer may seek legal advice or advice from Fair Work for assistance prior to the termination to ensure compliance	
11	be aware that an employer does not need to provide notice of termination (or payment in lieu of notice) to employees who: • are casual • are employed for specific period, task or season • <i>are terminated because of misconduct (engaging in theft, fraud or assault)</i> • have a training arrangement and are employed for a set period or for the length of the training arrangement (other than an apprentice)	
12	provide the employee with a <i>Termination of Employment Letter</i> which includes notice of termination of serious misconduct. If the employee's action was serious misconduct that warrants summary dismissal.	

NOTICE OF TERMINATION		
1	An employer must provide an employee with written notice of the day of termination when ending their employment. The written notice must provide details of the employees last day and a reason why the employment was terminated	
2	Following a decision to terminate employment management will make a decision if the employee is to work through the notice period or if employment is to be terminated immediately and the employee is to be paid in lieu of giving notice. This is paid at the employee's full pay rate as if they had worked the minimum period. This includes incentive-based payments and bonuses, loading, monetary allowances, overtime or penalty rates, and any other separately identifiable amounts. For more information on the entitlements owed after termination visit the Fair Work website or contact the Fair Work Infoline on 13 13 94	
3	An employer does not need to provide notice of termination (or payment in lieu of notice) to employees who: • are casual • are employed for specific period, task or season • are terminated because of misconduct (engaging in theft, fraud or assault) • have a training arrangement and are employed for a set period or for the length of the training arrangement (other than an apprentice).	
4	Following a decision to terminate employment notice periods will be determined in accordance with the appropriate award, please note the Educational Services (Teachers) Award 2020 provides a greater minimum period notice than that required under the National Employment Standards	
5	National Employment Standards notice periods:	
	PERIOD OF CONTINUOUS SERVICE	MINIMUM NOTICE PERIOD
	1 year or less	1 week
	More than 1 year – 3 years	2 weeks
	More than 3 years – 5 years	3 weeks
	More than 5 years	4 weeks

6	Educational Services (Teachers) Award 2020 notice periods: 4 weeks' notice However, if the employee is over 45 years of age and has completed at least 2 years of service, the National Employment Standards above notice period will apply	
7	Management will ensure that the employee is provided with any entitlements such as payment for time worked, annual leave or long service leave that they have accrued	
8	The employer will provide a final payslip to the employee within 7 days of the payment being paid to the employee	
9	If requested by the employee, the employer will provide the employee with a letter of employment or Separation Certificate indicating the period of their employment, job classification and the type of work involved. A separation certificate is required if the employee needs to apply for unemployment benefits. These can be found here: Employment Separation Certificate form (SU001)	
10	The employer must keep records of when an employee leaves the Service, including the name of the person who terminated the employment, and details of how the termination took place (notice given by employee, termination by employer, etc.)	
11	The termination of employment letter must include: - the reasons for the termination of the employment - when the employment will end - that some termination payments may result in waiting periods for Centrelink payments	

REVIEW OF PROCEDURE			
Date procedure created	25/1/2026	To be reviewed	January 2027
Approved by	Tracy Gill	Signature	Tracy Gill
Location of procedure	Policies and procedures folder, QR coded		
Procedure reviewed date	Modifications/Changes		

January 2026	Procedure reviewed; Information from Managing Staff Underperformance relating to termination of employment merged into this procedure.

RECORD KEEPING AND RETENTION POLICY

The approved provider and management are responsible for overseeing and ensuring records are maintained and stored in accordance with relevant legislation contained in the National Law and National Regulations, National Quality Standard and Family Assistance Law.

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 7: GOVERNANCE AND LEADERSHIP		
7.1	Governance	Governance supports the operation of a quality service that is child safe.
7.1.1	Service philosophy and purposes	A statement of philosophy guides all aspects of the service's operations.
7.1.2	Management systems	Systems are in place to manage risk and enable the effective management and operation of a quality service that is child safe.
7.1.3	Roles and responsibilities	Roles and responsibilities are clearly defined and understood and support effective decision making and operation of the service.
7.2	Leadership	Effective leadership builds and promotes a positive organisational culture and professional learning community.
7.2.1	Continuous improvement	There is an effective self-assessment and quality improvement process in place.
7.2.2	Educational leadership	The educational leader is supported and leads the development and implementation of the educational program and assessment and planning cycle.
7.2.3	Development of professionals	Educators, co-ordinations and staff members performance is regularly evaluated, and individual plans are in place to support learning and development.

EDUCATION AND CARE SERVICES NATIONAL LAW AND NATIONAL REGULATIONS	
S.162A	Child protection training Offence relating to child protection training [NSW]
S. 172	Offence to fail to display prescribed information
29	Condition on service approval—insurance
31	Condition on service approval—quality improvement plan
55	Quality improvement plans
56	Review and revision of quality improvement plans
74	Documenting of child assessments or evaluations for delivery of educational program

87	Incident, injury, trauma and illness record
92	Medication record
102	Authorisations for excursions
102D	Authorisations for service to transport children
102E	Children embarking a means of transport—centre-based service
102F	Children disembarking a means of transport—centre-based service
118	Educational leader
126	Centre-based services – general educator qualifications
145	Staff record
146	Nominated supervisor
147	Staff members
149	Volunteers and students
150	Responsible person
151	Record of educators working directly with children
152	Record of access to early childhood teachers
152A	Record of replacement of educator
152B	Record of replacement of early childhood teacher or suitably qualified person
158	Children’s attendance record is to be kept by approved provider
160	Child enrolment records to be kept by approved provider and family day care educator
161	Authorisations to be kept in enrolment record
162	Health information to be kept in enrolment record
167	Record of service’s compliance
168	Education and care service must have policies and procedures
170	Policies and procedures are to be followed
173	Prescribed information to be displayed
177	Prescribed enrolment and other documents to be kept by approved provider
180	Evidence of prescribed insurance
181	Confidentiality of records kept by approved provider

183	Storage of records and other documents
184	Storage of records after service approval transferred
185	Law and regulations to be available

RELATED LEGISLATION

Child Care Subsidy Secretary's Rules 2017	Family Law Act 1975
Child Care Subsidy Minister's Rules 2017	A New Tax System (Family Assistance) Act 1999
Work Health and Safety Act 2011	Privacy Act 1988 (Cth)
Family Assistance Law – Incorporating all related legislation as identified within the Child Care Provider Handbook	

RELATED POLICIES

Administration of First Aid Policy	Incident, Injury, Trauma and Illness Policy
Administration of Medication Policy	Medical Conditions Policy
CCS Governance Policy	Privacy and Confidentiality Policy
Child Protection Policy	Professional Development Policy
Child Safe Environment Policy	Responsible Person Policy
Dealing with Complaints Policy	Safe Use of Digital Technologies and Online
Delivery of Children to and from EEC Service	Environments Policy
Premises Policy	Student, Volunteer and Visitor Policy
Enrolment Policy	Supervision Policy
Excursion/Incursion Policy	Unexpected Death of a Child or Staff Member at
Governance Policy	the Service Policy
Immunisation Policy	

PURPOSE

We aim to maintain and manage appropriate records in a private and confidential manner, working in accordance with legislative requirements and best practice.

SCOPE

This policy applies to children, families, staff, educators, management, approved provider, nominated supervisor, students, volunteers and visitors of the Service.

IMPLEMENTATION

The approved provider is responsible for compliance with record keeping requirements in accordance

with Education and Care Services National Law and National Regulations. To maintain approval for Child Care Subsidy, providers must also keep certain records in accordance with Family Assistance Law.

This policy encompasses requirements for National Law and National Regulations and Family Assistance Law. Records that are required for Family Assistance Law must be kept for **seven years** and are highlighted in **red**.

PRESCRIBED RECORDS TO BE KEPT BY APPROVED PROVIDER:

The approved provider, nominated supervisor and management will ensure the following records are to be retained in a secure location at the Service:

- complaints made to the provider, or to any of the services of the provider, relating to compliance with Family Assistance Law (**records must be kept for seven years**)
- children's attendance records (regardless of eligibility for Child Care Subsidy) (Regulation 158) to be kept until the end of 3 years after the child's last attendance (Regulation 183). These records are also required for Family Assistance Law (**records must be kept for seven years**)
- record of any absences from care for all children (**regardless of eligibility for Child Care Subsidy- records must be kept for seven years**)
- statements or documents demonstrating that addition absence days in excess of the initial 42 absence days satisfy requirements (**records must be kept for seven years**)
- copies of invoices and receipts issued for the payment of childcare fees (**records must be kept for seven years**)
- the identifying number, expiry date and verification of a Working with Children Check (WWCC), current vulnerable people check or criminal history record of all staff to be kept until the end of 3 years after the last date the staff member provided education and care to children
- the identifying number and expiry date of a Working with Children Check (WWCC), current vulnerable people check or criminal history record of students and volunteers to be kept until the end of 3 years after the last date the student or volunteer attended the Service
[except in case of NSW, QLD, SA and TAS- where staff member, volunteer, or student has provided: proof of their current teacher registrations; record of identifying number of their teacher registration, expiry date of that registration. This must be recorded by the approved provider. Reg. 147, 149]
- any evidence or information produced to obtain police checks and Working with Children Checks for personnel and to support any statements about these checks in an application for provider or service

approval. These records are also required for Family Assistance Law (records must be kept for seven years)

- copies of all Statements of Entitlement issued, and any statements issued to advise that there was a change of entitlement- Child Care Subsidy (records must be kept for seven years)
- written record of any notice given to a state or territory body about a child at risk of abuse or neglect (records must be kept for seven years)
- copies of the evidence and information provided with an application for approval about persons with Management or Control of a Provider and persons responsible for the day-to-day operation of the Service (records must be kept for seven years)
- records of background checks for specified personnel who undertake actions related to the administration of CCS (records must be kept for seven years)
- educational leader records (Reg. 118)
- child assessments or evaluations for delivery of the educational program (Reg. 74) (to be kept for 3 years after the child's last day of attendance [Reg. 183])
- an incident, injury, trauma and illness record (Reg. 87) (to be kept until child is 25 years [Reg. 183])
- medication records (Reg.92) (Keep until the end of 3 years after the child's last attendance [Reg. 183])
- staff records (Reg. 145)
- record of volunteers and students (Reg.149)
- records of the Responsible Person at the Service (Reg.150 and National Law S162A)
- record of educators working directly with children (Reg. 151)
- record of access to early childhood teachers (Reg. 152)
- children's attendance records (Reg. 159) to be kept until the end of 3 years after the child's last attendance (Reg. 183)
- any record relating to the death of a child whilst being educated and cared for by the Service or as a result of an incident whilst being educated and cared for, until the end of 7 years after the death of a child
- child enrolment records (Reg. 160) (to be kept until the end of 3 years after the child's last attendance [Reg. 183]). *(Further details below)*
- record of the Service's compliance with the Law (Reg. 167)
- a record of each nominated supervisor and any person placed in day-to-day charge of the education and care service (Reg. 146)
- PRODA RA Number *(for specified personnel- people managing or employed in child care in roles*

regarding the approval and operation of a service and permitted to undertake actions through the Child Care Subsidy System- Child Care Provider Handbook)

- evidence of prescribed insurance must be available at the education and care service premises (Reg. 180). Current policy of insurance for public liability with a minimum cover of \$10 000 000 (Reg. 29)
- evidence and records of the Service Quality Improvement Plan (QIP), the QIP must be prepared within 3 months of the service opening. The QIP must be reviewed and revised at least annually or when requested by the regulatory authority. The QIP must be submitted to the regulatory authority upon request (Reg. 31, 55, 56)
- a copy of the Education and Care National Law and Regulations must be available and accessible at the Service at all times for use by the nominated supervisor, staff members, volunteers, parents and any person seeking to make use of the service
- record of children embarking a means of transport at the education and care service premises (Reg. 102E)
- record of children disembarking a means of transport at the education and care service premises (Reg. 102F)
- record of replacement of an educator in accordance with regulation 126A (Reg.152A)
- record of replacement of an Early Childhood Teacher in accordance with Reg. 135A (Reg. 152B)
- all documentation and records relating to safe use of digital technologies are kept safe and secure for a period of 3 years following the child's last day of attendance and then destroyed- including;
 - images and video of children
 - authorisation required for taking, storing, using and destroying images and videos of children
- records identified as relevant to child safety and wellbeing (including child sexual abuse that has or is alleged to have occurred), are:
 - kept for at least 45 years
 - clear, objective and thorough
 - maintained in an indexed, logical and secure manner
 - retained and disposed of in a consistent manner.

RECORDS TO BE KEPT IN RELATION TO CHILDREN EMBARKING AND DISEMBARKING A MEANS OF TRANSPORT (REG: 102E AND 102F)

The approved provider and nominated supervisor must ensure a record is immediately made when children embark or disembark a means of transport at the Service.

The record must:

- confirm each child was accounted for when embarking and disembarking from the vehicle
- state how each child was accounted for when embarking and disembarking from the vehicle
- state a staff member or nominated supervisor, who is not driving the vehicle, has examined the interior of the vehicle to confirm no child/ren remain on the vehicle
- states the date and time the record was made
- states the name of, and is signed by, the staff member or nominated supervisor who examined the vehicle to confirm no child/ren remain on the vehicle.

RECORDS TO BE KEPT IN RELATION TO THE NOMINATED SUPERVISOR: (REG: 146 AND LAW. S162A)

- the full name, address and date of birth
- evidence of any relevant qualifications held by the nominated supervisor
- if applicable, evidence that the nominated supervisor is actively working towards a qualification.
- If this is the case, the following must be recorded:
 - Proof of enrolment
 - Documentary evidence that the nominated supervisor has commenced the course, is making satisfactory progress towards the completion of the course, is meeting the requirements of maintaining the enrolment.
 - For nominated supervisors who are working towards the completion of a Diploma level education and care qualification, proof that they hold an approved Certificate III level education and care qualification or have as completed the units of study that equate to an approved Certificate III level education and care qualification determined by ACECQA.
- evidence of any approved training (including first aid training, current approved anaphylaxis management training, approved emergency asthma management training and approved Child Protection) completed by the nominated supervisor
- the identifying number and expiry date of a Working with Children Check (WWCC) and Australian National Police Check
- date the check, card, record or registration was and the date this was verified and by whom
- PRODA RA Number
- evidence of the nominators written consent to the nomination
- evidence of Child Protection Training.

RECORDS TO BE KEPT IN RELATION TO STAFF AND EDUCATORS: (REG: 147)

- the full name, address and date of birth
- evidence of any relevant qualifications
- if applicable, evidence that the staff member/educator is actively working towards a qualification. If this is the case, the following must be recorded:
 - Proof of enrolment.
 - Documentary evidence that the staff member/educator has commenced the course, is making satisfactory progress towards the completion of the course, is meeting the requirements of maintaining the enrolment.
- for educators who are working towards the completion of a Diploma level education and care qualification, proof that they hold an approved Certificate III level education and care qualification or have as completed the units of study that equate to an approved Certificate III level education and care qualification determined by ACECQA.
- evidence of any approved training (including first aid training) completed by the staff member
- the identifying number and expiry date of the Working with Children Check (WWCC) and the date this was verified.
- Teacher Registration details (if applicable).

RECORDS TO BE KEPT IN RELATION TO THE EDUCATIONAL LEADER: (REG: 148)

- the name of the educator who is designated at this role in accordance with Reg. 118
- formal acceptance and appointment of the educator into the educational leader position.

RECORDS TO BE KEPT IN RELATION TO STUDENTS AND VOLUNTEERS: (REG: 149)

- the full name, address and date of birth of each student or volunteer
- the approved provider must also keep a record for each day on which the student or volunteer participates in the Service, the date and hours of participation
- the identifying number and expiry date of the Working with Children Check (WWCC) and the date this was verified.

RECORDS TO BE KEPT IN RELATION TO THE RESPONSIBLE PERSON: (REG: 150 AND LAW S162A)

- the staff record must include the name of the responsible person at the Service for each time that children are being educated and cared for by the Service.
- application for approval about the person responsible for day-to-day operation of a Service
- evidence of Child Protection Training.

RECORDS TO BE KEPT IN RELATION TO EDUCATORS WORKING DIRECTLY WITH CHILDREN: (REG: 151)

- the name of each educator
- the hours that each educator works directly with children
- a staff roster or time sheet stating educators contact and non-contact hours/shift
- [NSW only] the rooms and times that each educator is allocated to work directly with children being educated and cared for by the Service
- [NSW only] the Working with Children Check number of each educator.

RECORDS TO BE KEPT IN RELATION TO ACCESS TO EARLY CHILDHOOD TEACHER/S (REG: 152)

The approved provider of a centre-based service that provides education and care to fewer than 25 children preschool age or under must ensure that a record is kept of the following:

- (a) the period that an early childhood teacher is working with the service in accordance with Reg. 130 or 131(2); and
- (b) the periods that the early childhood teacher is working directly with children and is not working directly with children.

The approved provider of a centre-based service that provides education and care to 25 or more but not more than 59 children preschool age or under must ensure that a record is kept of the period that an early childhood teacher is in attendance at the service.

The approved provider of a centre-based service that provides education and care to 60 or more children preschool age or under must ensure that a record is kept of the period that each early childhood teacher and each suitably qualified person is in attendance at the service.

RECORDS TO BE KEPT IN RELATION TO REPLACEMENT OF EDUCATOR OR EARLY CHILDHOOD TEACHER (REG: 152A AND 152B)

The approved provider must keep a record when an educator or Early Childhood Teacher is replaced in accordance with Reg. 126A and 135A.

The record must include:

- the full name of the educator or Early Childhood Teacher
- the qualification of the educator or Early Childhood Teacher who is replaced
- the qualification of the person who replaced the educator or Early Childhood Teacher
- the date/s on which the educator or Early Childhood Teacher was replaced

- the reason for the educator or Early Childhood Teacher absence

RECORDS TO BE KEPT IN RELATION TO CHILD ENROLMENT: (REG: 160)

- the full name, date of birth and address of the child- [birth certificate, passport, identify papers]
- the name, address and contact details of:
 - each known parent of the child
 - any person who is to be notified of any emergency involving the child if any parent of the child cannot be immediately contacted
 - any person who is an authorised nominee
 - any person who is authorised to consent to medical treatment of, or to authorise administration of medication to the child
 - any person who is authorised to authorise an educator to take the child outside the education and care service premises
 - any person who is authorised to authorise the education and care service to transport the child or arrange transportation for the child
 - details of any court orders, parenting orders or parenting plans provided to the approved provider relating to powers, duties, responsibilities or authorities of any person in relation to the child or access to the child
 - details of any other court orders provided to the approved provider relating to the child's residence or the child's contact with a parent or other person
 - gender of the child
 - language used in the child's home
 - cultural background of the child and parents
 - any special considerations for the child (e.g., cultural, religious, dietary requirements or additional needs).
 - authorisations signed by a parent or a person named in the enrolment record as authorised to consent to the medical treatment of the or nominated supervisor to seek:
 - medical treatment for the child from a registered medical practitioner, hospital or ambulance service
 - transportation of the child by any ambulance service
- authorisation to take the child on regular outings [Reg. 102]
- authorisation for regular transportation of the child (if relevant) [Reg. 102D (4)]
- authorisation signed by the parent or carer for the Service to take images or video of their child and use for educational or documentation purposes, social media or promotional use.

HEALTH INFORMATION TO BE KEPT IN ENROLMENT RECORD: [REG: 162]

- the name, address and telephone number or the child's registered medical practitioner or medical service
- the child's Medicare number, if available
- details of any specific healthcare needs of the child including any medical conditions or allergies including whether the child has been diagnosed as at risk of anaphylaxis, including details of any medical management plan; an anaphylaxis medical management plan; a risk minimisation plan
- details of any dietary restrictions for the child
- the immunisation status of the child
- a notation that states that a staff member or approved provider has sighted a child's health record
- [NSW only] immunisation certificate or exemption

RECORDS TO BE KEPT IN RELATION TO ENROLLED CHILDREN: (REG: 74)

- documentation relating to child assessments or evaluations for delivery of the education program, including:
 - assessments of the child's developmental needs, interests, experiences and participation in the education program
 - assessments of the child's progress against the outcomes of the educational program.

RECORDS TO BE KEPT IN RELATION TO INCIDENT, INJURY, TRAUMA AND ILLNESS: (REG: 87)

- details of any incident in relation to a child or injury received by a child or trauma to which a child has been subject while being educated and care for by the Service. The following must be included:
 - the name and age of the child, including date of birth
 - gender
 - the circumstances leading to the incident, injury or trauma
 - the time and date the incident occurred, the injury that was received or the child was subjected to the trauma.
- details of any illness, which becomes apparent while the child is being educated and cared for by the Service. The following must be included:
 - the name and age of the child
 - the relevant circumstances surrounding the child becoming ill and any apparent symptoms
 - temperature record and time temperature was taken
 - the time and date of the apparent onset of the illness

- date when child was last at the service
- details of the action taken by the Service in relation to any incident, injury, trauma or illness which a child has suffered while being educated and cared for by the Service. The following must be included:
 - any medication administered, or first aid provided
 - any medical personnel contacted
 - details of any person who witnessed the incident, injury or trauma including signature of witness
 - the name of any person whom the education and care Service notified or attempted to notify of any incident, injury trauma or illness a child has suffered at the Service and the time and date of the notification or notification attempts [NSW only] including the name and signature of the person who provided or attempted to provide the notification
 - the name and signature of the person making an entry in the record and the time and date that the entry was made
 - notifications to parent/guardian including attempted notifications
 - signed and dated parent/guardian acknowledgement of record
- this record must be recorded as soon as is practicable, but not later than 24 hours after the incident, injury, trauma or onset of illness occurred
- the record must show that a serious incident is entered into the [NQA IT System](#)
- these records must be kept until the child is aged 25 years.

RECORDS TO BE KEPT IN RELATION TO MEDICATION: (REG: 92, 95, 96)

- the name of the child
- the authorisation to administer medication (including self-administration if applicable) signed by a parent or a person named in the child's enrolment record as authorised to consent to administration of medication (self-administration of medication applies to children over pre-school age only)
- the name of the medication to be administered
- the time and date the medication was last administered
- the time and date or the circumstance under which the medication should be next administered
- the dosage of the medication to be administered
- the manner in which the medication is to be administered
- if the medication is administered to the child:
 - the dosage that was administered
 - the manner in which the medication was administered

- the name and signature of the person who administered the medication
- if another individual is required to check the dosage, the name and signature of that person.

RECORDS TO BE KEPT IN RELATION TO CHILDREN'S ATTENDANCE: (REG: 158)

- the full name of each child attending the Service
- the date and time each child arrives and departs the Service
- the signature of:
 - the person who delivers and collects the child when he or she arrives and departs or,
 - [NSW only] the nominated supervisor or educator if the signature of the person who delivers or collects the child cannot be reasonably obtained

RECORDS TO BE KEPT IN RELATION TO THE SERVICE'S COMPLIANCE WITH THE LAW: (REG: 167)

- details of any amendments of the Service approval made by the regulatory authority including:
 - the reason stated by the regulatory authority for the amendment
 - the date on which the amendment took, or takes, effect
 - the date (if any) that the amendment ceases to have effect
- details of any suspension of the Service (other than a voluntary suspension) including:
 - the reason stated by the regulatory authority for the suspension
 - the date on which the suspension took, or takes, effect
 - the date that the suspension ends
- details of any compliance direction or compliance notice issued to the approved provider in respect of the Service, including:
 - the reason stated by the regulatory authority for issuing the direction or notice.
 - the steps specified in the direction or notice
 - the date by which the steps specified must be taken
 - this information must not include any information that identifies any person other than the approved provider
- the approved provider must ensure that the documents referred to above in relation to a child enrolled at the Service are made available to a parent of the child on request. Accordingly, if a parent's access to the kind of information referred to in this documentation is limited by an order of a court, the approved provider must refer to the court order in relation to the release of information concerning the child to that parent
- the record of compliance referred to above must be available for access on request by any person.

EVIDENCE OF PRESCRIBED INSURANCE: (Reg: 180)

The approved provider must keep evidence of the Services' current public liability insurance at the Service premises and make the evidence available for inspection by the regulatory authority or an authorised officer under National Law.

STORAGE OF RECORDS (REG: 183, 184)

Records made by our Service will be stored in a safe and secure location for the relevant time periods as set out above and only made accessible to relevant individuals.

If the record relates to the death of a child while being educated and cared for by the Service or as a result of an incident while being educated and cared for by the Service, the records must be kept for 7 years after the death. Records related to an incident, illness, injury or trauma must be kept until the child is aged 25 years. Records related to child sexual abuse that has or is alleged to have occurred, are recommended to be kept for at least 45 years from the date the record was created.

In the case of any other record relating to a child enrolled at the education and care service, until 3 years after the last date on which the child was educated and cared for by the Service.

All records required to maintain approval as listed in *Child Care Providers Handbook*, must be kept for **seven years**. Written records include records that are made and stored electronically, as long as they are stored safely and any changes, apart from incidental changes related to their storage and display, are also recorded.

If a Service is transferred under the law, documents relating to a child must not be transferred without the express consent of the child's parents.

CONFIDENTIALITY OF RECORDS (REG: 181)

The approved provider will ensure that information kept in a record is not divulged or communicated through direct or indirect means to another person other than:

- the extent necessary for the education and care or medical treatment of the child to whom the information relates
- a parent of the child to whom the information relates, except in the case of information kept in a staff record
- the regulatory authority or an authorised officer
- as expressly authorised, permitted or required to be given by or under any Act or law-

- with the written consent of the person who provided the information.

Our Service will ensure the following documents are available upon request by parents (unless restricted by a court order):

- education program documents including child assessments or evaluations
- incident, injury, trauma and illness records
- attendance records
- enrolment records

If the above documents contain personal information of any of the following persons, including home address, email address, phone number, date of birth, medical records, bank account details and tax file number, written consent MUST be obtained before the information is disclosed:

- a parent of a child enrolled at the service, other than the person requesting the documentation
- a person required to be notified of an emergency if a parent cannot be contacted
- an authorised nominee of a child
- a person authorised to consent to medical treatment or the administration of medication to a child
- a person authorised to authorise an educator to take a child outside the service premises
- a person authorised to authorise the service to transport a child or arrange transportation of a child.

INFORMATION TO BE DISPLAYED (REG: 173)

Services must have the following displayed:

- in relation to the provider approval:
 - the name of the approved provider
 - the provider approval number
 - any conditions on the provider approval.
- In relation to the service approval:
 - the name of the education and care service
 - the service approval number
 - any conditions on the service approval.
- the name of each nominated supervisor
- in relation to the rating of the service:
 - the current rating levels for each quality area stated in the National Quality Standard, and
 - the overall rating of the Service [NSW only] including if the rating is suspended or revoked

- in relation to any service waivers or temporary waivers held by the Service, the details of the waivers including:
 - the elements of the NQS and the regulations that have been waived, and
 - the duration of the waiver, and
 - whether the waiver is a service waiver or a temporary waiver
- [NSW only] the Service's quality and compliance history.

OFFENCE TO FAIL TO DISPLAY PRESCRIBED INFORMATION (LAW: 172)

Under Regulation 177(3)(b), this compliance record must be made available to anyone who requests it. Services in NSW must also display their compliance and quality history in their service under Section 172(3) and (4) of the National Law NSW.

- an approved provider of an education and care service must ensure the approved provider's quality and compliance history for the education and care service provided by the approved provider is—
 - displayed, in the form approved by the Regulatory Authority, at the education and care services premises in accordance with the NSW regulations; and
 - published in the way prescribed by the NSW regulations or decided by the Regulatory Authority.

THE SERVICE MUST ALSO DISPLAY:

- the hours and days of operation of the education and care Service
- the name and telephone number of the person at the education and care service to whom complaints may be addressed
- the name and position of the responsible person in charge of the service at any given time
- the name of the educational leader at the Service
- the contact details of the regulatory authority
- if applicable, a notice stating that a child who has been diagnosed as at risk of anaphylaxis is enrolled at the service.
- if applicable, a notice stating that there has been an occurrence of an infectious disease at the premises
- information relating to the educational program (Reg. 75)
- the weekly menu (Reg. 80)
- emergency and evacuation floor plans and instructions are displayed (Reg. 97 (4))

ADDITIONAL RECORDS TO BE KEPT FOR FAMILY ASSISTANCE LAW: (if applicable)

- a Complying Written Agreement (CWA) for all enrolments registered to claim Child Care Subsidy (CCS). Updated CWAs must be signed if there are changes to the original enrolment conditions.
- documentation relating to an Additional Child Care Subsidy (ACCS) claim.

CONTINUOUS IMPROVEMENT/REFLECTION

Our *Record Keeping and Retention Policy* will be evaluated and reviewed on an annual basis or earlier if there are changes to legislation, ACECQA guidance or any incident related to our policy. Feedback will be requested from children, families, staff, educators and management and notification of any change to policies will be made to families within 14 days.

CHILDCARE CENTRE DESKTOP- RELATED RESOURCES

Record Keeping Audit	Record Keeping and Retention Guide and Checklist

SOURCES

Australian Children's Education & Care Quality Authority. (2025). [Guide to the National Quality Framework](#)
 Australian Children's Education & Care Quality Authority. (2023). [Protection of Personal Information](#).
 Australian Children's Education & Care Quality Authority. (2025). [Best Practice Record Keeping: Supporting Child Protection](#)
 Australian Government Department of Education [Child Care Provider Handbook](#) (September 2025)
 Australian Government Department of the Officer of the Privacy Commissioner: www.privacy.gov.au
 Australian Legal Information Institute: www.austlii.edu.au
 Australian Taxation Office: www.ato.gov.au
 Child Care Subsidy Secretary's Rules 2017.
[Education and Care Services National Law Act 2010](#).
[Education and Care Services National Regulations](#). (Amended 2025)
[NSW Office of the Children's Guardian](#)
 Privacy Act 1988.

REVIEW

POLICY REVIEWED BY	Tracy Gill	Nominated Supervisor	6.02.2026
POLICY REVIEWED	FEBRUARY 2026	NEXT REVIEW DATE	FEBRUARY 2027
VERSION NUMBER	V14.12.25		
MODIFICATIONS	• annual policy review • minor edits • addition of authorisations for images and video of children to be kept in enrolment record • sources updated as required • addition of Law 172		

POLICY REVIEWED	PREVIOUS MODIFICATIONS	NEXT REVIEW DATE

RESPONSIBLE PERSON POLICY

As per *Education and Care Services National Law and Regulations*, a responsible person must be physically in attendance at all times that the Service is educating and caring for children.

Approved providers are responsible for appointing a responsible person who is aged 18 years or older, has adequate knowledge and understanding of the provision of education and care to children, and have the ability to effectively supervise and manage an education and care service (ACECQA, 20).

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 4: STAFFING ARRANGEMENTS		
4.1	Staffing Arrangements	Staffing arrangements enhance children's learning and development
4.1.1	Organisation of educators	The organisation of educators across the service supports children's learning and development
4.1.2	Continuity of staff	Every effort is made for children to experience continuity of educators at the service
4.2	Professionalism	Management, educators and staff are collaborative, respectful and ethical.
4.2.1	Professional collaboration	Management, educators and staff work with mutual respect and collaboratively, and challenge and learn from each other, recognising each other's strengths and skills
4.2.2	Professional standards	Professional standards guide practice, interactions and relationships.
QUALITY AREA 7: GOVERNANCE AND LEADERSHIP		
7.1	Governance	Governance supports the operation of a quality service
7.1.3	Roles and responsibilities	Roles and responsibilities are clearly defined, and understood, and support effective decision making and operation of the service.

EDUCATION AND CARE SERVICES NATIONAL LAW AND NATIONAL REGULATIONS	
S.161A	Offence for nominated supervisor not to meet prescribed minimum requirements
S.162	Offence to operate education and care service unless responsible person is present
S.162A	Child protection training
S. 169	Offence relating to staffing arrangements
S. 173	Offence to fail to notify certain circumstances to Regulatory Authority

82	Environment to be free from tobacco, vaping devices, vaping substances, drugs and alcohol
83	Staff members and family day care educators not to be affected by alcohol or drugs
117A	Placing a person in day-to-day charge
117B	Minimum requirements for a person in day-to-day charge
117C	Minimum requirements for a nominated supervisor
150	Responsible Person
168	Education and care services must have policies and procedures
173	Prescribed information to be displayed
174	Time to notify certain circumstances to Regulatory Authority
177	Prescribed enrolment and other documents to be kept by approved provider

RELATED POLICIES

Code of Conduct Policy	Safe Use of Digital Technologies and Online
Health and Safety Policy	Environments Policy
Interactions with Children, Family and Staff Policy	Staffing Arrangements Policy
Privacy and Confidentiality Policy	Supervision Policy
Respect for Children Policy	Work Health and Safety Policy

PURPOSE

Our Service is committed to meeting our duty of care obligations under the Education and Care Services National Law and National Regulations to ensure a responsible person is physically on the premises at all times to ensure the health, safety, wellbeing, learning, and development of all children at the service is maintained at all times.

Our Service adopts and aligns with the [National Model Code](#) and guidelines for taking images or videos of children. (See *Safe Use of Digital Technologies and Online Environments Policy*.)

SCOPE

This policy applies to children, families, staff, educators, management, approved provider, nominated supervisor, students, volunteers and visitors of the Service.

DEFINITIONS OF RESPONSIBLE PERSON

NAME	DEFINITION
Approved provider	A person who holds a provider approval and has primary legal responsibility under the National Law and National Regulations to ensure good governance and management of the service.
Nominated supervisor	A person with responsibility for the day-to-day management of an approved service. The nominated supervisor has a range of responsibilities under the Law and Regulations that govern the operation of education and care services.
Person in day-to-day charge (PIDTDC)	A person who is physically at the service and has the role of nominated supervisor or duly appointed person. The responsible person has consented to be placed in day-to-day charge of the service but does not take on the responsibilities of the nominated supervisor rather, they ensure the consistency and continuity in practices.

IMPLEMENTATION

Our Service will ensure a responsible person will be on the premises at all times, and the details of the responsible person will be clearly visible to families and visitors at the main entry of the Service. A record of the responsible person will be documented each day via the *Responsible Person Register*.

If the responsible person leaves the premises, they will 'hand over' obligations for the role to another duly appointed person at the Service. It is vital that all handovers to a designated responsible person are documented when commencing this position throughout the day via the responsible person record. The process for determining the responsible person will be clear to all educators and staff, and procedures will be followed at all times. Both the outgoing and incoming responsible persons will ensure the displayed name of the current responsible person at the Service correctly reflects who presently holds the position.

Our Service will have one responsible person present at all times when caring for and educating children.

A responsible person can be:

- the approved provider or a person with management or control
- a nominated supervisor *or*
- a person in day-to-day charge of the service (PIDTDC)

THE APPROVED PROVIDER/MANAGEMENT WILL ENSURE A RESPONSIBLE PERSON:

- is appointed and physically on the premise at all times children are being educated and cared for
- is over the age of 18 years
- meets the minimum requirements for qualifications, experience and management capabilities
- holds a valid and current Working with Children Check
- has completed approved child protection training and is aware of the reportable conduct scheme
- has knowledge and a commitment to the National Principles for Child Safe Organisations
- has adequate knowledge and understanding of the provision of education and care to children, the Education and Care National Law and Regulations and National Quality Standard, the approved learning framework (EYLF), Family Assistance Law and administration of Child Care Subsidy
- has the ability to effectively supervise and manage an education and care service
- is a fit and proper person (as per regulatory authority conditions)
- has evidence of completing an approved diploma level education and care qualification or higher is considered as a requirement or 'actively working towards' an ACECQA approved qualification
- provides references including their current and previous employers. These will be checked, and records kept on file
- provides written consent for the position of responsible person and this is filed in staff records (not required if the approved provider is the responsible person)
- is removed from the position, if the approved provider deems the individual is no longer considered to meet the fit and proper requirements.

THE APPROVED PROVIDER/NOMINATED SUPERVISOR/MANAGEMENT WILL ENSURE:

- educators, staff, students, visitors and volunteers have knowledge of and adhere to this policy
- families are aware of this *Responsible Person Policy*
- the regulatory authority is notified 7 days prior to a **nominated supervisor** starting at the Service or within 14 days after the person has commenced the role through NQA IT System
- the regulatory authority is notified if the **nominated supervisor** changes their name or contact details; is no longer employed by the Service, has been removed from the role or withdraws their nomination
- the regulatory authority is notified of the suspension or cancellation of a Working with Children Clearance or other disciplinary proceedings held against them under an education law of a participating jurisdiction action of a nominated supervisor
- responsible person will be removed from the position should management become aware of a matter or incident which affects the ability of the person to meet the minimum requirements of the

position

- the staff register has the name of the responsible person at the Service for each time children are being educated and cared for by the Service
- a responsible person is on duty from the time the Service opens each day until the time the Service closes
- ensure that the identity of the responsible person on duty is displayed in the main entrance of the Service and is easily visible for families and visitors
- the PIDTDC interchanges with the nominated supervisor in their absence
- the individual's compliance history is taken into account prior to appointing the nominated supervisor or responsible person including compliance with:
 - the National Law
 - a former education and care services law
 - a children's services law
 - an education law
- they consider any decision under the National Law, or any other children's services or education law, to refuse, refuse to renew, suspend, or cancel a license, approval, registration, certification or other authorisation granted to the person prior to appointing a nominated supervisor
- documentation is recorded that demonstrates the individual's capacity to supervise and manage the service, this may include:
 - a Supervisor Certificate (including any conditions of the certificate),
 - resume detailing work history,
 - reference from previous employer, or
 - transcripts of courses or unit relating to staff management or administration of an education and care service
- responsible persons are aware that they have to sign off when they have finished their duty and will ensure the nominated supervisor or appointed responsible person (PIDTIC) will sign on and take on the role
- a staff record is kept recording
 - the full name, address and date of birth of the responsible person/nominated supervisor
 - evidence of relevant qualifications
 - if applicable, evidence that the responsible person/nominated supervisor is actively working towards that qualification
 - evidence of any approved training (including first aid training and child protection training)
 - verification of a Working with Children Check – identifying number and expiry date

- written consent for the position of responsible person
- all documentation and records relating to the responsible person and nominated supervisor are kept safe and secure for a period of 3 years following the employees last day of employment.

A NOMINATED SUPERVISOR/APPOINTED RESPONSIBLE PERSON WILL:

- provide written consent to accept the role of responsible person/nominated supervisor
- sign their name and hours of responsibility on the *Responsible Person Register*
- ensure that the identity of the responsible person on duty is displayed in the main entrance of the Service and is easily visible for families and visitors
- inform management (approved provider/nominated supervisor) in a timely manner in the event of absence from the Service due to leave or illness so they can be replaced by another responsible person
- ensure they have a sound understanding of the role of responsible person
- abide by any conditions placed on the responsible person
- understand that a responsible person placed in day-to-day charge (PIDTIC) of the Service does not have the same responsibilities under the National Law as the nominated supervisor
- in the case of nominated supervisor, notify the regulatory authority within 7 days of any changes to their personal situation, including a change in mailing address, circumstances that affect their status as fit and proper (such as the suspension or cancellation of a Working with Children Check card or teacher registration), or if they are subject to disciplinary proceedings.
- notify management at the Service in writing, if they wish to withdraw their consent to be a responsible person
- responsible person appointments will be recorded on the staff roster, so all educators and staff are aware of who is appointed responsible person at all times the service is open
- the nominated supervisor will advise educators and staff the educators who have been appointed as a responsible person.

CONTINUOUS IMPROVEMENT/REFLECTION

Our *Responsible Policy* will be reviewed on an annual basis or earlier if there are changes to legislation or ACECQA guidance. Feedback will be requested from children, families, staff, educators and management and notification of any change to policies will be made to families within 14 days.

- RELATED RESOURCES

Responsible Person Procedure Responsible Person Offer and Acceptance	Responsible Person Register

SOURCES

Australian Children's Education & Care Quality Authority. (2025). [Guide to the National Quality Framework](#)

Australian Children's Education & Care Quality Authority. (2024). [National Model Code for Early Childhood Education and Care.](#)

Australian Children's Education & Care Authority. (2017). [Responsible Person Requirements for Approved Providers](#)

Australian Children's Education & Care Authority. (2018). [Nominated Supervisors.](#)

Australian Children's Education & Care Quality Authority. (2024). [Guide to the National Quality Framework.](#)

Education and Care Services National Law Act 2010. (Amended 2023).

[Education and Care Services National Regulations.](#) (Amended 2023).

REVIEW

POLICY CREATED BY	Tracy Gill	Nominated Supervisor	26.11.2025
POLICY REVIEWED	NOVEMBER 2025	NEXT REVIEW DATE	NOVEMBER 202
VERSION NUMBER	V1		

RESPONSIBLE PERSON PROCEDURE

Our Service is committed to meeting our duty of care obligations under the Education and Care Services National Law and National Regulations to ensure a responsible person is physically on the premises at all times children are being educated and cared for. A responsible person is the approved provider or a person with management or control, a nominated supervisor or a person in day-to-day charge of the Service (PIDTDC).

Our Service adopts and aligns with the [National Model Code and Guidelines](#) for taking images or videos of children. (See *Safe Use of Digital Technologies and Online Environments Policy*).

Working in conjunction with the *Responsible Person Policy*, this procedure provides clear guidelines for the appointment of a responsible person in charge to ensure compliance and maintain the safety and wellbeing of children and their families at the Service.

Education and Care Services National Law or Regulations (*S.162, 164A, 169, 173; Reg.117A, 117B, 117C, 150, 168, 173, 174 and 177*) NQS QA 4 and 7: Element 4.1.1, 4.1.2, 4.2.1, 4.2.2 and 7.1.3 *Health and Governance practices and procedures*

Related Policy: *Responsible Person Policy*

RESPONSIBLE PERSON REQUIREMENTS		
The approved provider/nominated supervisor will:		
1	review the Service's <i>Responsible Person Policy</i> annually, in conjunction with families, children and educators	
2	consider if the person being nominated as a responsible person has evidence of the following requirements: - adequate knowledge, understanding and ability to provide quality education and care to children according to the National Quality Framework - knowledge of Education and Care National Law and Regulations and National Quality Standard - adequate successful experience working within the current Service or evidence of experience through personal references from previous employers - demonstrated leadership qualities - current Working with Children Check approval (or state equivalent) - current ACECQA approved Child Protection training - suitability as a fit and proper person to effectively supervise and manage an education and care Service - a satisfactory history of compliance with National Law, a former education and care Services law or a children's law or an education law; no history of refusal to renew,	

	suspend or cancel a licence, approval, registration or other authorisation granted to the person	
3	ensure a responsible person is physically on the premises at all times children are being educated and cared for	
4	appoint a nominated supervisor who consents to the roles and responsibilities to manage the day-to-day operations of the Service to meet the responsible person requirements	
5	discuss the role of being a responsible person with potential staff members	
6	appoint a person/s to be a person in day-to-day charge (PIDTDC) to meet the responsible person requirements	
7	conduct an induction with the newly appointed responsible person/PIDTDC following the <i>Responsible Person Induction Checklist</i> to ensure they are aware of the responsibilities and obligations of the role	
8	ensure the PIDTDC is to be aware they do not take on the role and duties of the nominated supervisor, however, they should be aware of the basic operations of the Service	
9	ensure the nominated supervisor and responsible person accepts and confirms the position in writing	
10	file all documentation securely at the Service, while ensuring all documentation and records relating to the responsible person and nominated supervisor are kept safe and secure for a period of 3 years following the employees last day of employment	
11	conduct an orientation with the responsible person clarifying their role and responsibilities.	
12	remove a responsible person from the role if the approved provider considers the individual no longer meets the fit and proper requirements	
13	ensure all nominated supervisors and responsible persons are aware of and strictly adhere to the National Mode Code Guidelines including: • adhering to the <i>Safe Use of Digital Technologies and Online Environments Policy</i> • only service-issued/approved devices are to be used when taking images or videos of children • personal electronic devices that can take images or videos (such as tablets, phones, digital cameras, smart watches, META glasses) and personal storage and file transfer media (such as SD cards, USB drives, hard drives and cloud storage) are not in the possession of any educator, staff member, visitor or volunteer while providing education and care and working directly with children • ensure educators, staff or volunteers submit a written request if seeking an exemption to use or have in their possession a personal electronic device for essential purposes • strict controls are in place for the appropriate storage and retention of images and videos in accordance with our <i>Record Keeping and Retention Policy</i>	

RESPONSIBLE PERSON NOTIFICATIONS

1	Management will notify the regulatory authority of a new nominated supervisor at least 7 days prior to the commencement (or as soon as practicable, but no more than 14 days after commencement)	
2	Management will notify the regulatory authority within 14 days of a suspension or cancellation of a WWCC or other disciplinary action of a nominated supervisor (S. 173(2))	
3	The nominated supervisor will advise educators and staff the educators who have been appointed as a responsible person	
4	The <i>Responsible Person Poster</i> clearly identifies the person who is the responsible person on duty. This must be displayed near the entrance to the Service for easy viewing by families and visitors.	

RESPONSIBLE PERSON REGISTER

1	Responsible person appointments will be recorded on the staff roster, so all educators/staff are aware of who is appointed as responsible person at all times the Service is open	
2	A record of the responsible person will be documented each day via the <i>Responsible Person Register</i>	
3	The responsible person will complete sign in and out on the <i>Responsible Person Register</i> and complete a hand-over with the nominated supervisor or the next responsible person on shift	

REVIEW OF PROCEDURE

Date procedure created	26.11.2025	To be reviewed	November 2026
Approved by	Tracy Gill		
Location of procedure	Policy and procedure folder		
Procedure reviewed date	Modifications/Changes		

APPENDIX: RESPONSIBLE PERSON INDUCTION CHECKLIST

1. Orientation for the responsible person role will be conducted by the nominated supervisor
2. The induction checklist will be completed and signed by the inductor and inductee
3. The responsible person will be given a copy of their induction, with the original kept in their staff file
4. The responsible person and nominated supervisor will initial each section throughout the orientation

Responsible person name		Commencement date	
Nominated supervisor name			

MANDATORY REQUIREMENTS			
Over 18 years of age	☐ Yes ☐ No	Holds approved first aid training	☐ Yes ☐ No
Qualifications		Experience	
Holds a valid Working with Children Check/Clearance	☐ Yes ☐ No	Compliance History Statement completed	☐ Yes ☐ No
Responsible person offer and acceptance signed	☐ Yes ☐ No	Completed approved child protection training course	☐ Yes ☐ No
Has adequate knowledge and understanding of education and care provisions	Provide details:		
Has the ability to effectively supervise and manage the Service	Provide details:		

ROLE AND RESPONSIBILITIES	DATE COMPLETED	REQUIRED ACTION (If applicable)	SUPERVISOR INITIALS	INDUCTEE INITIALS
Discuss the significance of the responsible person role within the Service				
Review key responsibilities as outlined within the NQF and regulations				
Explain difference between a nominated supervisor and responsible person				
Discuss how the Service adheres to the National Law, National Regulations and NQS				
Review guidelines for making informed decisions in day-to-day operations				
Explain the importance of maintaining ratios and ensuring adequate supervision				
Discuss maintaining a line of leadership while facilitating management responsibilities				
Ensure a responsible person is present at all times when children are educated and cared for				
Review responsibilities regarding handover of the responsible person role				
Discuss the process for handling visits or calls from authorised officers (regulatory authority, police etc)				
Report incidents and hazards to the nominated supervisor within the required timeframe				

Emphasise the importance of clear communication between staff, families and external agencies				
Understand child protection notification and reporting obligations				
Discuss reportable conduct requirements				
Review of National Principles of Child Safe Organisations				
National Model Code expectations				
Review of risk assessments				
Familiarise with procedures relating to emergencies, including evacuation and lockdown procedures				
Confirm knowledge of first aid equipment, incident reporting and injury management				
Respond to phone enquiries, taking details as needed				
Ensure reports of serious incidents are well-documented and communicated to nominated supervisor within 24 hours				
Ensure children are collected by authorised persons and leave the premises in accordance with National Regulations				
Handle complaints or grievances in the absence of the nominated supervisor				
Understand qualification requirements to ensure staffing obligations are met				
Follow Service opening and closing procedures				

Welcome and supervise visitors to the Service				
Ensure the 'responsible person on duty' poster is displayed at all times				

ACTION PLAN – ANY FURTHER ITEMS TO BE DISCUSSED AND FOLLOW UP	DATE COMPLETED	REQUIRED ACTION (If applicable)	SUPERVISOR INITIALS	INDUCTEE INITIALS

I acknowledge I have participated in this responsible person induction checklist with the nominated supervisor					
Inductee name		Signature		Date	
Inductor name		Signature		Date	

APPENDIX: RESPONSIBLE PERSON REGISTER

A record of the responsible person on duty will be recorded each day, any handover comments are to be documented.

REGISTER POSITION: NS = Nominated supervisor, PIDTDC = Person in day-to-day charge, AP = Approved provider

DATE	NAME OF RESPONSIBLE PERSON	TIME IN	SIGNATURE	TIME OUT	SIGNATURE	REGISTERED POSITION
Hand-Over Comments:						
Hand-Over Comments:						
Hand-Over Comments:						
Hand-Over Comments:						
Hand-Over Comments:						
Hand-Over Comments:						
Hand-Over Comments:						

SAFE ARRIVAL OF CHILDREN POLICY

Under the Education and Care Services National Regulations, education and care services must have policies and procedures in place for the safe arrival of children who travel to or from an education and care service premises [ACECQA, 2023]. This may include children traveling between our service and educational facilities such as an Outside School Hours Care service, preschool, school, family day care service or any other service which provides education and care to children.

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 2: CHILDREN'S HEALTH AND SAFETY		
2.2	Safety	Each child is protected.
2.2.1	Supervision	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.
2.2.2	Incident and emergency management	Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practiced and implemented.
QUALITY AREA 6: COLLABORATIVE PARTNERSHIPS WITH FAMILIES AND COMMUNITIES		
6.2	Collaborative partnerships	Collaborative partnerships enhance children's inclusion, learning and wellbeing.
QUALITY AREA 7: GOVERNANCE AND LEADERSHIP		
7.1	Governance	Governance supports the operation of a quality service that is child safe.
7.1.2	Management systems	Systems are in place to manage risk and enable the effective management and operation of a quality service that is child safe.

EDUCATION AND CARE SERVICES NATIONAL LAW AND NATIONAL REGULATIONS	
S. 2A	Paramount consideration—safety, rights and best interests of children
S. 3A	Paramount consideration
S. 165	Offence to inadequately supervise children
S.166A	Offence to subject child to inappropriate conduct Offences relating to inappropriate conduct
S. 167	Offence relating to protection of children from harm and hazards
S. 175	Offence relating to requirement to keep enrolment and other documents

S. 175H	Offences relating to possession or control of personal devices—approved providers and nominated supervisors
S. 175I	Offences relating to possession or control of personal devices—persons working directly with children
86	Notification to parents of incident, injury, trauma and illness
99	Children leaving the education and care service premises
102AAB	Safe arrival of children policies and procedures
102AAC	Risk assessment for the purposes of safe arrival of children policies and procedures
102C	Conduct a risk assessment for transporting children by the education and care service
102D	Authorisation for service to transport children
102E	Children embarking a means of transport – centre-based services
102F	Children disembarking a means of transport – centre-based services
122	Educators must be working directly with children to be included in ratios
123	Educator to child ratios
158	Children’s attendance record must be kept by the approved provider
160	Child enrolment records to be kept by the approved provider and family day care educator
161	Authorisations to be kept in enrolment record
168	Education and care service must have policies and procedures
170	Policies and procedures to be followed
171	Policies and procedures to be kept available
172	Notification of change to policies or procedures

RELATED POLICIES

Acceptance and Refusal of Authorisations Policy Child Safe Environment Policy Delivery of Children to, and Collection from Education and Care Service Premises Enrolment Policy Incident, Injury, Trauma and Illness Policy	Probation and Induction Orientation Policy Safe Use of Digital Technologies and Online Environments Policy Safe Transportation Policy Supervision Policy

PURPOSE

Our Service aims to ensure the safe and secure arrival and departure of all children into our Service who may be travelling to or from another early childhood service or education facility. We are committed to

identifying and minimising risks and potential hazards to ensure children are not placed at risk of harm or hazard when travelling between other educational facilities and our Service. In accordance with the National Law, the safety, rights and best interests of the child are the paramount consideration in every decision, action and risk assessment. Safe arrival procedures are critical child protection measures. Our Service maintains zero tolerance for inappropriate conduct, inappropriate discipline, inadequate supervision or practices that place children at risk of harm.

SCOPE

This policy applies to the approved provider, nominated supervisor, staff, educators, families, children, students, volunteers and visitors of our Service.

IMPLEMENTATION

The safety of children enrolled in our Service is paramount. Every reasonable precaution is taken to protect children from harm and from any hazard likely to cause injury. Appropriate safety measures have been implemented through our comprehensive risk assessment process to ensure supervision is adequate at all times including when children are travelling between our Service and an educational facility. We are advocates for children and have a strong commitment to child safety and establishing and maintaining a child safe environment.

DEFINITION:

An education or early childhood service includes a school, an education and care service (including Long Day Care, Family Day Care, Outside School Hours Care), a children's service or any other service which provides education or care to children.

Examples of travel between education or early childhood services may include, but is not limited to:

- A child travelling from our Service to school or from school to our Service
- A child travelling from our Service to preschool/kindy or from the preschool/kindy to our Service
- A child travelling from our Service to an OSHC Service or from the OSHC Service to our Service
- A child travelling from our Service to a FDC Service or from the FDC Service to our Service

SAFE ARRIVAL OF CHILDREN SPECIFIC RISK ASSESSMENT

The approved provider, in conjunction with educators of the service, will conduct a comprehensive risk assessment in order to identify any potential risk/s or hazards and ensure the safe arrival and departure of children who are travelling between our Service and an educational facility.

The risk assessment will be reviewed at least every 12 months or after being aware of an incident or circumstance where the health, safety or wellbeing of children may be compromised. All risk assessments will be regularly assessed and evaluated as to facilitate continuous improvement in our Service. If a risk concerning a child's travel is identified during the risk assessment, the approved provider must update the *Safe Arrival of Children Policy* and procedure as soon as possible. The risk assessment must be stored safely and securely and kept for a period of 3 years.

Our risk assessment will consider and include the following information:

- the age, developmental stages and individual needs of children
- the roles and responsibilities of:
 - the nominated supervisor of each service (where applicable)
 - the child's parents/family member
 - an authorised nominee listed on the child's enrolment form
 - a person authorised by a parent or authorised nominee listed on the child's enrolment form (if applicable)
 - the role and responsibilities of the service the care of which the child is entering or leaving
- communication arrangements made between the service the child is leaving from, and the service the child is entering, including arrangements if the child is missing or unaccounted for
- procedures to be followed if a child is missing or unaccounted for during travel between services
- educator to child ratios required for adequate supervision during travel between services
- the proposed route and destination, including proximity to harm and hazards
- the process for entering and exiting the service premises and the pickup location or destination (as required)
- procedures to be followed to ensure children only leave the service in accordance with written authorisation from the parent or authorised nominee listed on the child's enrolment form
- potential supervision risks including digital device distraction.

(ACECQA 2023)

THE APPROVED PROVIDER/MANAGEMENT/NOMINATED SUPERVISOR WILL:

- ensure that obligations under the Education and Care Services National Law and Education and Care Services National Regulations are met
- take reasonable steps to ensure all staff, educators, visitors, families, children follow this policy and related procedure

- provide induction and ongoing training to ensure all staff and educators understand safe arrival procedures and supervision obligations
- ensure copies of the policy and procedures are readily available and accessible to educators, staff and families
- clearly communicate any updates to policies and procedures to educators
- develop and maintain a *Safe Arrival of Children Procedure* to clearly outline roles, responsibilities and obligations for educators, families and the educational facility when children are travelling between services
- notify families at least 14 days in advance of any changes to policy or procedures - as per regulations
- conduct a risk assessment to identify any risks or hazards that may pose a risk to children's health, safety or wellbeing as they travel between our Service and an educational facility including embarking and disembarking a means of transport
- consult with staff, educators, families and children (where applicable) and relevant educational facilities, during the preparation of a risk assessment
- review the risk assessment every 12 months or after being aware of an incident or circumstance where the health, safety or wellbeing of children may be compromised
- ensure educators, staff and volunteers do not use or have access to personal mobile phones or personal electronic devices while supervising children
- prohibit the use of personal devices to capture, store or transit images or video of children
- ensure only Service-issued devices are used for authorised communication and documentation purposes
- develop open communication channels between the Service and educational facilities
- require families complete a *Safe Travel Agreement Form* prior to children travelling between our Service and educational facility
- require families to promptly notify our Service of changes to attendance or routine affecting safe arrival
- ensure educators understand their obligations under offences relating to inappropriate conduct
- respond immediately to any allegation, suspicion or report of inappropriate conduct
- implement the *Administration of First Aid and Incident, Injury, Trauma and Illness Policies* in the event of a serious incident, injury, trauma or medical emergency, including contacting emergency services and notifying parents/guardians as required, and that details are recorded on the *Incident, Injury, Trauma and Illness Record*
- review practices following an incident involving children travelling between the Service and an educational facility, including an assessment of areas for improvement

- ensure the regulatory authority is notified within 24 hours if a child is involved in a serious incident at the Service
- ensure the Service keeps accurate attendance records, including arrival times and authorised signatures in accordance with regulatory requirements.

EDUCATORS WILL:

- implement and follow documented risk assessments and procedures to ensure the safe transition and handover of children between the Service and any educational facility
- maintain active, continuous supervision during all transition and handover periods
- maintain accurate and up-to-date enrolment records for all children, including authorisations from families
- ensure accurate attendance records are kept up to date recording the following:
 - the time and date children arrive or depart our Service
 - the signature of the person who has collected or delivered the child to our Service or the signature of the nominated supervisor or educator in accordance with the *Delivery of Children to, and collection from Education and Care Service Premises Policy*
- regularly cross-check children's attendance against an accurate attendance record showing when children are within the care of the Service – strategies include conducting a head count
- implement the *Administration of First Aid and Incident, Injury, Trauma and Illness Policies* in the event of a serious incident, injury, trauma or medical emergency, including contacting emergency services and notifying parents/guardians as required
- ensure that when leaving our Service, children are given into the care of a parent, an authorised nominee named in the child's enrolment form or a person authorised by the parent or authorised nominee; or given into the care of a person in accordance with the written authorisation of the child's parent or authorised nominee
- support children to understand safe travel expectations and responsible behaviour
- ensure *Safe Travel Agreement* documentation is completed prior to children travelling between our service and an educational facility
- communicate any changes to travel routine to family members, educators and the nominated supervisor
- follow the *Safe Transportation Policy* at all times to ensure regulations are met when children embark and disembark from vehicles during travel between our Service and educational facilities (Reg. 102E, 102F).

FAMILIES WILL:

- adhere to the Service's *Delivery of Children to, and Collection from Education and Care Service Premises Policy* and *Safe Arrival of Children Policy*
- provide emergency contact details and phone numbers upon enrolment and update emergency contact details and phone numbers regularly (as required)
- communicate any changes in routine and activities that may affect the child's safe arrival or departure as soon as they are aware
- notify the Service if their child is going to be absent on a particular day or session
- complete a *Safe Travel Agreement Form* detailing circumstances where children will travel between our service and an educational facility.

MISSING OR UNACCOUNTED CHILD

Our Service will develop clear procedures to follow in case of a missing or unaccounted child who is deemed missing whilst travelling to or from our Service from an educational facility. Parents must advise Service staff as early as possible of any changes to the child's routine or activity.

If the child does not arrive at our Service at the predetermined time the nominated supervisor/responsible person or educators will:

- check the *Safe Travel Agreement Form* and any communication from the family if the child does not arrive at our Service at the pre-determined time
- contact the educational facility and confirm the child left the educational facility at the arranged time
- contact the parents or authorised nominee to determine the location of the child
- contact the nominated supervisor/responsible person to advise of the situation
- where possible, help conduct a search of the route of travel, ensuring supervision of all children within care
- liaise with Police, emergency services and parents as required
- complete an incident, injury, trauma and accident record as soon as possible.

If the child does not arrive at the educational facility at the predetermined time, our Service will:

- assist the educational facility to provide details when the child left our Service
- where possible, assist in a search of the route of travel, ensuring supervision of all children within care
- contact the nominated supervisor/ responsible person and advise of the situation
- liaise with parents and the Police/emergency services if required.

Our Service will notify the regulatory authority within 24 hours of becoming aware of a serious incident, including if a child is missing or unaccounted for when travelling between our Service and an educational facility. Failure to adequately supervise a child may constitute an offence under National Law. The Service will conduct an immediate internal review following any incident involving a missing or unaccounted child implement corrective actions as required to our policy and procedures.

CONTINUOUS IMPROVEMENT

Our *Safe Arrival of Children Policy* will be evaluated and reviewed on an annual basis or earlier if there are changes to legislation, ACECQA guidance or any incident related to our policy. Feedback will be requested from children, families, staff, educators and management, and notification of any change to policies will be made to families within 14 days.

RELATED RESOURCES

Safe Arrival of Children Procedure	Safe Travel Agreement Form
Safe Arrival of Children Risk Assessment	

SOURCES

Australian Children's Education & Care Quality Authority. (2026). [*Guide to the National Quality Framework*](#)
 Australian Children's Education & Care Quality Authority. (2023). Policies and procedures guidelines. [*Safe Arrival of Children*](#)
[Children \(Education and Care Services\) National Law \(NSW\)](#)
[Education and Care Services National Law Act 2010](#)
[Education and Care Services National Regulations 2011](#)
[Education and Care Services National Regulations \(NSW\) \(2025\)](#)

REVIEW

POLICY REVIEWED BY	Tracy Gill	Nominated Supervisor	09/04/2026
POLICY REVIEWED	APRIL 2026	NEXT REVIEW DATE	APRIL 2027
VERSION NUMBER	V2		
MODIFICATIONS	• annual policy review • merged and condensed some points to avoid repetition whilst maintaining compliance • added child safe legislation amendments- paramount consideration, inappropriate conduct, digital devices • strengthened supervision requirements • sources checked and repaired as required		

SAFE ARRIVAL OF CHILDREN PROCEDURE

Our Service aims to ensure the safe and secure arrival and departure of all children into our Service who may be travelling to or from another early childhood service or education facility. We are committed to identifying and minimising risks and potential hazards to ensure children are not placed at risk of harm or hazard when travelling between educational facilities and our Service.

Working in conjunction with the *Safe Arrival of Children Policy* this procedure provides detailed steps for educators to follow if arrangements have been made for a child to travel between our Service and an educational facility.

Examples of travel between education or early childhood Services may include, but are not limited to:

- A child travelling from our Service to school or from school to our Service
- A child travelling from our Service to preschool/kindy or from the preschool/kindy to our Service
- A child travelling from our Service to an OSHC or FDC Service or from an OSHC or FDC Service to our Service

Education and Care Services National Law or Regulations (*R. 861 102AAB, 102AAC, 102C, 102D, 158, 160, 168, 170, 171, 172*) NQS QA 2: *Element 2.1.2 and 2.2.2 Health practices and procedures, QA6: Element 6.2 Collaborative partnerships with families and communities and QA7: Element 7.1.2 Governance and Leadership*
Related Policies: *Safe Arrival of Children Policy*.

SAFE ARRIVAL OF CHILDREN PROCEDURE		
1	The approved provider, nominated supervisor and educators will review the Service's <i>Safe Arrival of Children Policy</i> annually	
2	The approved provider and nominated supervisor will ensure all new staff and educators are inducted in the <i>Safe Arrival of Children Policy</i> and procedure	
3	The approved provider, nominated supervisor and educators will ensure arrangements are made, in writing, prior to children traveling between our service and an educational facility. Families will be required to complete a <i>Safe Travel Agreement Form</i> .	
4	The approved provider, nominated supervisor and educators will ensure ratios are maintained at all times they provide education and care for children	
5	The approved provider, nominated supervisor and educators must ensure children leave our Service in accordance with written authorisation from the parent or authorised nominee listed on the child's enrolment form, in accordance with the <i>Delivery of Children to, and collection from Education and Care Service Premises Policy</i>	

6	Families are required to inform the Service of any change in attendance or routine that may affect the child's safe arrival or departure as soon as they are aware	
7	Educators will implement the <i>Administration of First Aid Policy</i> and <i>Incident, Injury, Trauma and Illness Policy</i> in the event of a serious incident, injury, trauma or medical emergency	
8	Our Service will ensure accurate attendance records are kept recording: - the time and date children arrive or depart our Service - the signature of the person who has collected or delivered the child to our service or the signature of the nominated supervisor or educator in accordance with the <i>Delivery of Children to, and collection from Education and Care Service Premises Policy</i>	
9	Educators will discuss safe travel strategies with children prior to children travelling between our service and the educational facility to ensure children are supported to feel safe and act responsibly	
10	Families will be advised to notify the Service if their child is going to be absent on a particular day or session	
11	Families will provide written consent before an educator provides assistance during travel between our Service and an educational facility	
12	The <i>Safe Travel Agreement Form</i> will detail the following information: - Child name and date of birth - Parent name and phone number - Service name, address and phone number - Educational facility name, address and phone number - Details of travel - Method of travel - One-off travel or regular travel - Written authorisation from family - Inclement weather	
13	The approved provider and nominated supervisor will ensure a review of practices is conducted following an incident, with areas of improvement identified	

RISK ASSESSMENT

1	The approved provider and nominated supervisor will complete a comprehensive risk assessment in order to ensure the safe arrival and departure of children who are travelling between our Service and an educational facility	
2	The risk assessment will be developed in consultation with educators, families and, where possible, children	
3	The approved provider and nominated supervisor will review the risk assessment at least once every 12 months	

4	The approved provider and nominated supervisor will review the risk assessment following any incident or circumstance where the health, safety or wellbeing of children may be compromised.	
5	If a risk concerning a child's travel is identified during the risk assessment, the approved provider and nominated supervisor will update the safe arrival of children policy and procedure as soon as possible.	
6	The risk assessment will contain the information as prescribed within the <i>Safe Arrival of Children Policy</i>, including but not limited to: - the age, developmental stages and individual needs of children - the roles and responsibilities of - the nominated supervisor of each service (where applicable) - the child's parents/family member - an authorised nominee listed on the child's enrolment form - a person authorised by a parent or authorised nominee listed on the child's enrolment form (if applicable) - the role and responsibilities of the service the care of which the child is entering or leaving - communication arrangements made between the service the child is leaving from, and the service the child is entering, including arrangements if the child is missing or unaccounted for - procedures to be followed if a child is missing or unaccounted for during travel between services - educator to child ratios required for adequate supervision during travel between services - the proposed route and destination, including proximity to harm and hazards - the process for entering and exiting the service premises and the pickup location or destination (as required) - procedures to be followed to ensure children only leave the service in accordance with written authorisation from the parent or authorised nominee listed on the child's enrolment form	
7	The nominated supervisor/approved provider will ensure the <i>Safe Arrival of Children Risk Assessment</i> is stored safely and securely and kept for a period of 3 years	

MISSING OR UNACCOUNTED CHILD

If the child does not arrive at the Service at the predetermined time the nominated supervisor/responsible person or educator will:

1	check the <i>Safe Travel Agreement Form</i> and any communication from the family	
2	contact the educational facility and confirm that the child left the educational facility at the arranged time	
3	contact the parents or authorised nominee to determine the location of the child	

4	contact the nominated supervisor/responsible person to advise of the situation	
5	where possible, help conduct a search of the route of travel, ensuring supervision of all children within care	
6	liaise with Police, emergency services and parents as required	
7	complete an incident, injury, trauma and accident record as soon as possible	
If the child does not arrive at the educational facility at the predetermined time, the nominated supervisor/ responsible person or educator will:		
8	assist the educational facility to provide details of when the child left the service	
9	where possible, assist in a search of the route of travel, ensuring supervision of all children within care	
10	contact the nominated supervisor/responsible person and advise of the situation	
11	Our Service will notify the regulatory authority within 24 hours of becoming aware of a serious incident, including if a child is missing or unaccounted for when travelling between our Service and an educational facility	

REVIEW OF PROCEDURE			
Date procedure created	19.11.2025	To be reviewed	November 2026
Approved by	Tracy Gill		
Procedure Reviewed Date	Modifications/Changes		

SAFE SLEEP AND REST POLICY

All children have individual sleep and rest requirements. Our objective is to meet each child's need for sleep, rest and relaxation by providing a comfortable, relaxing and safe space to enable their bodies to rest. This environment will also be closely and consistently supervised, ensuring all children are safe and feel secure our Service.

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 2: CHILDREN'S HEALTH AND SAFETY		
2.1	Health	Each child's health and physical activity is supported and promoted
2.1.1	Wellbeing and comfort	Each child's wellbeing and comfort is provided for, including appropriate opportunities to meet each child's needs for sleep, rest and relaxation.
2.2	Safety	Each child is protected.
2.2.1	Supervision	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.
QUALITY AREA 3: PHYSICAL ENVIRONMENT		
3.1	Design	The design of the facilities is appropriate for the operation of a service.
3.1.2	Upkeep	Premises, furniture and equipment are safe, clean and well maintained.

EDUCATION AND CARE SERVICES NATIONAL LAW AND NATIONAL REGULATIONS	
S. 2A	Paramount consideration—safety, rights and best interests of
S. 3A	Paramount consideration [NSW]
S. 165	Offence to inadequately supervise children
S. 166	Offence to use inappropriate discipline
S. 166A	Offence to subject child to inappropriate conduct [NSW] Offences relating to inappropriate conduct
S. 167	Offence relating to protection of children from harm and hazard
82	Environment to be free from tobacco, vaping devices, vaping substances, drug and alcohol
84A	Sleep and rest
84B	Sleep and rest policies and procedures

84C	Risk assessment for purposes of sleep and rest policies and procedures
84D	Prohibition of bassinets
87	Incident, injury, trauma and illness record
103	Premises, furniture and equipment to be safe, clean and in good repair
105	Furniture, materials and equipment
106	Laundry and hygiene facilities
107	Space requirements-indoor space
110	Ventilation and natural light
115	Premises designed to facilitate supervision
168	Education and care service must have policies and procedures
170	Policies and procedures to be followed
171	Policies and procedures to be available
172	Notification of change to policies or procedures
176	Time to notify certain information to regulatory authority

RELATED POLICIES

Administration of First Aid Policy Child Safe Environment Policy Enrolment Policy Dental Health Policy Emergency and Evacuation Policy Family Communication Policy Furniture and Equipment Safety Policy Health and Safety Policy Interactions with Children, Family and Staff Policy	Physical Environment Policy Respect for Children Policy Safe Use of Digital Technologies and Online Environments Policy Staffing Arrangements Policy Tobacco, Drug and Alcohol-Free Policy Unexpected Death of a Child or Staff Member at the Service Policy Work Health and Safety

PURPOSE

The Education and Care Services National Regulations require approved providers and nominated supervisors to ensure their services have policies and procedures in place for children's sleep and rest having regard to the ages, developmental stages and individual needs of the children. Our *Sleep and Rest Policy* will assist the approved provider, management, educators and other staff to ensure that all

children have appropriate opportunities to sleep, rest and relax in accordance with their individual needs whilst attending the Service.

The risk of Sudden Infant Death Syndrome (SIDS) for infants will be minimised by following practices and guidelines set out by the national authority on safe sleeping practice for infants and children- Red Nose (formerly SIDS and Kids). Our policy sets out quality practice and is informed by recognised and evidence-based principles. Safe sleep practices are informed by Red Nose and guidance from ACECQA.

We believe that children's safety, rights, and best interests are the paramount consideration for all Service operations, decisions and functions. Our Service has a duty of care to ensure children are provided with a high level of safety when sleeping and resting, and every reasonable precaution is taken to protect them from harm and hazard. In meeting the Service's duty of care, it is a requirement that all educators implement and adhere to this policy and associated procedures to ensure we respect and cater for each child's specific needs, and ensure all risks are appropriately addressed.

SCOPE

This policy applies to children, families, educators, staff, management, approved provider, nominated supervisor, students, volunteers and visitors of the Service.

IMPLEMENTATION

'Children have different sleep, rest and relaxation needs. Children of the same age can have different sleep patterns that nominated supervisors and educators need to consider within the Service. As per Standard 2.1 (Element 2.1.1) of the National Quality Standard, each child's comfort must be provided for and there must be appropriate opportunities to meet each child's sleep, rest and relaxation needs.' (ACECQA).

Our Service defines 'rest' as a period of inactivity, solitude, calmness, or tranquillity, and can include a child being in a state of sleep. Considering the busy and energetic nature of children's day, we feel that it is important for children to participate in a quiet/rest period during the day in order to rest, relax, and recharge their body. Effective rest strategies are important factors in ensuring a child feels secure and safe in an early childhood environment.

Our Service will consult with families about their child's individual needs, ensuring all parties are aware of the different values, cultural and parenting beliefs and practices, or opinions associated with sleep requirements.

SLEEP AND REST SPECIFIC RISK ASSESSMENT

The approved provider, in conjunction with educators of the Service, will conduct a comprehensive risk assessment to ensure all protentional hazards are identified and specify how any risks identified are managed and minimised in sleep and rest areas in line with Red Nose and ACECQA guidelines (Reg. 84A).

The risk assessment will be reviewed every 12 months or after being aware of an incident or circumstance where the health, safety or wellbeing of children may be compromised during sleep or rest. All risk assessments will be regularly assessed and evaluated to facilitate continuous improvement in our service. If a risk concerning a child's safety during sleep and rest is identified during the risk assessment, the approved provider must update the *Sleep and Rest Policy* and procedure as soon as possible. The risk assessment must be stored safely and securely and kept until the end of three years after the last date on which the child was educated and cared for.

Our risk assessment will consider and include the following information:

- the number, ages, developmental stages and individual needs of children
- the sleep and rest needs of individual children being educated and cared for (including specific health care needs, cultural preferences, sleep and rest needs of individual children and requests from families about a child's sleep and rest)
- the suitability of staffing arrangements to adequately supervise and monitor children during sleep and rest periods
- the level of knowledge and training of staff supervising children during sleep and rest periods
- the location of sleep and rest areas, including the arrangement of cots and beds within the sleep and rest areas
- the safety, cleanliness and condition of sleep equipment
- the safety and suitability of any cots, beds and bedding equipment, having regard to the ages and developmental stages of the children who will use the cots, bed and bedding equipment
- any potential hazards
 - in sleep and rest areas
 - on a child during sleep and rest periods (such as jewellery, clothing)
 - use of inclined sleep products
 - use of inclined non-sleep products
- the physical safety and suitability of sleep and rest environments (including temperature, lighting and ventilation)

- for services that provide overnight care (such as services located in hospitals catering for shift workers), the risk assessment must address management of risks relating to overnight care (ACECQA 2023)

BASSINETS

Effective 1 October 2023, approved providers and nominated supervisors must ensure bassinets are not kept on the education and care service premises. (Reg. 84D). There are no Australian Standards for bassinets and risks include the bassinet tipping over or suffocation. All staff and educators will be made aware of this regulation and policy as part of their induction process. Our Service will ensure no bassinets are used or stored within the service. Families will be informed children will not be accepted into care in a bassinet and under no circumstances will a bassinet be permitted to remain on the premises.

PORTACOTS

Portacots used in our Service must meet current mandatory Australian Standards for children's portable folding cots, AS/NZS 2195:2010, and comply with [new safety and information standards](#) introduced in July 2024.

Guidelines from the Australian Competition and Consumer Commission (ACCC) suggest that portacots are generally less robust than standard cots and must be checked regularly for damage and not used if any damage is detected. Regular checks must be made on the folding and locking mechanisms. Portacots must be used and set up as instructed including using the mattress designed specifically for the cot.

Risks associated with the use of portacots must be included in sleep and rest risk assessment. A portacot should not be used for children who can stand, shake the side of the cot or weigh more than 15 kg.

THE APPROVED PROVIDER/MANAGEMENT/NOMINATED SUPERVISOR WILL ENSURE:

- that obligations under the Education and Care Services National Law and National Regulations are met
- educators, staff, students, visitors and volunteers have knowledge of and adhere to this policy and associated procedure
- all new employees are provided with a copy of this policy as part of their induction process
- all staff, educators and casual educators are provided with sleep/rest training before supervising children
- families are aware of this *Sleep and Rest Policy*
- children's safety and wellbeing is paramount

- a sleep and rest specific risk assessment is conducted every 12 months to ensure all potential hazards are controlled in sleep or rest areas in line with Red Nose and ACECQA guidelines
- every reasonable precaution has been taken to protect children from harm and from hazards likely to cause injury. Hazards posing a risk of suffocation, choking, crushing or strangulation risk to children must be removed from the sleep and rest environment. (S.167)
- no child is subjected to inappropriate discipline or inappropriate conduct, including any form of rough handling or physical restraint to assist children to sleep or rest
- inclined sleep products or infant sleep products that swing or rock are not used within our Service
- up to date knowledge regarding safe sleeping practices is maintained and information communicated to educators and families
- families are advised that amber teething necklaces and bracelets are not to be worn by babies and young children at our Service- as per warnings by the Australian Government (2011)
- ongoing training is provided on safe sleep practices for all educators and keep a record of all such training every 12 months
- opportunities are provided for educators to participate in Red Nose professional training
- reasonable steps are taken to ensure that each child's need for sleep, rest and relaxation is provided
- consideration is given to the ages, developmental stages and individual needs of children
- a safe indoor environment for sleep and rest is provided for children that is well ventilated, has adequate natural light and can be maintained at a temperature that ensures children's safety and wellbeing and is free from all hazards including cigarette, vape and tobacco smoke (Reg. 82)
- the supervision window (or similar) is kept clear to ensure safe supervision of sleeping infants
- that sleeping infants and children are supervised continuously and that all sleeping children are always within hearing distance and observed. This involves physically checking/inspecting sleeping infants and children at regular intervals every 10 minutes and ensuring that educators are always within sight and hearing distance of sleeping and resting children so they can easily monitor a child's breathing and the colour of their skin. It is recommended that educators will not perform administrative duties that would take their attention away from sleeping/resting children- (Note: CCTV, audio monitors or heart monitors **do not** replace the need for physical checking/inspecting sleeping children)
- educators only have access to Service supplied/issued electronic devices to monitor children's sleep/rest
- children who are sleeping or resting have their face uncovered at all times
- any soft items are removed from the cot, such as blankets, pillows or toys
- information is provided to parents and families about Safe Sleep practices (see [Red Nose](#))

- all equipment and furniture used for sleep and rest is safe, clean and in good repair (Reg. 103, 105)
- there are adequate numbers of cots and bedding (including mattresses) available to children that meet Australian Standards and are only to be used for sleep and rest purposes
- all infant sleep products meet mandatory standards for design, construction, performance and testing (including products that are inclined)
- all cots used in our Service will meet the current mandatory Australian Standard for Cots (AS/NZS 2172) and will carry a label to indicate this
- sleep surfaces are checked for firmness in accordance with Australian Standard AS/NZS 8811:1:2013
- bassinets are not used or stored within the Service
- children are not accepted into care in a bassinet
- they stay up to date with ACC/Product Safety banned/recalled products and remove these immediately from the Service if required
- to negotiate sleep and rest routines and practices with families to reach agreement on how these occur for each child at the Service
- nominated supervisors and educators are not expected to endorse practices requested by a family if they differ from [Red Nose](#) safe (formerly SIDS and Kids) sleeping recommendations
- if any requirements differ from Red Nose sleeping recommendations, written authorisation from a medical practitioner will be required and shared with educators
- educators follow the *Administration of First Aid Policy* if the child's face/body appears blue and the child is not breathing, initiate first aid immediately including calling an ambulance and beginning resuscitation
- an *Incident, Injury, Trauma and Illness Record* is completed in its entirety
- the parent and the regulatory authority are notified as soon as possible and within 24 hours of a serious incident.

EDUCATORS WILL:

- have a thorough understanding of the Service's policy and procedure and embed practices to support safe sleep into everyday practice
- ensure children's safety and wellbeing is paramount
- communicate with families about their child's sleeping or rest times and the Service's policy regarding sleep and rest times
- respect family preferences regarding sleep and rest and consider these daily while ensuring children feel safe and secure in the environment. [Any sleep requirements that differ from Red Nose recommendations must be supported by a medical certificate]. Conversations with families may be

necessary to remind families that children will neither be forced to sleep nor prevented from sleeping.

- record sleep and rest patterns daily and provide information to parents/families
- consider a vast range of strategies to meet children's individual sleep and rest needs
- consider inclusion of all children and adjustments that may need to be implemented
- ensure there are appropriate opportunities to meet each child's need for sleep, rest and relaxation
- not force children to sleep, nor use inappropriate discipline, inappropriate conduct or any form of rough handling or physical restraint to assist children to sleep or rest
- respond to children's individual cues for sleep (yawning, rubbing eyes, disengagement from activities, crying etc).
- acknowledge and support children's agency, emotions, feelings and fears in regard to sleep/rest time
- develop positive relationships with children to assist in settling children confidently when sleeping and resting
- ensure that children who **do not** wish to sleep are provided with alternative quiet activities and experiences, whilst those children who **do** wish to sleep are allowed to do so, without being disrupted. If a child requests a rest, or if they are showing clear signs of tiredness, regardless of the time of day, there should be a comfortable, safe area available for them to rest. It is important that opportunities for rest and relaxation, as well as sleep, are provided.
- encourage children to dress appropriately for the room temperature when resting or sleeping [Lighter clothing is preferable, with children encouraged to remove shoes, jumpers, jackets and bulky clothing]
- encourage the use of sleeping bags with fitted neck and armholes for babies as there is no risk of the infant's face being covered
- ensure there are no loose aspects of clothing or jewellery that could entangle the child during sleep/rest (including bibs)
- give bottle-fed children their bottles before going to bed
- ensure children are not put in cots or in beds with bottles as per the *Dental Health Policy*
- securely lock cot sides into place to ensure children's safety
- create a relaxing environment for sleeping children by playing quiet relaxation music, reading stories, cultural reflection, turning off lights, and ensuring children are comfortably clothed
- monitor the room temperature to ensure maximum comfort for the children
- turn off wall-mounted heaters before children use the room for sleeping. Cot rooms may be air conditioned and maintained at an appropriate temperature.
- be aware of manual handling practices when lifting babies and young children in and out of cots.

SUPERVISION

EDUCATORS WILL:

- maintain continuous supervision and maintain educator ratios throughout the sleep period
- ensure supervision is active, effective and frequent, staff to follow our active supervision plans and ensuring staff move with the children to ensure safety and staff engagement.
- not be engaged in other duties (e.g., administrative duties) that will take their attention away from actively supervising sleeping and resting children
- ensure sleeping spaces are not dark- there needs to be sufficient light to allow supervision and to physically check children's breathing, lip and skin colour
- ensure sleeping infants are closely monitored and that all sleeping children are within hearing range and observed
- ensure physical checks of a sleeping child occur at least every 10 minutes (Note: CCTV, audio monitors or heart monitors **do not** replace the need for physical checking/inspecting sleeping children)
- physically check that the infant/child from the side of the cot (or floor mattress/toddler bed) to include:
 - breathing- rise and fall of child's chest
 - skin and lip colour
 - head position
 - body temperature
 - airway
 - head and face- ensure they remain uncovered
- ensure a record is maintained recording the time and observation of each physical check immediately after checks are made on the *Safe Sleep Record* [including all children of all age groups on our Sleep/Rest record]
- consider the circumstances and any risk factors that may mean physical checks need to be more frequent for some babies or children (e.g., children with colds, chronic lung disorders or specific health care needs that may require higher level of supervision)
- consider higher levels of supervision and conduct more frequent checks on babies or children with colds, chronic lung disorders or specific health care needs
- initiate first aid immediately including calling an ambulance and beginning resuscitation if the child's face/body appears blue and the child is not breathing

- ensure an *Incident, Injury, Trauma and Illness Record* is completed in its entirety following an incident.

PRE-SCHOOL AGE CHILDREN

EDUCATORS WILL:

- be respectful of children's individual sleep and rest requirements
- discuss children's sleep and rest needs with families and include children in decision making (children's agency)
- provide a tranquil and calm environment for children to rest by turning off lights, playing quiet relaxing music, reading stories, cultural reflection
- ensure children are comfortably clothed
- encourage children to rest their bodies and minds for 20-30 minutes
- introduce relaxation techniques into rest routine- use of a relaxation tape
- ensure children sleep with their face uncovered
- closely monitor sleeping and resting children
- provide quiet activities for children- puzzles, books, drawing if they do not fall asleep
- ensure a record is maintained recording the time and observation of each physical check immediately after checks are made on the *Safe Sleep Record* [include children of all age groups on Sleep/Rest record]
- record sleep and rest patterns to provide information to parents/families

USE AND MAINTENANCE OF COTS/SLEEP PRODUCTS

- ensure beds, cots and mattresses are used for the correct purpose of sleep and rest only
- ensure safety information and warning labels remain affixed to infant sleep products and non-inclined sleep products during its lifecycle at the Service
- ensure all equipment and furniture is safe, clean and in good repair (Reg. 103, 105)
- ensure cots comply with the following:
 - spaces between bars and mattress sides are as per regulations/guidelines (not more than 25 mm apart)
 - spaces do not pose any danger to children- arm and leg traps/finger traps
 - cots are not painted with any paint that contains lead
 - paint work of cots is not chipped when babies are teething
 - cots have high sides- from top of mattress to top side of cot should be at least 500 mm

- there are no toys, bumpers, pillows, doonas, loose bedding or fabric in the cot that could cause suffocation
- there are no sharp edges
- sleep surfaces are checked for firmness in accordance with Australian Standard AS/NZS 8811:1:2013
- bolts and screws are tight and regularly checked
- plastic packaging is removed from mattresses
- waterproof mattress protectors are strong, not torn, and a tight fit
- mattresses are not elevated or tilted
- banned/recalled products are removed immediately from the Service if required
- ensure there are no choking hazards- cords, strings, bunting in the sleep environment
- use firm, clean, and well-fitting mattresses on portable cots
- beds and mattresses are wiped over with warm water and neutral detergent or vinegar solution between each use
- children's beds and cots are arranged to allow easy access for children and staff
cots/stretchers are stored safely away from children.
- Staff will encourage children to assist them to make their own beds.
- Cots will be made on child's arrival.
- bed linen is used by an individual child and is washed before use by another child
- children rest/sleep with their beds/mattresses head to toe to minimise the risk of cross infection- consider positioning of cots, mats, cushions etc

BABIES AND TODDLERS

Recommendations sourced from ACECQA and Red Nose Australia

- Babies should always be placed on their back to sleep when first being settled. Once a baby has been observed to repeatedly roll from back to front and back again on their own, they can be left to find their own preferred sleep or rest position (this is usually around 5–6 months of age). Babies aged younger than 5–6 months, and who have not been observed to repeatedly roll from back to front and back again on their own, should be re-positioned onto their back when they roll onto their front or side.
- If a medical condition exists that prevents a baby from being placed on their back, the alternative practice should be confirmed in writing with the Service, by the child's medical practitioner.
- Babies over four months of age can generally turn over in a cot but may not always be able to roll back again. When a baby is placed to sleep, educators should check that any bedding is tucked in

securely and is not loose. Babies of this age may be placed in a safe baby sleeping bag (i.e., with fitted neck and arm holes, but no hood). At no time should a baby's face or head be covered (i.e., with linen). To prevent a baby from wriggling down under bed linen, they should be positioned with their feet at the bottom of the cot.

- Ensure any bed linen is securely tucked underneath the mattress so it cannot ride up and cover the baby's chest or cover his/her head.
- If a baby is wrapped when sleeping, consider the baby's stage of development. Leave their arms free once the startle reflex disappears at around three months of age and discontinue the use of a wrap when the baby begins rolling (usually four to six months of age). Use only lightweight wraps such as cotton or muslin.
- Ensure there is no soft bedding in baby's sleep environment (pillows, doonas, loose bedding, lambswool or soft toys)
- If being used, a dummy should be offered for all sleep periods. Dummy use should be phased out by the end of the first year of a baby's life (in consultation with parents). If a dummy falls out of a baby's mouth during sleep, it should not be re-inserted.
- Babies or young children should not be moved out of a cot into a bed too early; they should also not be kept in a cot for too long. When a young child is observed attempting to climb out of a cot, and looking like they might succeed, it is time to move them out of a cot. This usually occurs when a toddler is between 2 and 3 ½ years of age but could be as early as 18 months.
- Additional supervision is required if a child is wearing a baby sleeping bag whilst sleeping outside a cot. The sleeping suit should be removed as soon as the child wakes to avoid risk of falling and injury. (Red Nose).

PARENTS/FAMILIES WILL:

- be informed during orientation of our *Sleep and Rest Policy* and procedure
- be informed that amber teething bracelets or necklaces are not to be worn at our Service due to the risk of choking
- be provided with regular information and communication about safe sleep practices from Red Nose and any changes to our policies or procedures
- be informed that if any requirements for sleep for their child differs from Red Nose sleeping recommendations, written authorisation from a medical practitioner will be required
- be requested to provide educators with regular updates on their child's sleeping routines and patterns, especially for infants

- be required to provide specific bedding for their child each day (as detailed in enrolment information)

CONTINUOUS IMPROVEMENT/REFLECTION

Our *Sleep and Rest Policy* will be evaluated and reviewed on an annual basis, or earlier if there are changes to legislation, ACECQA guidance or any incident related to our policy. Feedback will be requested from children, families, staff, educators and management, and notification of any change to policies will be made to families within 14 days.

Key terms for additional definitions and key terms used within this policy, refer to *Key Terms – Policies and Procedures*.

Term	Meaning
ACECQA- Australian Children’s Education and Care Quality Authority	The independent national authority that works with all regulatory authorities to administer the National Quality Framework, including the provision of guidance, resources and services to support the sector to improve outcomes for children.
Adequate supervision	Adequate supervision means: • that an educator can respond immediately, particularly when a child is distressed or in a hazardous situation. • knowing where children are at all times and monitoring their activities actively and diligently
Continuous supervision	Ensure an educator is in sight and hearing of a sleeping child at all times- representing best practice (Red Nose Australia)
Infant	A young child between the ages of birth and 12 months
Rest	A period of inactivity solitude, calmness or tranquility and can include a child being in a state of sleep.
Relaxation	Relaxation or other activity for bringing about a feeling of calm in your body and mind.
Red Nose	Red Nose is Australia’s leading authority on safe sleep and safe pregnancy advice.
Sudden and Unexpected Death in Infancy (SUDI)	A broad term used to describe the sudden and unexpected death of a baby for which the cause is not immediately obvious (SIDS or Fatal sleeping accident)
Sudden Infant Death Syndrome (SIDS)	The sudden and unexpected death of an infant under one year of age with an onset of a fatal episode occurring during sleep, that remains unexplained after a thorough investigation including performance of a complete autopsy and review of the circumstances of death and the clinical history.

CHILDCARE CENTRE DESKTOP- RELATED RESOURCES

Sleep and Rest Procedure Safe Sleep and Rest Audit Safe Sleep Record	Sleep/Rest Record - Preschool Children Safe Sleep Practices Risk Assessment Action Plan

SOURCES

ACECQA. (n.d.). [Safe sleep and rest practices](#)

ACECQA. (2024). [Sleep and Rest for Children. Policy Guidelines.](#)

Australian Children's Education & Care Quality Authority. (2026). [Guide to the National Quality Framework](#)

Australian Competition and Consumer Commission (ACCC). (2022). Find out more: [Your First Steps to help parents keep their baby safe](#)

Children (Education and Care Services) National Law (NSW)

Early Childhood Australia. (2016). [Code of Ethics](#)

Education and Care Services National Law Act 2010.

Education and Care Services National Regulations. (Amended 2025)

NSW Department of Education. (2024). [Sleep and rest for children-Policy guidelines for early childhood education and care services.](#)

Red Nose: [Cot to bed safety](#)

Red Nose: [Safe Sleep and Safer Pregnancy](#)

REVIEW

POLICY REVIEWED BY	Tracy Gill	Nominated Supervisor	04/02/2026
POLICY REVIEWED	FEBRUARY 2026	NEXT REVIEW DATE	FEBRUARY 2027
VERSION NUMBER	V2		
MODIFICATIONS	• annual policy review • inclusion of statement whereby educators must ensure no child is subjected to inappropriate discipline or inappropriate conduct • clarification of wording whereby risk assessments must be conducted every 12 months • sources checked for currency and updated as required		
POLICY REVIEWED	PREVIOUS MODIFICATIONS		NEXT REVIEW DATE

SAFE SLEEP AND REST PROCEDURE

Our Service will ensure that all children have appropriate opportunities to sleep, rest and relax in accordance with their individual needs. The risk of Sudden Infant Death Syndrome (SIDS) for infants will be minimised by following practices and guidelines set out by health authorities.

This procedure, in conjunction with the *Sleep and Rest Policy*, provides detailed steps for educators to ensure a safe and secure environment is provided for children during sleep and rest periods, including the implementation of evidence-based practices to reduce the risk of SIDS and the appropriate response procedures in the event of a sleep-related incident.

Education and Care Services National Law or Regulations (*R. 84A, 84B, 84C, 84D, 87, 103, 105, 106, 107, 110, 115, 168, 170, 171 and 176*) NQS QA 2 and 3: *Element 2.1.2, 2.2.2 and 3.1.2 Health and Physical Environment practices and procedures*

Related Policy: *Sleep and Rest Policy*

TO ENSURE A SAFE AND SECURE REST TIME ENVIRONMENT FOR ALL CHILDREN		
1	The approved provider, nominated supervisor and educators will review and update the <i>Sleep and Rest Policy</i> annually	
2	Information regarding the <i>Sleep and Rest Policy</i> and procedures are available to new families as part of the enrolment process	
3	Information regarding the <i>Sleep and Rest Policy</i> and procedures are available to new and existing staff, volunteers and students through the induction and orientation program and staff handbook	
4	Educators will maintain up to date knowledge regarding safe sleeping practices and attend staff development about safe sleeping practices (Red Nose)	
5	Educators will consult with families regarding individual children's sleep and rest needs and record individual sleep/rest patterns for families each day	
6	The approved provider will ensure there are adequate number of cots and bedding available to children that meet mandatory Australian Standards	
7	The approved provider will ensure cots meet mandatory Australian Standards and carry a label to indicate this	
8	Educators will ensure that beds/mattresses and bed linen is clean and in good repair and used for the correct purpose of sleep and rest only	
9	Educators will wipe over each bed and mattress with warm water and neutral detergent or vinegar solution between each use	

10	Educators will ensure bed linen is used by an individual child and washed before use by another child	
11	The approved provider and nominated supervisor will ensure bassinets are not used or stored on the education and care service premises	
12	The approved provider, nominated supervisor and educators will ensure the rest environment, equipment and materials will be safe and free from hazards as detailed in the Service's <i>Work, Health and Safety Policy</i> and the <i>Furniture and Equipment Safety Policy</i>	
13	The approved provider will ensure an emergency cot is labelled and is available in an emergency	

SLEEP CHECKS FOR ALL CHILDREN

1	The approved provider and nominated supervisor will ensure Red Nose Australia Safe Sleeping Guidelines are displayed in the baby sleep environment	
2	Educators will ensure all children are placed in a head-to-toe position with adequate spacing between beds to minimise the possibility of cross contamination between children	
3	Educators will ensure the area for sleep and rest is well ventilated	
4	Educators will create a relaxing environment for sleeping children by playing soft relaxing music in the background, reading stories, cultural reflection, turning off lights and ensuring children are comfortably clothed	
5	Educators will sit near children who are resting and encourage them to relax and/or listen to music - Remember that children do not need to be "patted" to sleep. By providing a quiet, tranquil environment, children will choose to sleep if their body needs it.	
6	Educators will ensure the children's rest environment is free from all hazards, including cigarette or tobacco smoke	
7	Educators will ensure infants and children are supervised at all times when sleeping and resting	
8	Educators will ensure sleeping infants and children are within sight and hearing range at all times	
9	Educators will ensure infants are never left unattended when sleeping	
10	To ensure best practice, all sleeping children are monitored every 10 minutes which is documented on a <i>Sleep Check Record</i>	
11	Educators will inform families of the length of time a child sleeps during the day recorded on our OWNA app	

12	Educators will ensure children's breathing, colour of their lips and skin, body temperature, head position, child's head and face (to ensure they remain uncovered) are visually observed whilst sleeping	

TO ENSURE A SAFE AND SECURE REST TIME ENVIRONMENT FOR BABIES AND TODDLERS

1	Educators will place babies on their back to sleep. Babies aged younger than 5-6 months should be re-positioned onto their back- for babies who repeatedly roll on their own can be left to find their own preferred sleep or rest position.	
2	Educators will ensure children are placed with their feet at the bottom of the cot	
3	Educators will ensure bed linen is securely tucked underneath the mattress	
4	Educators will ensure no soft bedding is placed in the sleep environment (pillows, doonas, loose bedding, lambswool or soft toys)	
5	Educators are to use lightweight wraps if baby is wrapped to sleep. Consider leaving their arms free once the startle reflex disappears around 3 months and discontinue the use of a wrap once the baby begins rolling.	
6	Educators will remove bibs, jewellery, loose clothing and clothing with hoods before settling an infant to sleep	
7	Educators will ensure babies or toddlers will rest with their face uncovered	
8	Educators will not place children in cots or beds with bottles	
9	Educators will ensure young children are not moved from a cot to bed too early, or be kept in a cot for too long	
10	Educators will securely lock cot sides in place when children are placed in the cot	
11	Educators will check/inspect sleeping children by physically observing babies and toddlers breathing and checking the colour of their skin at regular intervals every 10 Minutes and record on the sleep check chart and supervise the rest environment as per licensing regulations/best practice standards	
12	Educators will inform families of the length of time a child sleeps during the day on a OWNA app	

TO ENSURE A SAFE AND SECURE REST TIME ENVIRONMENT FOR PRESCHOOL AGE CHILDREN		
1	Educators will be respectful for children's individual sleep and rest requirements and consult with families and children in decision making	
2	Educators will not force children to lie down or sleep	
3	Educators will create a tranquil and calm environment for children, both inside and outside, to retreat to at any time during the day to rest. Educators may play soft relaxing music in the background, read stories, turn off lights.	
4	Educators will encourage children to rest their bodies and minds for 20-30 minutes at a designated time in the daily routine. Educators will provide quiet activities for children (puzzles, books, drawing) if they do not fall asleep.	
5	Educators will allow a child to find their own sleeping position if they turn onto their side or stomach during sleep	
6	Educators will ensure children sleep or rest with their face uncovered	
7	Educators will allow children to sleep with a pillow and sheet/or blanket	
8	Educators will closely monitor sleeping children and ensure they are always within sight and hearing distance of sleeping and resting children so they can easily monitor a child's breathing and the colour of their skin and supervise the rest environment as per licensing regulations/best practice standards	
9	Educators will inform families of the length of time a child sleeps during the day	

RISK ASSESSMENT		
1	The approved provider will complete a comprehensive risk assessment in order to identify any potential risk/s or hazards and ensure the safety of all children during sleep and rest	
2	The risk assessment will be developed in consultation with educators, families and, where possible, children	
3	The approved provider will review the risk assessment annually	
4	The approved provider will review the risk assessment following any incident or circumstance where the health, safety or wellbeing of children may be compromised	
5	If a risk concerning a child's safety during sleep and rest is identified during the risk assessment, the approved provider will update the <i>Sleep and Rest Policy</i> and procedure as soon as possible	

6	The risk assessment will contain the information as prescribed within the <i>Sleep and Rest Policy</i> including but not limited to: - the age, developmental stages and individual needs of children - the sleep and rest needs of children being educated and cared for (including health care needs, cultural preferences, sleep and rest needs of individual children and requests from families about a child's sleep and rest) - the suitability of staffing arrangements to adequately supervise and monitor children during sleep and rest periods - the level of knowledge and training of staff supervising children during sleep and rest periods - the location of sleep and rest areas, including the arrangement of cots and beds within the sleep and rest areas - the safety and suitability of any cots, beds and bedding equipment, having regard to the ages and developmental stages of the children who will use the cots, bed and bedding equipment - any potential hazards - in sleep and rest areas - on a child during sleep and rest periods - the physical safety and suitability of sleep and rest environments (including temperature, lighting and ventilation) - in the case of a family day care service that provides overnight care to a child, any risks that the overnight care provided at the family day care residence or approved family day care venue of the service may pose to the safety, health or wellbeing of the child	

ADMINISTRATION OF FIRST AID PROCEDURE

1	Educators are to perform immediate First Aid if the child's face/body appears blue and the child is not breathing, including calling an ambulance and beginning resuscitation	
2	The <i>Administration of First Aid Policy</i> and procedure is to be followed	
3	The nominated supervisor will ensure an <i>Incident, Injury, Trauma and Illness Record</i> is completed in its entirety	
4	The nominated supervisor will ensure the parent and the regulatory authority are notified as soon as possible and within 24 hours of a serious incident	

TRANSITION FROM COT TO BED/MAT PROCEDURE		
1	Any child attempting to climb out of the cot will be transitioned onto a bed/mat immediately for safety reasons	
2	Educators will consult with families before transitioning children from a cot to bed/mat. Where possible a transition plan will be developed which aligns with practices used at home.	
3	Educators will monitor a child's readiness to transition from a cot to bed/mat. Indications a child may be ready to transition to a bed/mat include: • Child attempts to climb out of the cot • Child shows interest in bed/mat • Age of child (from 18 months)	
4	Educators will observe and monitor children who have transitioned from a cot to bed/mat to ensure they are settling well and sleeping safely	

REVIEW OF PROCEDURE			
Date procedure created	19.11.2025	To be reviewed	November 2026
Approved by	Tracy Gill		
Location of procedure	Policy and procedure folder /OR code in foyer		
Procedure reviewed date	Modifications/Changes		

APPENDIX: RISK ASSESSMENT ACTION PLAN – SAFE SLEEP AND REST PRACTICES

The Education and Care Services National Law requires services to ‘ensure that a risk assessment is conducted to identify potential emergencies that are relevant to the service’ (Section 97 (2) and ensure that every reasonable precaution is taken to protect children... from harm and from any hazard likely to cause injury (Section 167). Taking precautions involves carrying out risk assessments within your service to assess the risks and plan how to manage them.

Working in conjunction with the *Risk Assessment Guide* and *Sleep and Rest Policy*, this Risk Assessment Action Plan assists to ensure safe sleeping practices are implemented for all children at our service. Potential hazards or risks are identified to minimise the risk of SUDI (Sudden and Unexpected Death in Infancy) by following recommendations and guidelines as provided by the national authority on safe sleeping practice for infants and children- Red Nose Australia (formerly SIDS and Kids) and outlined within our Sleep and Rest Policy. Risk assessments should involve nominated supervisors, educators and anyone who has a duty of care for those in the service.

IN CASE OF EMERGENCY DIAL 000					
SERVICE DETAILS IN CASE OF AN EMERGENCY					
Service Name		Phone Number		Email Address	
Physical Address				Nearest Cross Street	
Nominated supervisor name		Total number of staff in attendance each day		Number of children attending each day	

The risk assessment will be reviewed at least annually or after becoming aware of an incident or circumstance where the health, safety or wellbeing of children during sleep or rest may be compromised. All risk assessments will be regularly assessed and evaluated to facilitate continuous improvement in our service.

If a risk concerning a child's safety during sleep or rest is identified during the risk assessment, the approved provider must update the *Sleep and Rest Policy* and Procedure as soon as possible. The risk assessment must be stored safely and securely and kept for a period of 3 years.

EMERGENCY SITUATION RISK ASSESSMENT STEPS – Refer to the *Risk Assessment Guide*

STEP 1	Identify the hazard or potential hazard. Use <i>Guiding Questions</i> to be aware of potential risks.
STEP 2	Assessing the risk of harm or potential harm. <i>Likelihood and Consequences</i> .
STEP 3	Risk Rating Matrix
STEP 4	Risk Assessment Action Plan
STEP 5	Evaluate and Review

STEP 1: GUIDING QUESTIONS	YES	NO	ACTION REQUIRED
Does the service have in place a policies and procedures for providing safe sleep and rest practices (Reg. 84A) [<i>Sleep and Rest Policy</i>]			
Has the <i>Sleep and Rest Policy</i> been reviewed and updated on an annual basis?			
Have staff and families been involved in the review of the <i>Sleep and Rest Policy</i> ?			
Is information regarding the <i>Sleep and Rest Policy</i> and procedures are available to new families as part of the enrolment induction			
Are risks identified within this risk assessment identified, managed and minimised to reduce harm to children?			

Do educators take into consideration the age and developmental stage when planning sleep and rest needs of individual children?			
Are appropriate opportunities to meet each child's need for sleep, rest and relaxation including providing children with comfortable spaces away from the main activity area for relaxation and quiet activities provided?			
Do educators respond to children's individual cues for sleep?			
Do educators create a relaxing environment for sleeping children by playing relaxation music, reading stories, cultural reflection, dimming lighting, and ensuring children are comfortably clothed?			
Do educators consider individual children's health care needs when planning sleep and rest?			
Do educators ensure all children are placed in a head-to-toe position with adequate spacing between beds to minimise the possibility of cross contamination between children?			
Do educators consider cultural preferences and requests from families (in accordance with Red Nose Recommendations)?			
If safe sleeping practices are to be modified (or alternative practices requested by the family) has written advice been provided by a medical practitioner?			
Do physical checks of a sleeping child occur at least every 10 minutes?			
Is the <i>Safe Sleep Record</i> completed following each physical check of a sleeping child?			
Are sleeping infants are closely monitored and all sleeping children are within hearing range and observed?			
Do educators observe children's breathing, colour of their lips and skin, body temperature, head position, child's head and face (to ensure they remain uncovered) whilst children are sleeping?			

Is adequate supervision and educator ratios maintained throughout the sleep/rest period?			
Are educators within sight and hearing distance of sleeping and resting children so they can easily monitor a child's breathing and the colour of their skin?			
Do educators ensure children who are sleeping or resting have their face uncovered at all times?			
Do educators follow current health guidelines (Red Nose Australia) for Safe Sleep Practices? - Babies are placed on their back to sleep - Keep baby's face and head uncovered - Keep baby smoke free, before and after birth - Safe sleeping environment, night and day			
Are the Red Nose Australia Safe Sleeping Guidelines displayed in all baby sleep environments?			
Have all staff undertaken current safe sleep practices training?			
Is information regarding the <i>Sleep and Rest Policy</i> and related procedures available to new and existing staff, volunteers and students through the induction and orientation program and staff handbook?			
Are all staff aware of the <i>Sleep and Rest Practices Procedure</i> ?			
Are staff aware they can contact the Red Nose Australia for more information regarding implementation of safe sleep practices?			
Is consideration provided to the location and arrangement of sleep and rest areas?			
Are beds, cots and mattresses are used for the correct purpose of sleep and rest only?			

Do all cots meet the current mandatory Australian Standard for Cots (AS/NZS 2172) and carry a label to indicate this?			
Do all portable cots meet the current mandatory Australian Standard for children's portable folding cots, AS/NZS 2195, and carry a label to indicate this?			
Are mattresses in good, clean condition and comply with Australian Standards AS/NZS Voluntary Standard (AS/NZS 8811.1:2013 Methods of testing infant products – Sleep surfaces – Test for firmness)?			
Are bassinets not used or stored within the service (reg 84D)?			
Are hammocks and prams/strollers not used for children to sleep in?			
Are beds/mattresses clean and in good repair, are they wiped over with warm water and neutral detergent or vinegar solution between each use?			
Is the bed linen clean and in good repair and not shared between children?			
Is the bed linen washed before use by another child?			
Is there are adequate number of cots and bedding available to children that meet mandatory Australian Standards?			
Does the risk assessment consider risks and potential hazards in the sleep and rest areas?			
Does the risk assessment consider risks and potential hazards for a child during sleep and rest periods?			
Is the sleep and rest environment safe and free from hazards including cigarette and tobacco smoke?			
Are areas for sleep and rest are well ventilated and have natural lighting?			

Is there sufficient lighting to allow supervision and to physically check children's breathing, lip and skin colour?			
Is the supervision window (or similar) kept clear to ensure safe supervision of sleeping infants?			
Do educators remove any loose clothing (including bibs, jewellery or loose clothing) that could entangle the child whilst resting/sleeping?			
Do educators ensure children do not wear amber teething necklaces (bracelets and necklaces of amber beads) when resting/sleeping?			
Hazards that may pose a risk of suffocation, choking, crushing or strangulation to children have been removed from the sleep environment?			
Are wall mounted heaters are turned off before children use the room for sleeping?			
Are children not placed in cots or beds with bottles?			
Is information shared with parents and families about safe sleep and rest practices?			
Are dangling cords, strings and mobiles removed from the sleeping environment?			
Pillows, doonas, loose bedding or fabric, lamb's wool, bumpers and soft toys are not used for sleeping children?			
Is the Emergency Cot labelled and can be easily removed in an event of an emergency?			
Is information regarding the <i>Sleep and Rest Policy</i> , and related procedures available to new families as part of the enrolment induction?			
Has the risk assessment been reviewed at least annually?			
Is the risk assessment reviewed following an incident or circumstance where the health, safety or wellbeing of children may be compromised?			

SLEEP AND REST (Reg 84C)		STRATEGIES	ACTION REQUIRED
1	The age, developmental stage and individual needs of the child		
2	The sleep and rest needs of children being educated and cared for (including health care needs, cultural preferences, sleep and rest needs of individual children and requests from families about a child's sleep and rest		
3	The suitability of staffing arrangements to adequately supervise and monitor children during sleep and rest periods		
4	The level of knowledge and training of staff supervising children during sleep and rest periods		
5	The location of sleep and rest areas, including the arrangement of cots and beds within the sleep and rest areas		
6	The safety and suitability of any cots, beds and bedding equipment, having regard to the ages and developmental stages of the children who will use the cots, bed and bedding equipment;		
7	Any potential hazards		
i	in sleep and rest areas		
ii	on a child during sleep and rest periods		
8	The physical safety and suitability of sleep and rest environments (including temperature, lighting and ventilation)		

STEP 2: ASSESSING THE LIKELIHOOD		ASSESSING THE CONSEQUENCES	
Almost certain	Has occurred on an annual basis (or more frequently) in the past	Critical	Extreme risk. Death or permanent disability or multiple serious injuries. Loss of or catastrophic damage to premises. Risk needs careful planning and consideration required before going ahead- consultation and guidance required-policies/procedures/external professionals (RFS, SES)
Likely	Has occurred in the past few years	Major	High risk. Complete a risk assessment and consider if risk is worth accepting. Serious long-term injury or illness could occur. Major damage to premises.
Possible	May occur at some stage (has occurred at least once in the history of the Service)	Moderate	Medium risk. Deal with the hazard as soon as possible. Complete risk assessment to implement control measures to manage and reduce risk. Medical attention may be required. Damage to premises may occur.
Unlikely	Has never occurred within the Service but has been known to infrequently occur in similar early education and care services in the local geographic area	Minor	Low risk. Deal with the hazard when able-implement effective control measures to reduce risk. First aid may be required. Minor damage to premises. Unlikely to cause long-term problems.
Practically impossible	It is not known to have occurred in any similar early education and care service within the local geographic area	Insignificant	Very low risk. Deal with the hazard when able. No first aid required. No interruption to general operations. Damage to premises unlikely.

STEP 3: RISK RATING MATRIX. Use the Risk Score Matrix to identify and assess risks. Record the Risk Ranking within the Risk Assessment below

LIKELIHOOD	CONSEQUENCE LEVEL					
		Critical	Major	Moderate	Minor	Insignificant
	Almost Certain	Extreme	Extreme	Extreme	High	Medium
	Likely	Extreme	Extreme	High	Medium	Medium
	Possible	Extreme	High	Medium	Medium	Low
	Unlikely	High	Medium	Medium	Low	Very Low
	Practically Impossible	Medium	Medium	Low	Very Low	Very Low

STEP 4A: RISK ASSESSMENT ACTION PLAN – Management of risks and potential hazards for sleep and rest areas

ITEM	EVENT OR ACTIVITY	HAZARD IDENTIFICATION (What could go wrong?)	RISK RANKING (use matrix)	ELIMINATION OR CONTROL MEASURES	RESPONSIBILITY	
					WHO	WHEN
1						

2						
3						

STEP 4B: RISK ASSESSMENT ACTION PLAN - Management of risks and potential hazards for children during sleep and rest periods

ITEM	EVENT OR ACTIVITY	HAZARD IDENTIFICATION (What could go wrong?)	RISK RANKING (use matrix)	ELIMINATION OR CONTROL MEASURES	RESPONSIBILITY	
					WHO	WHEN
1						
2						
3						

STEP 5: EVALUATE AND REVIEW

THIS SLEEP AND REST RISK ASSESSMENT HAS BEEN DEVELOPED IN CONSULTATION WITH MANAGEMENT OF THE SERVICE

Plan prepared by	Full Name		Role/Position		Signature	
Plan prepared in consultation with	Full Name		Role/Position		Signature	
Communicated to all relevant staff	Y / N	Comment if needed				
Approved provider authority	Full Name		Signature		Date	
Risk assessment evaluation and review date Monitor the effectiveness of the controls and change if necessary	Date		Actions required			
Comments						

APPENDIX: SAFE SLEEP AND REST AUDIT

To be completed every 6 months

SAFE SLEEP REQUIREMENTS	YES/NO	ACTION REQUIRED
A <i>Sleep and Rest Policy</i> is in place at the Service		
The <i>Sleep and Rest Policy</i> has been reviewed and updated on an annual basis		
Families, educators and staff are offered opportunities to participate in policy review		
Information regarding the <i>Sleep and Rest Policy</i> and procedures are available to new families as part of the enrolment induction		
Information regarding the <i>Sleep and Rest Policy</i> and procedures are available to new and existing staff, volunteers and students through the induction and orientation program and staff handbook		
Red Nose website has been checked to ensure sleep guidelines and information is current		
Red Nose Australia Safe Sleeping Guidelines are displayed in the baby sleep environment		
Infants and children are supervised at all times when sleeping and resting		
Infants are never left unattended when sleeping		
Sleeping infants and children are within hearing range and sight		
To ensure best practice, all sleeping children are monitored every 10 minutes which is documented on a <i>Sleep Check Record</i>		
Children's breathing, colour of their lips and skin, body temperature, head position, child's head and face (to ensure they remain uncovered) are visually observed whilst sleeping		
Parents are advised to discuss sleep or rest patterns or cultural practices at home to maintain continuity of these practices		
Parents are encouraged to inform educators of changes in sleep/rest patterns or in special circumstances (e.g., child had a bad night and may need additional sleep/rest)		
Parents are given feedback about children's sleep/rest patterns, particularly in distinctive circumstances (e.g., slept more than usual)		
Infants are placed on their back to sleep		
Infants are placed with their feet at the bottom of the cot		

Cot sides are locked in place to ensure children's safety		
Children's faces are uncovered at all times when sleeping and resting		
No quilts, doonas, duvets, pillows or cot bumpers are used in the cots		
Children's clothing is appropriate for sleep conditions		
Children are not placed to sleep with loose clothing or wearing jewellery (including amber necklaces)		
Children are not be put in cots or in beds with bottles		
Bassinets are not used or stored on the education and care service premises		
Cots and mattresses comply with the requirements of the Australian Standards (see www.productsafety.gov.au) and carry a label to indicate this		
Cots and children's beds are placed head to toe to prevent cross infection		
Bed linen is clean and in good repair		
Cots and mattresses are in good condition and used for the purpose intended (any broken or damaged equipment is removed from the environment and repaired/replaced as required)		
Cots and children's beds are spaced to provide access by educators and ensure physical distancing requirements (if relevant)		
Emergency Cot is labelled and can be easily removed in an event of an emergency		
Wall mounted heaters are turned off before children use the room for sleeping		
The sleep/rest environment is tranquil and calm. (e.g., familiar bedding or soft relaxation music)		
Sleep/Rest routines are flexible to meet needs of individual children (e.g., children are never forced to sleep or deprived of sleep/rest)		
Provisions are made for children who do not sleep to engage in quiet activities such as looking at books, quiet table activities, listening to music		
Areas for sleep and rest are well ventilated and have natural lighting		
Cots, mattresses and children's beds are wiped over with warm water and detergent or disinfected if required between use		
The sleep and rest environment is free from all hazards including cigarette and tobacco smoke		

The supervision window (or similar) is clear to ensure safe supervision of sleeping infants		
A risk assessment is conducted annually to ensure all potential hazards are identified, managed and minimised in sleep or rest areas in line with Red Nose and ACECQA guidelines		
Safe sleep and rest risk assessments are reviewed at least annually or after being aware of an incident or circumstance where the health, safety or wellbeing of children may be compromised		
Ongoing training is provided on safe sleep practices for all educators and a record kept of all such training		
Strengths		
Area for improvement		
Action		

Comments			
Name of Auditor			
Signature of Auditor		Date	

SAFE TRANSPORTATION POLICY

Transportation of children is sometimes provided as part of our education and care service. Compliance with the Education and Care Services National Law and Regulations is mandatory to ensure the safety of children at all times and new provisions and amendments to these regulations are reflected in our procedures and policy for transportation and the safe handover of children. We acknowledge our duty of care obligations by adhering to relevant legislation providing adequate supervision of children at all times, maintaining correct educator to child ratios, maintaining accurate attendance records and providing appropriate child restraints for children under our care.

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 2: CHILDREN'S HEALTH AND SAFETY		
2.2	Safety	Each child is protected.
2.2.1	Supervision	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.
2.2.2	Incident and emergency management	Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practiced and implemented.

EDUCATION AND CARE SERVICES NATIONAL LAW AND NATIONAL REGULATIONS	
S. 51(4A)	The approved provider must ensure that the number of children educated and cared for by the service at any one time does not exceed the maximum number of children specified in the service approval
S. 165	Failure to adequately supervise children
S. 167	Failure to take reasonable precautions to protect children from harm and hazards
4 (1)	Definition regular transportation
24(ha)	Application for service approval—centre-based service A description of any proposed regular transportation of children by or arranged by the education and care service
85	Incident, injury, trauma and illness policies and procedures
89	First Aid Kits
98	Telephone or other communication equipment
99	Children leaving the education and care service premises
100	Risk assessment must be conducted before excursion
101	Conduct a risk assessment for excursion

102	Authorisation for excursion
102A	Transportation of children other than as part of an excursion
102B	Transport risk assessment must be conducted before service transports child
102C	Conduct of risk assessment for transporting of children by the education and care service
102D	Authorisation for service to transport children
102E	Children embarking a means of transport – centre-based services
102F	Children disembarking a means of transport – centre-based services
122	Educators must be working directly with children to be included in ratios
123	Educator to child ratios-centre-based services
136	First aid qualifications
151	Record of educators working directly with children
158	Children's attendance record to be kept by approved provider
161	Authorisations to be kept in enrolment record
168	Education and care service must have policies and procedures
168(2)(ga)	Education and care service must have policies and procedures (transportation)
170	Policies and procedures to be followed
171	Policies and procedures to be kept available
172	Notification of change to policies or procedures
175(2)(f)(g)	A notification must be made to the regulatory authority if regular transportation starts or ceases being provided or arranged by the service
177(1)(o)(p)	Prescribed enrolment and other documents to be kept by the approved provider a record of children embarking a means of transport at the education and care services premises as set out in regulation 102E(4)(c); a record of children disembarking a means of transport at the education and care service premises as set out in regulation 102F(4)(d)
183	Storage of records and other documents

RELATED POLICIES

Acceptance and Refusal of Authorisations Policy	Excursion and Incursion Policy
Administration of First Aid Policy	Incident, Injury, Trauma and Illness Policy
Behaviour Guidance Policy	Medical Conditions Policy
Child Protection Policy	Record Keeping and Retention Policy
Child Safe Environment Policy	Responsible Persons Policy
Delivery of children to, and collection from	Safe Arrival of Children Policy
Education and Care Service Premises	Safe Use of Digital Technologies and Online
Emergency and Evacuation Policy	Environments Policy
Enrolment Policy	Work Health and Safety Policy

PURPOSE

The *Education and Care Services National Regulations* requires approved providers to ensure their services have policies and procedures in place in relation to the safe transportation of children and take reasonable steps to ensure those policies and procedures are followed (Reg. 170).

[ACECQA, 2021]

We aim to ensure that all children being educated and cared for by our Service are adequately supervised at all times. This includes ensuring educator to child ratios are met whenever and wherever the service is operating including providing or arranging transportation as part of our service activity. We are committed to complying with all relevant regulations to support the safe travel of children as part of our Service, including excursions, single trips and regular transportation. This includes ensuring the safe use of digital technologies and online environments during transport, in line with our policies to protect children's privacy, safety and wellbeing.

SCOPE

This policy applies to children, families, staff, management, the approved provider, nominated supervisor, students, volunteers and visitors of the Service.

IMPLEMENTATION

The safety of children enrolled at our Service is paramount. Every reasonable precaution is taken to protect children from harm and from any hazard likely to cause injury. Appropriate safety measures have been implemented through our comprehensive risk assessment process to ensure supervision is adequate at all times including transportation. Educator to child ratios is adhered to in addition to ensuring the maximum numbers on the service approval are not breached at any time. Adequate supervision is therefore not static as it is dependent upon a range of considerations documented in risk

assessments. Procedures are in place to ensure a nominated supervisor or staff member is present and accounts for each child (and make a record) when children embark and disembark the vehicle at the service premises and the interior of the vehicle is thoroughly checked to ensure no child is left behind.

DEFINITIONS

Excursion: an outing organised by an education and care service

Regular outing: in relation to an education and care service, means a walk, drive or trip to and from a destination

- (c) that the service visits regularly as part of its educational program; and
- (d) where the circumstances relevant to the risk assessment are *substantially* the same on each outing

Regular transportation: in relation to an education and care service, means the transportation by the service or arranged by the service (other than as part of an excursion) of a child being educated and cared for by the service, where the circumstances relevant to a risk assessment are the same for each occasion on which the child is transported.

Transportation (that is part of the education and care service): Transportation forms part of an education and care service if the service remains responsible for children during the period of transportation. The responsibility for, and duty of care owed to, children applied in scenarios where services are transporting children, or have arranged for the transportation of children, including between an education and care service premises and another location, for example their home, school or a place of excursion.

Transition: In relation to the day-to-day process of moving between the service and a range of different education and care settings or from the education and care setting to a school setting.

Written authorisation: authorisation given by a parent or other person named in the child's enrolment record as having authority to authorise the child being transported by the service or on transportation arranged by the service. If the transportation is regular transportation, the authorisation is only required to be obtained once in a 12-month period. When there is a change in circumstances relevant to the risk assessment for regular transportation, updated written authorisation must be obtained from families before transportation resumes. The Service will notify families of the change in circumstances and provide an updated authorisation form for families to complete, which must be returned prior to the next scheduled transportation.

The authorisation must state:

- a) the child's name; and
- b) the reason the child is to be transported; and
- c) if the authorisation is for a regular outing, a description of when the child is to be taken on the regular outings; and
- d) if the authorisation is **not** for a regular transportation, the date the child is to be transported; and
- e) a description of the proposed pick-up location and destination; and
- f) the means of transport; and
- g) the period of time during which the child is to be transported; and
- h) the anticipated number of children likely to be transported; and
- i) the anticipated number of staff members and any other adults who will accompany and supervise the children during the transportation; and
- j) any requirements for seatbelts or safety restraints under a law of each jurisdiction in which the children are being transported; and
- k) that a risk assessment has been prepared and is available at the education and care service; and
- l) that written policies and procedures for transporting children are available at the education and care service.

TRANSPORT SPECIFIC RISK ASSESSMENT

As per the Education and Care Services National Law, our Service will '*ensure that every reasonable precaution is taken to protect children...from harm and from any hazard likely to cause injury*' (Section 167). Our Service will conduct comprehensive transport specific risk assessments to minimize and manage all potential risks for transporting children before authorisation is sought to transport a child. [Reg. 102B, 102C, 102D (4)].

A risk assessment will be undertaken at least annually for '*regular transportation*' of children. Each time our Service transports, or arranges, the transport of children as part of an excursion, a new risk assessment will be conducted. All risk assessments will be regularly assessed and evaluated as to facilitate continuous improvement in our Service.

Our risk assessment process is guided by the following:

- **identify** any hazards or potential hazards that the transportation of a child may pose a risk to the safety, health and wellbeing of the child

- **assess** the risk of harm or potential harm using a risk matrix
- **specify how the identified risks will be managed** by eliminating or minimising the impact using control measures
- **evaluate** the current risk or potential harm by implementing control measures
- **review** and monitor the risk or potential harm to ensure it continues to be managed as a low risk

source: Safe Transportation of Children ACECQA (2023)

Our risk assessment will consider:

- a) the proposed route and duration of the transportation; and
- b) the proposed pick-up location and destination; and
- c) the means of transport; and
- d) any requirements for seatbelts or safety restraints (as per the law of our jurisdiction); and
- e) any water hazards; and
- f) the number of adults and children involved in the transportation; and
- g) given the risks posed by transportation, the number of educators or other responsible adults to provide supervision and whether any adults with specialised skills are required; and
- h) whether any items should be readily available during transportation (mobile phone, list of emergency contact numbers) and
- i) the process for entering and exiting-
 - i. the education and care service premises; and
 - ii. the pick-up location or destination (as required); and
- j) procedures for embarking and disembarking the means of transport, including how each child is to be accounted for on embarking and disembarking.

Additional considerations may include:

- the experience of the driver and licensing conditions for the vehicle
- the age, ability, needs and skills of children being transported (non-ambulant, infants)
- the experience of the adults involved in transportation and their capacity for supervising children
- movement of children between the vehicle and venues
- traffic conditions
- extreme weather conditions or natural disasters
- environmental hazards such as temperature extremes, smoke
- communication to/from the vehicle- mobile phone reception
- health needs of all children and adults
- first aid provision and management of illness, injuries and emergencies

- child safe practices.

source: NSW Government Kids and Traffic (2020)

THE APPROVED PROVIDER WILL NOTIFY THE REGULATORY AUTHORITY:

- that the Service will offer or arrange transportation as part of the service approval application
- within seven (7) days if there is a change to the regular transportation provided or arranged by the service, including if the regular transportation is no longer provided.

THE APPROVED PROVIDER/NOMINATED SUPERVISOR WILL ENSURE:

- obligations under the *Education and Care Services National Law and National Regulations* are met
- every reasonable precaution is taken to protect children from harm and hazards likely to cause injury
- all staff and driver (s) are aware of and inducted in the *Safe Transportation Policy* and procedure and have completed practical training relating to safe transportation of children
- all staff, volunteers and students follow the *Safe Transportation Policy* and procedure
- information related to the safe transportation of children is shared with all staff to assist management fulfill their roles responsibly
- a copy of any training undertaken by staff related to practical training of safe transportation is kept at the Service
- any updates to policies, procedures and risk assessments are clearly communicated to all staff
- roles and responsibilities are clearly communicated with educators
- relevant criminal history requirements and Working with Children Checks (WWCC) are verified for any person transporting children. WWCC is recorded in staff records.
- any allegation of misconduct of an educator or staff member will be reported immediately to management of the Service as per the Reportable Conduct Scheme detailed in our *Child Protection Policy* and/or *Child Safe Environment Policy and Code of Conduct Policy*
- risk assessments are carried out prior to seeking authorisation for transporting children, including excursions where transport is arranged by the Service
- risk assessments for 'regular transportation' are:
 - evaluated regularly or whenever a change of circumstances warrants a new assessment- e.g.: route change of vehicle due to roadworks, additional pick-up points or new provider of transport, to ensure potential risks are identified and managed
 - reviewed at least annually
- details of the safest route for travel, type of vehicle and required restraints are included in the risk assessment

- a designated driver is nominated as the person who will be responsible for driving the vehicle
- the designated person driving the vehicle/bus holds a current Australian driver's licence
- each driver completed a *Driver Declaration* to confirm they hold a suitable licence, are fit to drive and are committed to following Service policies and procedures whilst operating the vehicle
- under no circumstances will the driver and educators/employees supervising children be under the influence of alcohol or drugs
- families are advised fully of transportation details such as pick up/drop up locations, educator to child ratios, procedures for communicating changes of attendance
- families are encouraged to communicate changes to attendance as soon as possible via **email**
- to explicitly communicate attendance, register procedure with all stakeholders (school, parents, educators)
- procedures for the safe handover of children between the Service and other educational site is documented correctly and communicated clearly with all stakeholders
- messages from families regarding attendance changes to pick up or drop offs are communicated to the designated educator/educators
- every effort will be made to notify parents/carers of delays returning to the Service if applicable
- parents/guardians complete a written authorisation for all transportation provided by the Service, including regular transportation, of their child and a copy of this is filed in the child's enrolment record/ attached to the enrolment form
- authorisations relating to transport, including transport provided for an excursion are complete, accurate and current and include details as described in the definition section '*Written Authorisation*'
- a designated educator, who is not the driver, is nominated as the person who will be responsible for accounting for each child before, during and after transportation and ensuring relevant records are completed immediately
- children are instructed on processes for entering and exiting the service premises and are aware of the pick-up and destination locations
- a *Vehicle Safety Report* is accurately completed before each use of the vehicle for transporting children
- an *Emergency Transport Folder*, including emergency details for the Service, children and staff, is completed prior to any transport provided to children
- the *Transport Checklist* is completed each time transportation is provided to children
- A *Transportation Attendance Record* is provided to the designated educator prior to leaving the service to record:
 - children's attendance on the vehicle

- how children are accounted for as they embark and disembark on the vehicle
 - a final check of the vehicle, including the interior, to ensure no child is left on the vehicle
 - children are signed into or out of the attendance record upon delivery or collection of a child to the Service in accordance with the *Delivery of Children to, and Collection from Education and Care Service Premises Policy*
 - where digital devices are used during transportation, they must be used in accordance with the *Safe Use of Digital Technologies and Online Environments Policy*
 - attendance checks or head checks are conducted regularly, including prior to leaving the Service, when embarking the vehicle, after disembarking the vehicle, upon entering the Service
 - children wear approved seatbelts/restraints whilst the vehicle is in motion in accordance with NSW Road Rules and Road Transport Act
 - the nominated supervisor or other staff member (other than the driver) ~~a secondary educator~~ conducts a final sweep of the vehicle, including the interior of the vehicle, to ensure there are no children or belongings left behind and confirms the check by signing the *Transportation Attendance Record* immediately
 - a second educator confirms the interior of the vehicle was checked and has signed the *Transportation Attendance Record* (best practice)
 - children exit the vehicle using the 'safety door'
 - rehearsals for transportation of children are conducted throughout the year as 'best practice'
 - education on road safety for children is included in the Service's programming (for example Kids and Traffic, Vic Roads Primary School roads information)
 - safety rules are developed with children to ensure a clear understanding of appropriate and inappropriate behaviour, including correct wearing of seat belts
 - educator to child ratio requirements are maintained at all times, including when children are being transported as part of the Service activity
 - a record of staff working with directly with children (Reg. 151) is kept
 - children are never left unattended in the vehicle
 - the maximum number of children approved for a service as confirmed on the Service approval is adhered to no matter where the children are located, including when they are being transported by the Service [S. 51(4A)]
 - effective and adequate supervision is provided when children are being transported, including prior to embarking or disembarking the vehicle, whilst in the vehicle and when the vehicle is moving.
- Consideration must include:
- the number, age and developmental ability of children

- the requirements of individual children
 - visibility and accessibility
 - physical positioning of educators
 - risks related to the mode of transportation (including travel on foot)
 - risks in the environment, location, route and while travelling
 - the experience, knowledge and skill of each educator
 - the capacity of an educator to immediately respond to a situation requiring urgent intervention
- when transportation is provided by the Service, staff rosters are planned to ensure adequate supervision and that at least one staff member in each vehicle holds appropriate first aid qualifications (see below) (Reg. 136)
 - at least one staff member accompanying children during transportation holds:
 - an approved first aid qualification and
 - a current approved Cardiopulmonary Resuscitation (CPR)
 - a current approved anaphylaxis management training qualification and
 - an approved emergency asthma management training qualification.
 - an easily recognised and suitably equipped first aid kit is easily accessible during transportation
 - educators carry medication, health plans and risk assessments for individual children
 - the *Administration of First Aid Policy* is implemented in the event of a serious incident, injury, trauma or medical emergency, including contacting emergency services (in the first instance) and notifying parents/guardians as soon as practical and the regulatory authority within 24 hours
 - flow charts for procedures of what to do in case of an emergency (missing or unaccounted child) are clearly communicated with all stakeholders regularly, including implementation of the *Missing Child During Regular Transportation Procedure*
 - a working mobile phone or other similar means of communication to communicate with the Service, parents/carers is provided in case of emergency
 - educators and staff follow procedures in the event of an emergency or vehicle breakdown, see *Safe Transportation Procedure*
 - a review of practices is conducted following any incident involving transportation provided by the Service, including an assessment of areas for improvement
 - ensure the regulatory authority is notified within 24 hours if a child is involved in a serious incident, including while being transported, at the Service

- documents and records relating to safe transportation of children, including *Transportation Attendance Record* and *Transport Checklist*, are stored securely and kept for a period of 3 years after that child's last date of attendance as per *Record Keeping and Retention Policy*.

THE DESIGNATED EDUCATOR/ DESIGNATED DRIVER/ EDUCATORS WILL ENSURE:

- they adhere to the *Safe Transportation Policy* and participate in practical training relating to the safe transportation of children
- a *Driver Declaration* form is completed to confirm they hold a suitable licence, are fit to drive and are committed to following Service policies and procedures whilst operating the vehicle
- their driver's licence is current and the driver is in a fit and proper state to drive
- if driving larger vehicles to transport children they hold the relevant licence for the vehicle classification
- they are aware of their roles and responsibilities while providing transportation for children
- a Risk Assessment has been completed in accordance with the requirements as outlined above
- a *Vehicle Safety Report* is accurately completed before each use of the vehicle for transporting children
- every reasonable precaution is taken to protect children from harm and from any hazard likely to cause injury
- effective and adequate supervision is provided when transporting children
- educator to child ratio requirements are maintained at all times, including when children are being transported as part of the service activity
- attendance checks or head checks are conducted regularly, including prior to leaving the Service, when embarking the vehicle, after disembarking the vehicle, upon entering the Service
- children do not participate in transport activities unless written authorisation has been provided
- children are never left unattended in the vehicle
- they adhere to the road rules and regulations mandated by law within each state/territory
- safety rules are discussed and developed with children to ensure a clear understanding of appropriate and inappropriate behaviour, including correct wearing of seat belts
- children remain seated and do not behave in a dangerous or inappropriate manner
- children wear approved seatbelts/restraints whilst the vehicle is in motion in accordance with NSW Road Rules and Road Transport Act
- the vehicle is parked in a secure and safe location for children to access
- the number of passengers does not exceed the legal requirement
- a working, fully charged mobile phone is taken in case of an emergency

- the *Administration of First Aid Policy* is implemented in the event of a serious incident, injury, trauma or medical emergency, including contacting emergency services (in the first instance) and notifying parents/guardians as required
- a fully equipped first aid kit is easily accessible
- the *Missing Child During Regular Transportation Procedure* is followed in the event a child is deemed missing or unaccounted for
- medication, health plans and risk assessments for individual children are available during transportation
- educators and designated drivers wear a high visibility vest
- a list of emergency contact numbers for the children and staff being transported is available
- every effort will be made to notify parents/carers of delays returning to the Service if applicable
- messages from families regarding children's attendance changes to pick up or drop offs are communicated effectively and timely to educators travelling with children
- documents and records relating to safe transportation of children, including *Transportation Attendance Record* and *Transport Checklist*, are completed immediately
- the *Transportation Attendance Record* is completed immediately to record how each child was accounted for as they embark or disembark from the vehicle during transportation
- the nominated supervisor or other staff member (other than the driver) conducts a final sweep of the vehicle, including the interior of the vehicle, to ensure there are no children or belongings left behind (best practice)
- procedures are followed in the event of an emergency or vehicle breakdown, see *Safe Transportation Procedure*.

TRANSPORTATION ATTENDANCE RECORD KEEPING [Reg:177 (1)(o)(p)]

The designated driver and designated educator will ensure:

- the *Transport off Checklist* is completed each time transportation is provided to children
- the *Transportation Attendance Record* is completed to record:
 - each child is signed into the *Transportation Attendance Record* and Service attendance record upon collection, noting the time children enter the vehicle (for collection from school/home)
 - each child is signed out of the *Transportation Attendance Record* and Service attendance record noting the time children exit the vehicle (delivery of children to school/home)
 - each child is accounted for as they embark and disembark from the vehicle during transportation

- that once all children have exited the vehicle/bus, a final sweep of the vehicle is conducted by the designated educator/ nominated supervisor, including the interior of the vehicle, checking around and under seats, storage areas and under the vehicle to ensure there are no children or belongings left behind
- a secondary educator conducts a final sweep of the vehicle, including the interior of the vehicle, checking around and under seats, storage areas and under the vehicle to ensure there are no children or belongings left behind (best practice)
- a second educator will confirm the interior of the vehicle was checked and sign the *Transportation Attendance Record* (best practice).

SAFE MAINTENANCE OF TRANSPORTATION VEHICLE

THE APPROVED PROVIDER/ NOMINATED SUPERVISOR/ DESIGNATED EDUCATOR/ DESIGNATED DRIVER/EDUCATORS WILL ENSURE:

- the transportation vehicle is fitted with the required seat belts and child restraints, ensuring the correct car seat is appropriate for a child's size and age, approved by the Roads and Traffic Authorities (see Rule 266 of the Australian Road Rules)
- car seats are correctly fitted and checked annually by an authorised restraint fitter or at an authorised fitting station (best practice)
- there are sufficient seat belts installed for all passengers in accordance with current Australian Safety Standards- (AS/NZS 1754)
- the vehicle has enough fuel to transport the children each day as in accordance with schedule
- the vehicle is registered, roadworthy and insured (general legal requirements and best practice standards are adhered to)
- the vehicle undergoes regular servicing in accordance with manufacturer guidelines
- any repairs are completed as soon as possible by a qualified mechanic
- checks of the vehicle should be recorded, signed by the relevant person and kept for inspection by the regulatory authority
- drivers hold a current Australian driver's licence, licenced to carry the required number of passengers for the vehicle
- in the event of any mechanical or other breakdown, children will be kept safe, comfortable and occupied with suitable activities
- every effort will be made to notify parents/carers of delays returning to the Service if applicable.

FAMILIES WILL:

- adhere to the Service's *Delivery of children to, and Collection from Education and Care Service Premises Policy* and *Safe Transportation Policy*
- communicate any change in transportation requirements for their child with the Service soon as they are aware (for example: no transport is required on a particular day as the child has returned home from school due to illness)
- notify the Service if their child is going to be absent on a particular day and not require transport
- ensure written authorisation for transportation of their child by the Service is granted by either the parent or authorised nominee named in the child's enrolment record
- provide emergency contact details and phone numbers upon enrolment and update emergency contact details and phone numbers regularly
- sign attendance record upon delivery or collection of a child to the Service in accordance with the *Delivery of Children to, and Collection from Education and Care Service Premises Policy*
- be encouraged to promote safe transportation practices with their child, such as using seat belts.

RELATED RESOURCES:[Kids and Traffic- Early Childhood Road and Safety Education Program](#)

- Transporting children safely- Guidance on Understanding safe transport and travel requirements for education and care service providers (2020).
- Safe Travel and Transport- Advice for working with children, families, schools and communities (2020).

CONTINUOUS IMPROVEMENT/REFLECTION

Our *Safe Transportation Policy* will be reviewed on an annual basis in consultation with children, families, staff, educators and management.

- RELATED RESOURCES

Driver Declaration	Transportation Attendance Record
Emergency Transport Folder	Transportation Authorisation
Employee Induction Checklist	Transport Checklist
Missing Child During Regular Transportation Procedure	Transportation Rehearsal Record
Safe Travel Agreement Form	Transportation Risk Assessment
Safe Transportation Procedure	Vehicle Safety Report

SOURCES

Australian Children's Education & Care Quality Authority. (2025). [Guide to the National Quality Framework](#)

ACECQA. (2023). [Policy and Procedure Guidelines. Safe Transportation of Children.](#)

ACECQA. (2023). [Fact sheet. Changes to Regular Transportation of Children](#)

ACECQA. (2023). [Risk Assessment and management- Safe Transportation of children safety checklist and regular transportation record form.](#)

ACECQA. (2023). [Guidance for Adequate Supervision During Transportation.](#)

ACECQA. (2023). [Minimising the Risk of Children Being Left Behind in Vehicles.](#) NQF Review 2019

Australian Government Department of Education. [Belonging, Being and Becoming: The Early Years Learning Framework for Australia. V2.0, 2022](#)

Childhood Australia Code of Ethics. (2016).

Education and Care Services National Law Act 2010. (Amended 2023).

[Education and Care Services National Regulations.](#) (Amended 2023)

Kids and Traffic Early Childhood Road Safety Education Program (NSW)

Road Transport (Safety & Traffic Management) Act 1999.

Queensland Government Early Childhood Education and Care (2021) [Transportation Look before you Lock](#)

Vic Roads- Primary school road safety education resources

REVIEW

POLICY CREATED BY	Tracy Gill	Nominated Supervisor	18.11.2025
POLICY REVIEWED	NOVEMBER 2025	NEXT REVIEW DATE	NOVEMBER 2026
VERSION NUMBER	V1		

SAFE TRANSPORTATION PROCEDURE

Every education and care Service is required to have appropriate policies, procedures, risk assessments and authorisations in place when providing or arranging transportation for children enrolled. *Education and Care Services National Regulations* 100-102 and 102A-102F, require the approved provider to ensure that transportation policies and procedures include:

- Conducting risk assessments for all excursions where transportation is provided
- Obtaining written authorisations from parents/guardians prior to children leaving the Service
- Ensuring authorisations include specific transportation details
- Including transport specific considerations in all risk assessments, conducted prior to transportation taking place
- Notifying the regulatory authority if the Service begins to provide or ceases to provide regular transportation
- Implementing and recording supervision and attendance checks as children embark and disembark vehicles at the service
- Meeting staff qualification requirements for those supervising children during transportation

Working in conjunction with the *Safe Transportation Policy*, this procedure provides detailed steps for educators to ensure a high level of supervision and safety for all children whenever and wherever the Service is providing or arranging transportation as part of our Service activity.

Education and Care Services National Law or Regulations (S. 51, 165, 167. R.4, 24, 85, 89, 98, 99. 100, 101, 102A, 102B, 102C, 102D, 102E, 102F, 122, 123, 136, 158, 161, 168(2)(g), 170, 177, 183) NQS QA 2: Element 2.2, 2.1.2 & 2.2.2 Health practices and procedures

Related Policy: *Safe Transportation Policy*

SAFE TRANSPORTATION PROCEDURE		
The approved provider and nominated supervisor will:		
1	review the Service's <i>Safe Transportation Policy</i> annually to ensure awareness of safe transportation practices in collaboration with educators, staff, families and children	
2	provide parents/guardians with a copy of the Service's <i>Safe Transportation Policy</i> and procedures upon enrolment	
3	inform educators and staff of the <i>Safe Transportation Policy and procedures</i> during orientation and induction	
4	ensure educators and staff supervising and accompanying children during transportation excursions or events receive practical training on excursion and safe transportation procedures prior to leaving the Service	

5	keep records of inductions and regular training completed by educators and staff	
6	ensure the driver, educators and volunteers travelling in the vehicle are aware of their roles and responsibilities while providing transportation for children	
7	verify working with children checks for all educators, staff and volunteers (best practice for volunteers) for any person transporting children, including the designated driver of the vehicle, and will ensure WWCC records are kept at the Service	
8	ensure at least one staff member accompanying children during transportation holds: • an approved first aid qualification • a current approved anaphylaxis management qualification • an approved emergency asthma management qualification	
9	ensure under no circumstances will the driver and educators/employees supervising the children be under the influence of alcohol or drugs. This is inclusive of medication that has a sedative effect.	
10	ensure the regulatory authority is informed within 7 days via the NQAITS that the Service offers or arranges transportation	
11	provide a <i>Transportation Attendance Record</i> to the designated educator prior to leaving the service to record: • children's attendance on the vehicle • how children are accounted for as the embark and disembark on the vehicle • a final check of the vehicle, including the interior, to ensure no child is left on the vehicle	
12	ensure accurate attendance records are kept documenting: • the time and date children arrive or depart our Service • the signature of the person who has collected or delivered the child to our service or the signature of the nominated supervisor or educator in accordance with the <i>Delivery of Children to, and collection from Education and Care Service Premises Policy</i>	
13	ensure written authorisation is obtained by authorised persons nominated on the child's enrolment form prior to children traveling on transport provided for or arrange by the Service, in accordance with the <i>Delivery of Children to, and collection from Education and Care Service Premises Policy</i>	
14	ensure information related to procedures and route taken will be included in the written authorisation (as per Regulation 102D)	
15	inform families of procedures for communicating changes to attendance. Families are encouraged to notify the Service of any changes to attendance via email or phone as soon as possible.	
16	inform families of transport details, such as pick up or drop off locations, educator to child ratios and any delays or changes to the travel schedule	
17	ensure ratios are maintained at all times transport is provided for	

18	ensure the number of educators needed whilst transporting children will be determined by the risk assessment and consider: - the number, age and developmental ability of children - the requirements of individual children - each child's activity - visibility and accessibility of children - risks related to the mode of transportation (including when travelling by foot) - educator's experience, knowledge and skill - the capacity of an educator to immediately respond to a situation requiring urgent intervention - compliance with National Law and National Regulations	
19	support educators to discuss safe travel strategies with children prior to children travelling to ensure children are supported to feel safe and act responsibly	
20	ensure educators are aware of and follow the <i>Missing Child During Regular Transportation Procedure</i> in the event a child is deemed missing or unaccounted for at any time while being transported or arranged by the Service	
21	ensure educators and staff are aware to report any concerns immediately to the nominated supervisor or responsible person, including staff who may be under the influence of drugs or alcohol or staff not following Service policies and procedures	
22	ensure the <i>Administration of First Aid Policy</i> and <i>Incident, Injury, Trauma and Illness Policy</i> is followed in the event of a serious incident, injury, trauma or medical emergency when providing transport	
23	conduct a review of practices following any incident involving transportation provided by the Service, including an assessment of areas for improvement	
24	notify the regulatory authority of any serious incidents within 24 hours of becoming aware of a serious incident involving children being transported	

SAFE TRANSPORTATION RISK ASSESSMENT

1	The nominated supervisor will complete a comprehensive risk assessment to ensure safe transportation of children who are travelling on a vehicle	
2	The risk assessment will be developed in consultation with educators, families and, where possible, children	
3	The nominated supervisor will ensure a risk assessment is conducted prior to authorisation is sought prior to transportation	
4	The nominated supervisor will review the risk assessment for regular transportation is reviewed at least once every 12 months or when circumstances for transportation change such as route or destination, identified risks/hazards (water hazards)	

5	The nominated supervisor will review the risk assessment following any incident or circumstance where the health, safety or wellbeing of children may be compromised	
6	If a risk concerning a child's travel is identified during the risk assessment, the approved provider and nominated supervisor will update the <i>Safe Transportation Policy</i> and procedure as soon as possible	
7	The risk assessment will contain the information as prescribed within the <i>Safe Transportation Policy</i> and Reg. 102C, including but not limited to: • the proposed route and duration of the transportation • the proposed pick-up location and destination • the means of transport • the child restraint requirements that will be adhered to • any water hazards • the number of adults and children involved in the transportation • the process of entering and exiting the service premises and the pick-up location or destination • procedures for embarking and disembarking the means of transport, including how each child is to be accounted for on embarking and disembarking	
8	The nominated supervisor will ensure the <i>Safe Transportation Risk Assessment</i> is stored safely and securely and kept for a period of 3 years after the last day of attendance for the child	

EMERGENCY TRANSPORT FOLDER

1	An <i>Emergency Transport Folder</i> is recommended to ensure all critical information is immediately accessible in an emergency event. Contents may include: • Emergency contact details for children • Emergency contact details for staff • Transport Attendance Record • Medical Condition Plans • Map and Route Details • Procedures • Risk Assessment • School Details	
2	The nominated supervisor will ensure the <i>Emergency Transport Folder</i> is completed prior to transportation being carried out	
3	The designated educator will ensure the <i>Emergency Transport Folder</i> is available on the vehicle for each travel	

4	The nominated supervisor and designated educator will ensure medical condition plans, medical risk assessments, medication and any other health care plans for individual children and staff are available during transportation	
5	The nominated supervisor and designated educator will ensure an emergency contact list is available for each child and staff member	

VEHICLE MANAGEMENT

The nominated supervisor will:

1	ensure the designated driver of the vehicle holds the appropriate driver's license for the vehicle they are driving and is committed to comply with all appropriate road, safety and transport guidelines	
2	ensure the appointed driver completes a <i>Driver Declaration</i> prior to driving a vehicle, confirming the driver holds a suitable licence, is fit to drive and is committed to following Service policies and procedures whilst operating the vehicle	
3	ensure the vehicle is road registered, regularly maintained and mechanically sound and has undergone regular scheduled servicing	
4	ensure the driver notifies the approved provider or nominated supervisor of any tickets or fines received while driving the vehicle	
5	ensure the vehicle has current third-party comprehensive insurance	
6	ensure a <i>Vehicle Safety Record</i> is completed by the driver each time transport is provided to children. The following items are covered within the <i>Vehicle Safety Report</i> • Vehicle inspected for damage, no visible damage or leaks • Vehicle functions working, horn, lights, indicators • Seat belts and child safety restraints fitted correctly and not damaged • Equipment available, First aid kit, fire extinguisher, fully charged mobile phone, emergency transport folder	
7	ensure there are sufficient seat belts and safety restraints are installed for all passengers in accordance with current Australian Safety Standards (AS/NZS 1754)	
8	ensure child safety restraints are fitted and checked annually by an authorised restraint fitter or at an authorised fitting station and have not reached the expiry date	
9	ensure any maintenance issues are documented and reported to the nominated supervisor as soon as practicable. If any checks are of a safety concern, these must be repaired before transporting children.	

10	ensure under no circumstances will the driver and educators or staff supervising children use handheld mobile phones unless safely parked	
11	ensure the <i>Transport Checklist</i> is completed by the designated educator each time transportation is provided to children	
12	ensure the number of passengers does not exceed the vehicle's legal limit	
13	ensure educators travelling in the vehicle maintain educator to child ratio requirements at all times	
14	ensure an easily recognised and suitably equipped first aid kit is easily accessible during transportation	
15	ensure a fully charged mobile phone is available during transportation	
16	ensure the designated driver of the vehicle checks and confirms there is adequate fuel to undertake the journey	
17	ensure the designated driver is familiar with the route to be taken and notifies the nominated supervisor or responsible person regarding any changes to the proposed route	

LOCAL EMERGENCY MANAGEMENT

Local emergencies may impact transportation of children and may include bushfires, flooding, police operations, severe weather events, road accidents or hazardous materials.

The driver and educators will:

1	refer to emergency service updates regarding flood, bushfires or other local emergencies, using emergency apps where required (Fires Near me, LiveTraffic)	
2	check emergency apps prior to scheduled transport	
3	inform families of changes to transport due to local emergencies as soon as possible	
4	cancel or postpone transport if a local emergency impacts the route of transport	
5	never drive past road closed signs, included flood roads. Never drive in flood waters	
6	follow any instructions provided by emergency services	
7	advise the nominated supervisor or responsible person if travel changes are required due to a local emergency	

VEHICLE EMERGENCY OR BREAKDOWN PROCEDURE

The driver will:

1	reassure children and ensure educators remain calm following a breakdown or emergency	

2	if possible, move the vehicle to a safe location or position off the road away from traffic	
3	turn hazard lights on	
4	activate the handbrake and ensure the vehicle is secure	
5	contact 000 if required. Advise of the location, number of children and staff on board, nature of emergency or breakdown, any injuries or concerns	
6	assist educators to provide first aid	
7	ensure children and staff do not leave the vehicle unless necessary. If unsafe assist educators to move children to a nearby safe area	
8	exchange details with the other party, if required gather witness details	
9	follow any instructions provided by emergency services and provide emergency services with the <i>Emergency Transport Folder</i>	
10	contact the nominated supervisor/responsible person as soon as possible, advising of the emergency or nature of breakdown, location, and any injuries or concerns	
11	assist the nominated supervisor to arrange alternative transport	
12	assist the nominated supervisor and educators to contact parents/guardians or emergency contacts	
13	complete an incident report within 24 hours of incident	
14	participate in a review of practices following an incident, with areas of improvement identified	

CHILDREN EMBRAKING/ENTERING THE VEHICLE

1	The designated driver of the vehicle will ensure, when picking up children, the vehicle will be parked in a safe location where children are not required to cross any roads. (If this is unavoidable a risk assessment and dedicated procedure for crossing the road will be completed.)	
2	The designated driver will ensure vehicle is securely parked and take keys out of ignition as children enter the vehicle	
3	The designated educator will ensure the safe assembly of children as they arrive at the collection location and prepare to board the vehicle	
4	The designated educator will check for messages from families to gain an accurate <i>Transportation Attendance Record</i> . Parents will be informed that they must notify the Service if their child is going to be absent and will not require transport	

5	The designated educator will sign children into the attendance record upon collection, noting the time children enter the vehicle (for collection from school/home)	
6	Children's attendance will be checked by the designated educator before departure from the designated collection location and marked as present on the <i>Transportation Attendance Record</i> as they embark/enter the vehicle	
7	The designated educator (not the driver) will record how each child was accounted for as they embarked/ entered the vehicle on the <i>Transportation Attendance Record</i>	
8	Any child/children who are booked in for collection but not present at the pre-determined collection point will be deemed as 'missing' or unaccounted for and the <i>Missing Child During Regular Transportation Procedure</i> will be implemented	
9	Children's attendance will be checked by a second educator on the <i>Transport Attendance Record</i> and document how each child was accounted for as they embarked/ entered the vehicle on the <i>Transportation Attendance Record</i>	
10	The designated educator will ensure children are seated and seat belts or safety restraints are fastened correctly and adjusted for individual children	
11	The second educator will check seat belts and child safety restraints are fastened correctly	
12	Children will be continuously supervised during transportation by an educator sitting at the rear of the vehicle, gaining clear vision of all children	
13	Educators will develop safety rules with the children, to ensure a clear understanding of appropriate and inappropriate behaviour	
14	Educators will ensure children remain seated and refrain from behaving in an unsafe or disruptive manner- see: <i>Behaviour Guidance Policy</i>	
15	The designated driver of the vehicle has the right, if required to stop in a safe place until the children conform to the safety guidelines. Parents will be notified if their child continues to be challenging and/or behaving in a dangerous manner	

CHILDREN DISEMBARKING/EXITING FROM VEHICLE

1	Educators will ensure children remain seated until the vehicle has completely stopped	
2	The designated driver will park the vehicle as close as possible to the delivery location, so children do not have to crossroads or walk-through traffic, car parks or driveways	
3	The designated driver will ensure vehicle is securely parked and take keys out of ignition as children exit the vehicle	
4	The designated educator will ensure children disembark the vehicle in a safe manner using the safety exit door/door closest to the kerb	

5	If a parent is not available at the pre-determined delivery point, the <i>Missing Child During Regular Transportation Procedure</i> will be followed	
6	The designated educator will sign children out of the attendance record noting the time children exit the vehicle (delivery of child to school/home)	
7	A designated educator will stand at the exiting door, asking the children to line up prior to disembarking the vehicle. As a minimum requirement, there will be an educator at the front of the children and one at the back, making sure there are no children (or belongings) left behind.	
8	The designated educator (not the driver) will check children's attendance and conduct a head count as children exit the vehicle, using the <i>Transportation Attendance Record</i> to document how each child was accounted for as they disembarked/exited the vehicle	
9	Once all children have exited the vehicle, the designated educator (not the driver) will conduct a check and visual inspection of the vehicle including the interior of the vehicle, checking around and under seats, storage areas and under the vehicle to ensure there are no children or belongings left behind. A photograph will be required to be taken as evidence that no children have been left on vehicle/bus and uploaded to the service's Transport Record.	
10	A second educator will conduct a head count of children who have disembarked the vehicle and document how children were accounted for as they disembarked/exited the vehicle onto the <i>Transportation Attendance Record</i>	
11	The second educator will conduct a final check and visual inspection of the vehicle including the interior of the vehicle, checking around and under seats, storage areas and under the vehicle to ensure there are no children or belongings left behind.	
12	The second educator will buckle each seat belt to guarantee no child was left in the vehicle during the final sweep of the vehicle	
13	Together with the designated educator and supervising educator, the children will be accompanied into the Service/residence/venue (or other destination)	
14	If a child is unaccounted for following return to service, the <i>Missing Child During Regular Transportation Procedure</i> will be followed	
15	The vehicle will be parked in a secure location. The designated driver will ensure windows and doors are locked so no child can enter the vehicle unsupervised. Keys will be stored in a safe location inside the premise.	
16	Under no circumstances will a child or children be left alone throughout all stages of transportation	

REVIEW OF PROCEDURE			
Date procedure created	28.11.2025	To be reviewed	November 2026
Approved by	Tracy Gill	Signature	
Procedure Reviewed Date	Modifications/Changes		

APPENDIX: MISSING CHILD DURING REGULAR TRANSPORTATION PROCEDURE

Transportation of children is sometimes provided as part of our education and care service. Our Service has a licensed vehicle to transport children to and from our premises. We provide regular transportation for children between our Service and other locations as well as provide transportation for educational excursions.

Working in conjunction with the *Safe Transportation Policy and Delivery of Children to, and Collection from Education and Care Service Premises Policy*, this procedure provides detailed steps for educators to follow in the event a child is deemed missing or unaccounted for at any time while being transported or arranged by the Service.

Education and Care Services National Law or Regulations (R.85, 98, 99, 100, 101, 102a, 102b, 102c, 102d, 102e, 102f, 123, 136, 158, 161, 168(2)(g), 170, 177) NQS QA 2: Element 2.1.2 Health practices and procedures
Related Policy: *Safe Transportation Policy, Delivery of Children to, and Collection from education and Care Service Premises Policy and Lockdown Policy*

PRIOR TO REGULAR TRANSPORTATION		
1	The designated educator will ensure a fully charged mobile phone is available during the regular transportation	
2	The nominated supervisor will ensure an updated <i>Transportation Attendance Record</i> is completed prior to the regular transportation run, including records of child absences	
3	Parents will be informed that they must notify the Service if their child is going to be absent and will not require transport	
4	The designated educator will collect the transport attendance record prior to leaving the Service, including any updated absence changes	
5	The designated driver and designated educator will complete the <i>Transport Checklist</i> and <i>Vehicle Safety Record</i>	
6	The designated educator will ensure an up-to-date emergency contact list for staff and children is available	
7	The designated educator will ensure school contact details are up-to-date and available	
8	Educators, including the designated driver, supervising and accompanying children during transportation to and from the Service, will receive practical training on excursion and safe transportation procedures prior to leaving the Service	

MISSING CHILD – AFTER SCHOOL/ACTIVITY PICK UP		
1	The designated educator will sign children into the attendance roll upon collection, any child/children who are booked in for collection but not present at the pre-determined collection point will be deemed as 'missing' or unaccountable	
2	The designated educator will check the <i>Transportation Attendance Record</i> for recorded absences	
The following steps will be completed if a child is missing or unaccounted for:		
3	The designated educator will contact the Service to determine if the parent has advised of child's absence and advise the nominated supervisor or responsible person of the situation	
4	The designated educator will contact the school/activity coordinator to determine: - if the child attend school/activity that day - if there are any changes to the child's attendance or pick up schedule - if there is any communication regarding transportation to the Service or - any information regarding the child's location	
5	The designated educator will contact the parent to determine the child's location	
6	The designated educator will contact the child's emergency contacts to determine the child's location	
7	The designated educator will contact the school/activity coordinator and advise of the situation and ask for assistance to search for the missing child	
8	The designated educator will contact police on 000 to advise of the missing or unaccounted child. The following details are to be provided to police/emergency services: • name of child • age of child • physical description of child • details of where the child was last seen • any identifying features or clothing • photograph of child if possible	
9	The driver will conduct a search of the immediate area	
10	The designated educator will liaise with Police and emergency services as required	
11	The designated educator will contact the nominated supervisor/responsible person to determine when educators and remaining children are to continue the regular transportation to the Service	
12	The designated educator is to complete an incident, injury, trauma and accident record upon return to the Service	

13	The nominated supervisor is to remain in contact with the child's parents and Police/emergency services for updates regarding the child's location	

CHILD/PARENT NOT PRESENT AT PRE-DETERMINED COLLECTION POINT – Home pick-up

1	The designated educator will attempt to contact the parent to determine if the child requires transportation	
2	The designated educator will contact the nominated supervisor/responsible person to determine if contact has been made by the parent	
3	The designated educator will advise the nominated supervisor/responsible person of the situation and continue with the regular transportation run	
4	The designated educator will document the absence on the attendance record	
5	The designated educator will advise nominated supervisor/responsible person and lead educator at the Service that the child was not collected by regular transport	

PARENT NOT PRESENT FOR DELIVERY OF CHILD – Home drop-off

1	The designated educator will attempt to contact the parent and determine the parents' location and advise of the situation	
2	If the parent is unable to be contacted the designated educator will contact the nominated supervisor/responsible person and advise of the situation	
3	The designated educator will continue with the regular transport run with the child remaining on the vehicle	
4	The nominated supervisor/responsible person will continue to attempt to contact the parent and emergency contacts and advise the child will be available for collection from the Service at the return of the transportation run	
5	The designated educator will advise the lead educator/responsible person at the Service of the situation	
6	If the child remains at the Service following close of operation educators will follow the <i>Children's Arrival and Departure Procedure</i> , Late collection of children	

CHILD MISSING FOLLOWING REGULAR TRANSPORTATION

1	The designated educator will sign children into the attendance record upon collection from the pre-determined collection point (i.e., after school pick up or home pick up)	

2	The designated educator will record how each child was accounted for as they embarked/entered the vehicle on the <i>Transportation Attendance Record</i>	
3	The designated educator will conduct a head count and check attendance roll as children exit the vehicle	
4	The designated educator will record how each child was accounted for as they disembarked/exited the vehicle at the Service on the <i>Transportation Attendance Record</i>	
5	The designated educator will conduct a second head count and check the attendance roll as children have entered the service into the supervised area	
6	The designated educator will conduct a final sweep of the vehicle once all children have exited the vehicle, checking the interior of the bus, on and under seats to ensure there are no children or belongings left behind	
7	The designated educator will complete the <i>Transport Checklist</i>	
The following steps will be completed if a child is missing or unaccounted for:		
8	The designated educator will check the transport attendance record and attendance record to determine if the child was marked as absent or if the child was collected from the collection point	
9	The designated educator will conduct a check of the vehicle for the location of child	
10	The nominated supervisor/responsible person will notify all educators and staff of the missing or unaccounted child	
11	Educators are to implement the <i>Lockdown Policy</i> to ensure all children are accounted for and to maintain supervision for other children	
12	The lead educator will cross check the attendance record to ensure the child hasn't been collected by an authorised person and signed out	
13	The nominated supervisor/responsible person will arrange or conduct a comprehensive, coordinated search of the Service/venue, ensuring the following areas are searched: • storerooms • cupboards • play equipment • fixed play equipment • cubby houses • hidden or obstructed areas in the indoor and outdoor environment • ensure all exit doors and gates are closed and locked	
14	The nominated supervisor/responsible person will contact parents to advise of the situation and determine the location of the child	

15	If the missing or unaccounted child has not be located within 10 minutes, the nominated supervisor/responsible person will notify the Police by calling 000 or to advise of the missing or unaccounted child. The following details are to be provided to police/emergency services: • name of child • age of child • physical description of child • details of where the child was last seen • any identifying features or clothing • photograph of child if possible	
16	The nominated supervisor will liaise with Police, emergency services and parents as required	
17	The designated educator is to complete an incident, injury, trauma and accident record as soon as possible	
18	The nominated supervisor is to remain in contact with the child's parents and Police/emergency services for updates regarding the child's location	

FOLLOWING AN INCIDENT

1	Relevant educators and staff in the missing child's room are to complete a detailed statement, explaining the incident that has occurred. This must be done on the same day and include the date and time along with signature of person who has written the statement.	
2	The nominated supervisor will notify the regulatory authority through the NQITS within 24 hours of becoming aware of a serious incident	
3	The nominated supervisor will conduct a review of the incident and supervision practices, including an assessment of areas for improvement	

REVIEW OF PROCEDURE

Date procedure created	November 2025	To be reviewed	November 2026
Approved by	Tracy Gill	Position	Nominated Supervisor
Procedure Reviewed Date	Modifications/Changes		

APPENDIX: SAFE TRANSPORTATION RISK ASSESSMENT ACTION PLAN

The Education and Care Services National Law and Regulations require services to *‘ensure that a risk assessment is conducted to identify potential emergencies that are relevant to the service’* (Section 97 (2)) and *‘ensure that every reasonable precaution is taken to protect children... from harm and from any hazard likely to cause injury’* (Section 167). Taking precautions involves carrying out risk assessments within your Service to assess the risks and plan how to manage them.

A transportation risk assessment must be carried out whenever an Education and Care Service provides transportation or arranges transport for a child or children- (Regulation 102B). *Regular transportation* means the transportation by the service or arranged by the service (other than as part of an excursion) of a child being educated and cared for by the service, where the circumstances relevant to a risk assessment are substantially the same for each occasion on which the child is transported. A *‘regular transport’* risk assessment is to be carried out at least annually, or whenever a change of circumstances warrants a new assessment- e.g.: route change of vehicle due to roadworks, additional pick-up points or new provider of transport.

Prior written authorisation must also be provided by parents or other authorised nominees as recorded on the child’s enrolment form.

IN CASE OF EMERGENCY DIAL 000					
SERVICE DETAILS IN CASE OF AN EMERGENCY					
Service name		Phone number		Email address	
Nominated supervisor name		Physical address		Nearest cross street	

The risk assessment for regular transportation must be reviewed at least once every 12 months or after becoming aware of an incident or circumstance where the health, safety or wellbeing of children may be compromised (for excursions involving transport, a separate risk assessment must be completed

each time. See *Risk Assessment - Excursion*). All risk assessments will be regularly assessed and evaluated to facilitate continuous improvement in our Service. If a risk concerning supervision is identified during the risk assessment, the approved provider must update the supervision policy and procedure as soon as possible. The risk assessment must be stored safely and securely and kept for a period of 3 years after the last day of attendance for the child.

TRANSPORTATION DETAILS			
Risk assessment conducted for		☐ Regular Transportation or ☐ One-off transportation	
Activity		Date or period of travel	
Means of travel		Requirements for seat belts or safety restraints have been met?	☐ Yes ☐ No Comments:
Location vehicle is leaving from		Destination	
Time leaving location		Estimated time to destination	
Educator to child ratios required		Are any other adults with specialised skills required?	☐ Yes ☐ No Comments:
Number of educators supervising children (excluding driver)		Total number of children transported	
Name of each educator/volunteer	WWCC valid and verified	Name of each educator/volunteer	WWCC valid and verified
	☐ Yes ☐ No		☐ Yes ☐ No
	☐ Yes ☐ No		☐ Yes ☐ No

	☐ Yes ☐ No		☐ Yes ☐ No
Name of staff member holding first aid qualifications			

TRANSPORTATION ROUTE AND ITINERARY DETAILS			
	TIME	LOCATION	ADDRESS
Transport Itinerary (list each pick up/drop off location)			
Proposed route (include map or image of route to be taken)			
Any water hazards on proposed route travelled and/or at each stop?			
Describe process for entering and exiting the service premises.			
Describe process for entering and exiting the pick-up locations or destinations (as required).			
Describe procedures for embarking and disembarking the vehicle used for transportation.			

TRANSPORTATION CHECKLIST

☐ <i>Driver Declaration</i>	☐ <i>Vehicle Safety Record</i>	☐ <i>Transportation Attendance Record</i>
☐ <i>Transportation Risk Assessment</i>	☐ <i>Emergency Transport Folder</i>	☐ <i>Transport Authorisation</i> for each child being transported
☐ <i>Safe Travel Agreement Form (if required)</i>	☐ <i>Transport Checklist</i>	☐ Transportation Rehearsal Record
☐ Medical information for each child including Medical Management Plans and allergies	☐ Medication	☐ Emergency Contact information for each adult and child
☐ First Aid Kit (including EpiPen)	☐ Mobile phone	☐ Map of proposed route and detailed itinerary
☐ Other items		

RISK ASSESMENT STEPS – Refer to the *Risk Assessment Guide*

Step 1	Identify the hazard or potential hazard. Use <i>Guiding Questions</i> to be aware of potential risks.
Step 2	Assessing the risk of harm or potential harm. <i>Likelihood and Consequences</i> .
Step 3	Risk Rating Matrix
Step 4	Risk Assessment Action Plan
Step 5	Evaluate and Review

STEP 1 - GUIDING QUESTIONS	YES	NO	IF NO:
Does the Service have in place a policies and procedures relating to transportation of children? (Reg. 168(2) (ga) [<i>Safe Transportation Policy</i>])			
Has the <i>Safe Transportation Policy</i> been reviewed and updated on an annual basis?			
Have staff and families been involved in the review of the <i>Safe Transportation Policy</i> ?			
Is information regarding the <i>Safe Transportation Policy</i> and Procedures available to new and existing employees and educators through the induction and orientation program and <i>Staff Handbook</i> ?			
Is information regarding the <i>Safe Transportation Policy</i> and <i>procedures</i> available to students and volunteers through the induction and orientation program and <i>Student and Volunteer Handbook</i> ?			
Is information regarding the <i>Safe Transportation Policy</i> and procedures are available to new families as part of the enrolment orientation?			
Have all staff undertaken training regarding safe transportation of children?			
Are staff induction and training records appropriately documented and retained in secure storage for at least 3 years?			
Are risks identified within this risk assessment identified, managed and minimised to reduce harm to children?			
Has the <i>Transportation Risk Assessment</i> been completed prior to authorisation being sought by families?			
Is the <i>Transport Checklist</i> completed each time transport is provided to children?			
Is the <i>Vehicle Safety Report</i> completed each time transport is provided to children to ensure the vehicle is roadworthy and safe?			

Has the vehicle undergone scheduled maintenance and safety inspections to ensure it remains in good working condition?			
Does the <i>Emergency Transport Folder</i> contain all required and up-to-date information, such as emergency contact details for educators, children, and the Service, medical condition plans and medication forms, school contact details, transport route and map, safe transportation procedures, and the current <i>Transportation Risk Assessment</i> ?			
Is the <i>Emergency Transport Folder</i> readily available each time transport is provided?			
Has each driver completed the required <i>Driver Declaration</i> prior to operating the vehicle?			
Is a Working with Children Check verified for any person transporting children (including drivers and volunteers - best practice for volunteers)?			
Is the staff roster planned to ensure a staff member in each vehicle holds appropriate first aid?			
Is the <i>Transport Attendance Record</i> completed each time transport is provided to children?			
Is the <i>Transport Attendance Record</i> used to document any absences or changes to attendance for children attending regular transportation?			
Is the <i>Transport Attendance Record</i> used to document confirmation that each child was accounted for when embarking and disembarking from the vehicle?			
Is the <i>Transport Attendance Record</i> used to document how each child was accounted for when embarking and disembarking from the vehicle?			
Are staff aware of how to conduct head counts and attendance checks?			
Has a <i>Transport Authorisation Form</i> been completed for each child prior to transport being provided?			

Has authorisation been obtained from parent/guardian or other person named on the child's enrolment form?			
If the child is being transported between the Service and an educational facility, has a <i>Safe Travel Agreement Form</i> been completed?			
Is a first aid kit available every time transport is provided to children?			
Is a fully charged mobile phone available every time transport is provided to children?			
Is a fire extinguisher available in the vehicle in case of an emergency and within the expiry date? (best practice)			
Do educators take into consideration the age and developmental stage of individual children when planning supervision during transportation?			
Is adequate supervision and educator ratios maintained at all times when children are transported?			
Does the vehicle have seat belts that comply with Australian Standards (AS/NZS 1754) and are sufficient for the number of adults and children being transported?			
Does the vehicle have the appropriate number and type of child safety restraints required for the age and number of children being transported?			
Do the child safety restraints used in the vehicle comply with current Australian Standards?			
Are the child safety restraints in the vehicle in good condition and within their recommended expiry date			
Have the child safety restraints used within the vehicle been installed by an authorised restraint fitter or at an authorised fitting station? (best practice)			
Are families encouraged to promote safe transportation practices with their child, such as using seat belts?			

Has the risk assessment been reviewed at least annually?			
Is the risk assessment reviewed following an incident or circumstance where the health, safety or wellbeing of children may be compromised?			
Are staff and educators aware of emergency procedures to be followed in case of an emergency?			
Are staff and educators aware of procedures to follow in case of an emergency or vehicle breakdown?			
Are transportation procedure rehearsed regularly, including how children are accounted for when embarking and disembarking from the vehicle?			
Are families advised of all aspects of transportation, including any delays to pick up/drop off times or any changes to route?			
Are staff aware of procedures to follow if a child appears missing or is unaccounted for during transportation, <i>Missing Child During Transport Procedure</i> ?			

STEP 2: ASSESSING THE LIKELIHOOD		ASSESSING THE CONSEQUENCES	
Almost certain	Has occurred on an annual basis (or more frequently) in the past	Critical	Extreme risk. Death or permanent disability or multiple serious injuries. Loss of or catastrophic damage to premises. Risk needs careful planning and consideration required before going ahead- consultation and guidance required-policies/procedures/external professionals.
Likely	Has occurred in the past few years	Major	High risk. Complete a risk assessment and consider if risk is worth accepting. Serious long-term injury or illness could occur. Major damage to premises.

Possible	May occur at some stage (has occurred at least once in the history of the Service)	Moderate	Medium risk. Deal with the hazard as soon as possible. Complete risk assessment to implement control measures to manage and reduce risk. Medical attention may be required.
Unlikely	Has never occurred within the Service but has been known to infrequently occur in similar early education and care services in the local geographic area	Minor	Low risk. Deal with the hazard when able-implement effective control measures to reduce risk. First aid may be required. Minor damage to premises. Unlikely to cause long-term problems.
Practically impossible	It is not known to have occurred in any similar early education and care service within the local geographic area	Insignificant	Very low risk. Deal with the hazard when able. No first aid required. No interruption to general operations. Damage to premises unlikely.

STEP 3: RISK RATING MATRIX. Use the Risk Score Matrix to identify and assess risks. Record the Risk Ranking within the Risk Assessment below

LIKELIHOOD	CONSEQUENCE LEVEL					
		Critical	Major	Moderate	Minor	Insignificant
	Almost Certain	Extreme	Extreme	Extreme	High	Medium
	Likely	Extreme	Extreme	High	Medium	Medium

	Possible	Extreme	High	Medium	Medium	Low
	Unlikely	High	Medium	Medium	Low	Very Low
	Practically Impossible	Medium	Medium	Low	Very Low	Very Low

STEP 4: RISK ASSESSMENT ACTION PLAN						
ITEM	EVENT OR ACTIVITY	HAZARD IDENTIFICATION (What could go wrong?)	RISK RANKING [use matrix]	ELIMINATION OR CONTROL MEASURES	RESPONSIBILITY	
					WHO	WHEN
1						
2						
3						

STEP 5: EVALUATE AND REVIEW						
This <i>Transportation Risk Assessment</i> has been developed in consultation with management/educators and families of the Service						
Plan prepared by	Full Name		Role/Position		Signature	
Plan prepared in consultation with	Full Name		Role/Position		Signature	
Plan prepared in consultation with other agencies (if applicable)	Full Name		Role/Position		Signature	
Communicated to all relevant staff	Y / N	Comment if needed				
Approved provider authority	Full Name		Signature		Date	
Risk assessment evaluation and review date Monitor the effectiveness of the controls and change if necessary.	Date		Actions required			
Comments						

APPENDIX: TRANSPORT REHEARSAL RECORD

It is recommended to review and rehearse the *Safe Transportation Policy* and procedures every 3 months as part of staff training to improve understanding of and compliance with a range of transport related legislative requirements. During these rehearsals consideration will be given to the following: supervision requirements and expectations, staff: child ratio requirements, visibility and accessibility of passengers/children, how identified risks are managed and minimised, roles and responsibilities of educators/staff, and authorisations that are required before children leave the service premises.

TRANSPORT REHEARSAL DETAILS			
Date of rehearsal		Type of rehearsal	
Time started		Time ended	
Designated educator name		Designated driver name	

REHEARSAL DETAILS			
Number of children participating in rehearsal (if applicable)		Number of educators/staff participating in rehearsal	
Number of students/visitors participating in rehearsal			
Attendance Record attached	☐ YES ☐ NO	Staff/Visitor Sign In/Out Records attached	☐ YES ☐ NO

TRANSPORT REHEARSAL	YES	NO
Was a designated educator and designated driver clearly identified prior to children entering the vehicle?		
Had the designated Driver completed a Driver Declaration?		
Was an <i>Emergency Transport Folder</i> up to date and available? Including the following details: • Emergency contact details for children • Emergency contact details for staff • Transport Attendance Record • Medical Condition Plans • Map and Route Details • Procedures • Risk Assessment • School Details		

Was a <i>Vehicle Safety Record</i> completed prior to children embarking on the vehicle? Including: tyres, brakes, indicators, lights, windscreen wipers, doors, windows		
Was the <i>Transport Attendance Record</i> completed accurately, including any absences or new bookings recorded?		
Were educator to child ratio requirements maintained at all times?		
Were medical management plans available during the rehearsal (if applicable)?		
Was any required medication for identified child/staff members available during the rehearsal? (Epi-pen, asthma inhaler)?		
Were children adequately supervised during the rehearsal?		
Were staff roles and responsibilities clearly understood?		
Was communication with all relevant staff effective?		
Were requirements for seat belts or safety restraints met?		
Was a fully stocked emergency First Aid Kit available during the rehearsal?		
Was at least 1 staff member in attendance who holds appropriate First Aid qualifications?		
Were staff trained in administering adrenalin injectors and Asthma preventative medication?		
Was a mobile phone available during the rehearsal, was the phone fully charged?		
Were authorisations checked before children left the service premises?		
Did the designated educator complete a head count/roll call before children entered the vehicle?		
Did a second educator complete a head count/roll call and check the attendance Record before children entered the vehicle?		
Did the designated educator complete a head count/roll call once children were seated on the vehicle?		
Were all children secured safely into the safety restraints?		
Was a <i>Transport Checklist</i> completed as children embarked the vehicle?		
Did the designated educator completed a head count/roll call once children had disembarked off the vehicle?		
Did the second educator completed a head count/roll call once children had disembarked off the vehicle?		
Were children continuously supervised during the rehearsal?		

Was a <i>Transport Checklist</i> completed as children disembarked the vehicle?		
Was a check completed under and around the vehicle after all children had exited the vehicle?		
Was each seat belt buckled to ensure no child was left on the vehicle once children had exited?		
Was a final sweep of the vehicle conducted after all children had exited the vehicle?		
Was the <i>Transport Checklist</i> completed to document the vehicle was checked with no children left on the vehicle?		
Once inside the service/location was a head count/roll call completed?		
Was the vehicle locked once all children had exited?		
Were the vehicle keys stored in a safe location inside the premises, inaccessible to children?		

REFLECTION/FUTURE MODIFICATIONS:

CONSULTATION WITH RELEVANT AUTHORITIES/STAKEHOLDERS:

Nominated supervisor name		Date	
Nominated supervisor signature			

SAFE USE OF DIGITAL TECHNOLOGIES AND ONLINE ENVIRONMENTS POLICY

Our Service is committed to fostering a culture that creates and maintains a safe online environment with support and collaboration from staff, families and community. As a child safe organisation, our Service embeds the [National Principles for Child Safe Organisations](#) and continuously addresses risks to ensure children are safe in physical and online environments. Digital technologies have become an integral part of many children's daily lives. For this reason, it is important that our educators are not only familiar with the use of digital technologies, but are able to guide children's understanding of, and ability to interact, engage, access and use a range of digital technology in a child safe environment.

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 2: CHILDREN'S HEALTH AND SAFETY		
2.2	Safety	Each child is protected
2.2.1	Supervision	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.
2.2.3	Child Protection	Management, educators and staff are aware of their roles and responsibilities to identify and respond to every child at risk of abuse or neglect.
	Child Safety and Protection	Management, educators and staff are aware of their roles and responsibilities regarding child safety, including the need to identify and respond to every child at risk of abuse or neglect
QUALITY AREA 7: GOVERNANCE AND LEADERSHIP		
7.1.2	Management System	Systems are in place to manage risk and enable the effective management and operation of a quality service that is child safe.

EDUCATION AND CARE SERVICES NATIONAL LAW AND NATIONAL REGULATIONS	
S. 162A	Child protection training
S. 165	Offence to inadequately supervise children
S. 167	Offence relating to protection of children from harm and hazards
12	Meaning of serious incident
73	Educational Program
76	Information about educational program to be given to parents

84	Awareness of child protection law
115	Premises designed to facilitate supervision
122	Educators must be working directly with children to be included in ratios
123	Educator to child ratios – centre-based services
149	Volunteers and students
155	Interactions with children
156	Relationships in groups
168	Education and care services must have policies and procedures
168(2)(ha)	The safe use of digital technologies and online environments at the service
170	Policies and procedures to be followed
171	Policies and procedures to be kept available
172	Notification of change to policies or procedures
175	Prescribed information to be notified to Regulatory Authority
176	Time to notify certain information to Regulatory Authority
181	Confidentiality of records kept by approved provider
183	Storage of records and other documents
184	Storage of records after service approval transferred

RELATED LEGISLATION

Child Care Subsidy Secretary's Rules 2017	Family Law Act 1975
A New Tax System (Family Assistance) Act 1999	<i>Privacy Act 1988</i> (the Act)
Family Assistance Law – Incorporating all related legislation as identified within the Child Care Provider Handbook	

RELATED POLICIES

Behaviour Guidance: Bullying Policy CCS Data Security Policy CCS Personnel Policy CCS Governance Policy Child Safe Environment Policy Child Protection Policy Code of Conduct Policy	Fraud Prevention Policy Incident, Injury, Trauma, and Illness Policy Interactions with Children Families and Staff Policy Privacy and Confidentiality Policy Programming Policy Record Keeping and Retention Policy

Dealing with Complaints Policy ECIP Management Policy Educational Program Policy Enrolment Policy Family Communication Policy Governance and Leadership Policy	Staffing Arrangements Policy Student, Volunteer and Visitor Policy Supervision Policy Social Media Policy

PURPOSE

Children's safety and wellbeing is paramount, and our Service has the responsibility to provide and maintain a safe and secure working and learning environment for staff, children, visitors and contractors, including online environments. We aim to create and maintain a positive digital safe culture that works in conjunction with our Service philosophy, and privacy and legislative requirements to ensure the safety of enrolled children, educators and families.

The use of Close Circuit Television (CCTV) installed at the Service aims to address crime prevention strategies to reduce concerns, deal with complaints and support investigations. Our Service adheres to the Privacy Act 1988 (Privacy Act) and comply with the Australian Privacy Principles

SCOPE

This policy applies to children, families, staff, educators, management, approved provider, nominated supervisor, students, volunteers and visitors of the Service.

TERMINOLOGY	
Artificial intelligence (AI)	An engineered system that generates predictive outputs such as content, forecasts, recommendations, or decisions for a given set of human defined objectives or parameters without explicit programming.
Cyberbullying	When someone uses the internet to be mean to a child or young person so they feel bad or upset.
Cyber safety	Safe and responsible use of the internet and equipment/devices, including mobile phones and devices.
Disclosure	Process by which a child conveys or attempts to convey that they are being or have been sexually abused, or by which an adult conveys or attempts to convey that they were sexually abused as a child.
Generative artificial intelligence (AI)	A branch of AI that develops generative models with the capability of learning to generate novel content such as images, text and other media with similar properties as their training data.
Harmful content	Harmful content includes sexually explicit material; false or misleading information; violence; extremism or terrorism; hateful or offensive material
ICT	Information and Communication Technologies.

Illegal content	Includes: images and videos of child sexual abuse Content that advocates terrorist acts Content that promotes, incites or instructs in crim or violence Footage of real violence, cruelty and criminal activity
Optical Surveillance Device	Has the same meaning as in section 6(1) of the Surveillance Devices Act 2004 of the Commonwealth
Online hate	Any hateful posts about a person or group based on their race, religion, ethnicity, sexual orientation, disability or gender
Smart toys	Smart toys generally require an internet connection to operate as the computing task is on a central server
Sexting	Sending a sexual message or text, with or without a photo or video. It can be done using a phone service or any platform that allows people to connect via an online message or chat function
Unwanted contact	Any type of online communication that makes you feel uncomfortable, unsafe or harassed

Source: Glossary to NQF Child Safe Culture and Online Safety Guides- ACECQA 2025

IMPLEMENTATION

Our Service uses digital technology and electronic devices as a tool for learning with children, documenting their learning and development, communicating with families and the wider community, supporting program planning and administration tasks and enhancing safety and security through systems such as sign in/out platforms and CCTV monitoring. Our educators are diligent in ensuring children are only able to access age-appropriate technology on a Service issued device.

DIGITAL TECHNOLOGY AND ELECTRONIC DEVICES USED AT THE SERVICE

Our Service adopts and aligns with the [National Model Code](#) for taking images or videos of children.

The approved provider will inform staff, educators, visitors, volunteers and family members that the use of personal electronic devices used to take photos, record audio or capture videos of children who are being educated and cared for at the Service is **strictly prohibited**. This includes items such as tablets, phones, digital cameras, smart watches, META sunglasses and personal storage and file transfer media (such as SD cards, USB drives, hard drives and cloud storage) and other new and emerging technologies. These devices should not be in the possession of staff, educators or visitors (e.g. ECIP professionals) while working directly with children.

Staff and educators are advised that electronic devices issued by and registered with the Service must not be removed from the premises as they may contain personal details of staff or children, including photos or videos. Exemptions may apply when required for operational activities, for example excursions or transportation.

The approved provider will inform staff, educators and visitors of exemptions that may warrant a person to use or be in possession of a personal electronic device that can be used to take images or videos. Staff, educators or visitors with an exemption must not use the personal device to take images or videos of children. Exemptions need to be provided for in writing by the approved provider and may include:

- Emergency communication during incidents such as a lost child, injury, lockdown, or evacuation
- Personal health needs requiring device use (e.g. heart or blood sugar monitoring)
- Disability related communication needs
- Urgent family matters (e.g. critically ill or dying family member)
- Local emergency event to receive alerts (e.g. government bushfire or evacuation notifications)

Our Service will develop and maintain a register of all electronic devices purchased for and used within the Service. Each device purchased for and used at the service will be clearly marked with an identification code and marked to state it is property of the Service. This register will include details such as the identification code, device type, date of purchase, intended use, assigned user (if applicable), security settings, and any features related to connectivity, data storage, or recording capabilities. Devices recorded in the register may include, but are not limited to, computers, tablets, mobile phones, cameras, CCTV systems, audio recorders, smart toys, baby monitors and any other internet-connected or data-enabled devices used within the Service.

Children enrolled at our Service are not permitted to bring electronic devices to the Service, unless an exception has been discussed with the approved provider or nominated supervisor where the device may be required to support a diagnosed medical condition or disability. If a child brings an electronic device to the Service, it will be switched off and stored in a locked cupboard.

IMAGES AND VIDEOS

The approved provider is responsible for determining who is authorised to take, use, store and destroy images and videos of children using Service issued digital devices. Images and videos will be stored securely with password protection, with access limited to authorised personnel only. Images and videos of children must only be taken and used in accordance with Service policies, and careful consideration given to the purpose of the image or video. Educators will engage in discussions that consider the intent, appropriateness, context and consent involved in capturing and using the images and videos, ensuring the process aligns with children's learning, wellbeing and right to privacy.

Our Service will regularly review how digital data, including images and videos of children, is stored. Back-ups of all digital data, whether offline or online (such as a cloud-based service), will be performed each

month. Digital data stored at the Service will be destroyed in accordance with the *Record Keeping and Retention Policy* and procedure. The approved provider will ensure staff, educators, visitors and volunteers do not transfer images or videos from Service issued devices to personal devices. Unauthorised transferring of digital data may result in disciplinary action.

PHYSICAL ENVIRONMENT AND ACTIVE SUPERVISION

The approved provider, nominated supervisor, management and educators will:

- ensure children are always supervised and never left unattended whilst an electronic device is connected to the internet
- provide a child safe environment to children- reminding them if they encounter anything unexpected that makes them feel uncomfortable, scared or upset, they can seek support from staff
- reflect on our Service's physical environment, layout and design to ensure it supports child safe practices when children are engaged in using technology
 - perform regular audits to identify risks to children's safety and changes in room set-ups that can indicate areas of higher-risk and become supervision 'blind spots'
 - ensure location of digital technology/equipment allows educators to remain in line-of-sight of other staff members when working with children
 - only permit children to use devices in open areas where educators can monitor children's use
 - be aware of high-risk behaviours for children online, including uploading private information or images, engaging with inappropriate content (inadvertently or purposefully), making in-app purchases, and interacting with unsafe individuals
 - ensure all visitors and volunteers are supervised at all times
 - ensure all devices are password protected with access for staff only
- where digital devices are used during transportation and excursions, they must be used in accordance with practices outlined within this policy and associated procedure.

SOFTWARE PROGRAMS AND APPS

Our Service uses a range of secure software programs and apps on Service-issued devices to support the educational program and administration of the Service. All apps used by staff, educators, visitors and children are carefully selected, regularly checked and kept up to date with the latest available system updates. Access to software programs and apps are password protected to ensure the privacy of children, families and staff. Each user is required to create their own user account and ensure log in, and password information is not shared.

The approved provider will ensure programs which require additional background checks, such as CCS Software, are only accessed by authorised staff who have completed necessary screening processes in

accordance with Family Assistance Law. Our educational program software is used by educators to share observations, photos, videos, daily reports, and learning portfolios with families in a secure, closed platform. In addition, our Service may use accounting and payroll software HR systems, and compliance tools. These platforms assist in managing the Service's financial, staffing, and operational requirements.

ARTIFICIAL INTELLIGENCE (AI) INTERACTIONS AND GUIDELINES

Educators or staff using AI are to be aware of limitations, privacy risks, and the potential for errors in the information it provides. AI can support and assist staff as a documentation tool; however, it is their responsibility to ensure the information's accuracy and not rely upon it as an authoritative source. Staff and educators should ensure they enter original work into the AI program and are required to monitor, verify, and check information obtained from AI to ensure specific details are contextually relevant. Data and privacy concerns must be addressed, and staff should not enter details which may identify individual children, such as names and date of birth etc. Educators wishing to use AI must get the approval from the Nominated Supervisor or Approved Provider.

CONFIDENTIAL AND PRIVACY GUIDELINES

Our *Privacy and Confidentiality Policy* applies to all use of digital technology and online environments. All staff, educators, and visitors must ensure that any information, images, or digital content related to children, families, and the Service is collected, stored, used, and shared in accordance with privacy legislation and Service procedures, to maintain confidentiality and protect the safety and wellbeing of children. The nominated supervisor will advise the approved provider as soon as possible regarding any potential threat to security information and access to data sensitive information. Our Service will follow practices outlined within the *Safe Use of Digital Technologies and Online Environments Procedure* to protect personal and sensitive digital data.

The approved provider will notify the Office of the Australian Information Commissioner (OAIC) in the event of a possible data breach by using the online [Notifiable Data Breach Form](#). This could include:

- a device containing personal information about children and/or families is lost or stolen (parent names and phone numbers, dates of birth, allergies, parent phone numbers)
- a data base with personal information about children and/or families is hacked
- personal information about a child is mistakenly given to the wrong person (portfolios, child developmental report)
- this applies to any possible breach within the Service or if the device is left behind whilst on an excursion
- ensure educators are aware of their mandatory reporting requirements and report any concerns

related to child safety including inappropriate use of digital technology to the approved provider or nominated supervisor.

IDENTIFICATION AND REPORTING OF ONLINE ABUSE AND SAFETY CONCERNS

Our Service will implement measures to keep children safe whilst using digital technology and accessing online environments.

The approved provider, nominated supervisor and management will:

- ensure all staff, educators, students and volunteers are aware of their mandatory reporting obligations and promptly report any concerns related to child safety, including inappropriate use of digital technology, to the approved provider or nominated supervisor [See *Child Protection Policy*]
- support educators to:
 - encourage children to seek support if they encounter anything unexpected that makes them feel uncomfortable, scared or upset
 - listen sensitively and respond appropriately to any disclosures children may make relating to unsafe online interactions or exposure to inappropriate content, adhering to the *Child Protection Policy, Behaviour Guidance: Bullying Policy* and reporting procedures
 - respond to and report any breaches and incidents of inappropriate use of digital devices and online services to management
- ensure all concerns are documented and responded to promptly and appropriately, with support provided to the child and their family as required
- report any suspected cases of online abuse to the relevant authorities, including the e-Safety Commissioner and Police, in accordance with legal requirements and child protection procedures
- notify the regulatory authority within 24 hours, via [NQA ITS](#), if a child is involved in a serious incident, including any unsafe online interactions, exposure to inappropriate content, or suspected online abuse.

USE OF CLOSED-CIRCUIT TELEVISION (CCTV) MONITORING

Our Service uses Closed-Circuit Television (CCTV) to monitor the physical environment. Our Service will regularly review guidance on the use of surveillance devices, including information provided by the Office of the Australian Information Commissioner.

Our Service does not use baby monitors within the Service.

CAMERA USE

A sign will be placed at the entrance of the Service to advise staff, families, and visitors about the surveillance. Closed-Circuit Television (CCTV) operates at the Service and comprises of:

- 30 fixed position cameras
- Digital Hard Drive Recorder
- 1 Public Information Sign

CAMERA LOCATIONS

- The entrance and exit points
- Foyer Areas
- Infants Rooms
- Toddler Rooms
- Pre-School Rooms
- Carpark
- Outdoor play spaces

Cameras are not installed in private areas such as bathrooms or shower areas (for adults or children). All cameras are clearly visible.

The CCTV recording system operates in real mode, monitoring the site continuously 24 hours a day.

Footage and information collected via the recording system will be governed by [Australian Privacy Principles](#) and all relevant staff will be kept up to date with requirements under Australia's privacy law.

CCTV footage is kept in a secure location, located at reception at the Service for a period of up to 4 weeks. Any recorded footage will be destroyed or de-identified when it is no longer needed for the purpose it was collected.

Access to CCTV footage at the Service is strictly controlled and protected by secure, password-protected systems. Only authorised personnel are permitted to access the footage, in accordance with privacy laws and Service policies. The approved provider is responsible for determining who is authorised to access CCTV footage. CCTV footage will not be accessible to external parties (e.g., staff members or families) without appropriate authorisation. Any requests to view CCTV footage will be managed in accordance with Australian Law.

Access to the recordings will only be disclosed to:

1. the Ombudsman NSW to assist with investigations on 'child protection' (e.g., risk of harm, abuse, neglect and ill treatment).
2. to a member or officer of a law enforcement agency e.g., Police for use in assisting with investigations.
3. the approved provider or nominated supervisor to investigate situations that may have occurred.

THE APPROVED PROVIDER/NOMINATED SUPERVISOR/MANAGEMENT WILL ENSURE:

- that obligations under the *Education and Care Services National Law and National Regulations* are met
- educators, staff, students, visitors and volunteers have knowledge of and adhere to this policy and associated procedure
- new employees, students and volunteers are provided with a copy of the *Safe Use of Digital Technologies and Online Environments Policy* and procedure as part of their induction and are advised on how and where the policy can be accessed
- all staff, educators, volunteers and students are aware of current child protection law, National Principles for Child Safe Organisations and their duty of care to ensure that reasonable steps are taken to prevent harm to children
- families are aware of this *Safe Use of Digital Technologies and Online Environments Policy* and procedure and are advised on how and where the policy can be accessed
- they promote and support a child safe environment, ensuring adherence to the *Child Safe Environment and Child Protection Policies*, including mandatory reporting obligations
- the National Principles for Child Safe Organisations is embedded into the organisational structure and operations
- professional learning is provided to educators and staff relating to the safe use of digital technologies and online environments
- develop and monitor an *Electronic Device Register* for all electronic devices purchased and used at the Service
- appropriate ratios and adequate supervision are maintained for children at all times including when using digital technology and accessing online environments
- students, volunteers and/or visitors are never left alone with a child whilst at the Service under any circumstances
- all staff, educators, volunteers and students are aware of the National Model Code and [Guidelines](#) and strictly adhere to these guidelines for taking images or video of children including

- personal electronic devices or personal storage devices, that can take images or videos, are not used by educators, staff, visitors or volunteers when working directly with children
- staff and educators only use electronic devices issued and registered with the Service for taking images or videos of children enrolled at the Service
- Service issued devices are securely configured, monitored and maintained to prevent unauthorised access
- visitors who are supporting children at the Service (NDIS funded support professionals, Inclusion Support Professionals) obtain written authorisation from parents/guardians to capture images or video of a child for observation/documentation purposes only. (See *ECIP Confidentiality Agreement*)
- children, educators and parents are aware of our Service's complaints handling process to raise any concerns they may have about the use of digital technologies or any other matter (see: *Dealing with Complaints Policy*)
- the Service *Privacy and Confidentiality Policy* is adhered to at all times by staff, educators, families, visitors, volunteers and students
- parents/guardians are informed of how the Service will take, use, store and destroy images and videos of children enrolled at the Service during enrolment and orientation
- written authorisation is requested from families to take, use, store and destroy digital documentation including images and videos of children
- images or videos of children are not taken, used or stored without prior parent/guardian authorisation
- a record of all children who are NOT to be photographed or captured on video is to be developed, maintained and shared with educators and staff. This record will remain private and confidential.
- written authorisation is obtained from parents/guardians for children to use electronic devices (See: *Cyber Safety Authorisation*)
- written authorisation is obtained from parents/guardians to collect and share personal information, images or videos of their children online (Website, Facebook, Instagram or OWNA)
- that the Service seeks written authorisation from parents/guardians for their child to be photographed when an outside photographer/agency is contracted to take photographs for marketing purposes or to take individual and group photos. Only children who have written authorisation from their parent/guardian will be included in any photography. [See *Media Authorisation Form*]
- that the children of parents/guardians who do not wish their child to be photographed or videoed are provided with other activities when an external photographer/agency is engaged

- Early Childhood Professionals (ECIP) visiting the Service must obtain authorisation from the approved provider and parent/guardian prior to taking images or videos of children whilst at the Service. Images and videos must NOT be taken on personal devices.
- families are informed to withdraw authorisation, a written request is required
- images and videos for individual children are deleted or destroyed and removed from storage when authorisation has been revoked from the parent/guardian
- they review how images and videos are stored on a regular basis and ensure new educators and staff have access to relevant folders and files, if required, in accordance with their role
- digital data is stored securely, whether offline or online, using a cloud-based service, and that data is archived regularly (monthly is recommended)
- images and videos are deleted or destroyed and removed from storage devices in accordance with the *Record Keeping and Retention Policy*, images and videos used for documenting children's learning and development must be held for 3 years after the child's last day of attendance
- every child in our care is protected from any exploitation of photographic and video images of themselves whilst they attend the Service
- images or videos of children must be appropriate in nature and must not show children in distress, in a position that may be perceived as sexualised or in a state of undress, including where genitalia may be exposed
- external agencies or specialists are consulted if concerns are identified relating to online abuse, cyberbullying or digital safety risks
- policies and procedures reflect a commitment to equity and diversity, protect children's privacy, and empower children to be independent
- collaboration with relevant professionals, as required, to support equitable access to digital technologies for all children
- they remain informed of privacy legislation through monitoring of updated from relevant government authorities such as the Office of the Australian Information Commissioner (OAIC)
- a risk assessment is conducted regarding the use of digital technologies by staff and children at the Service, including accessing online environments
- risk assessments for digital technology and online environments are reviewed annually or as soon as possible after becoming aware of any circumstances that may affect the safety, health or wellbeing of children
- policies and procedures are reviewed following an identification of risks following the review of risk assessments relating to the use of digital technologies and online environments

- staff, educators, families and children are informed of updates to policies, procedures or legislation relating to digital technologies and online environments
- a review of practices is conducted following an incident involving digital technologies or online environments, including an assessment of areas for improvement
- to install and maintain anti-virus and internet security systems including firewalls to block access to unsuitable web sites, newsgroups and chat rooms
- educators are informed of, and adhere to recommended timeframes for 'screen time' according to Australia's Physical Activity and Sedentary Behaviour Guidelines:
 - children birth to one year should not spend any time in front of a screen
 - children 2 to 5 years of age should be limited to less than one hour per day
 - children 5-12 years of age should limit screen time for entertainment to no more than 2 hours a day.
- the use of TV/iPad kept to a minimum, with programs are chosen that are engaging and age appropriate to children. When used, the following conditions apply:
 - only 'G' rated television programs and movies will be viewed at the Service
 - programs depicting violence and/or inappropriate content (including graphic news reports) will not be shown
 - TV programs or videos will only be shown that have positive messages about relationships, family and life
 - information about programs to be viewed will be shared with families beforehand to ensure that they approve of the content. Information may include title, synopsis, rating, length of program
 - all content will be socially and culturally considerate and appropriate
- they share information to families about recommended screen time limits based on *Australia's Physical Activity and Sedentary Behaviour Guidelines*
- all documentation and records relating to safe use of digital technologies are kept safe and secure for a period of 3 years following the child's last day of attendance
- a review of practices is conducted following an incident involving digital technologies and online environments, including an assessment of areas for improvement.

EDUCATORS WILL:

- adhere to the *Safe Use of Digital Technologies and Online Environments Policy* and associated procedure

- ensure they are aware of current child protection law, National Principles for NSW Child Safe Organisations and their duty of care to ensure that reasonable steps are taken to prevent harm to children
- ensure they promote and support a child safe environment, including adherence to the *Child Safe Environment* and *Child Protection* policies and mandatory reporting obligations
- participate in practical training related to digital safety, privacy protection and responsible use of technology
- understand the critical importance of implementing active supervision strategies when children are accessing online environments to keep children safe
- promote and contribute to a culture of child safety and wellbeing in all aspects of our Service's operations, including when accessing digital technologies and online learning environments
- not use, or have access to, any personal electronic devices, including mobile phones or smart watches used to take images or video of children at the Service, access social media (Facebook, Instagram or other) while working directly with children
- not breach children and families' privacy
- keep passwords confidential and log out of computers and software programs after each use
- ask permission before taking photos of children on any device and explain to children how photos of them will be used and where they may be published
- ensure children's personal information where children can be identified such as name, address, age, date of birth etc. is not shared online
- ensure that screen time is NOT used as a reward or to manage challenging behaviours under any circumstances
- introduce concepts to children about online safety at age-appropriate levels
- support children's understanding of online safety by providing age-appropriate guidance, discussions and activities that help them to recognise safe and unsafe online behaviours
- consult with children about matters that impact them, including the use of digital technologies and online environments, to ensure their voices are heard and respected in a meaningful way.

FAMILIES WILL:

- adhere to the *Safe Use of Digital Technologies and Online Environments Policy* and associated procedure
- not use personal electronic devices, such as mobile phones, smart watches or META sunglasses, to take photos, record audio, or capture video of children being educated and cared for at the Service

- provide written authorisation indicating whether or not the Service may take, use, store or destroy images or videos of their child
- provide written notification if they wish to withdraw the authorisation for the Service to take, use, store or destroy images and videos of their child
- be requested to provide written authorisation/consent for individuals visiting the Service to take photographs of their child/ren (e.g., ECIP professionals, professional photography for marketing, school photos etc.)
- be able to withdraw authorisation for the Service to take, use, store or destroy images or videos of children at any time in writing
- be provided with clear information about how to make a complaint and our complaints handling processes
- be aware that sometimes other children in the Service may feature in the same photos, videos, and/or observations as their children. In these cases, families are never to duplicate or upload them to the internet/social networking sites or share them with anyone other than family members.

VISITORS AND VOLUNTEERS WILL:

- adhere to the *Safe Use of Digital Technologies and Online Environments Policy* and associated procedure whilst visiting the Service
- not use personal electronic devices, such as mobile phones smart watches or META sunglasses, to take photos, record audio, or capture video of children being educated and cared for at the Service
- report any concerns related to child safety, including inappropriate use of digital technology, to the approved provider or nominated supervisor
- obtain written authorisation from parents/guardians and the Nominated Supervisor/ approved provider to capture images or video of a child for observation/documentation purposes only. This applies to visitors who are supporting children at the Service (NDIS funded support professionals, Inclusion Support professionals) (See *ECIP Confidentiality Agreement*).

BREACH OF POLICY

Staff members or educators who fail to adhere to this policy may be in breach of their terms of employment and may face disciplinary action which may lead to notification to the regulatory authority and child protection authorities. Visitors or volunteers who fail to comply to this policy may face termination of their engagement. Family members who do not comply with this policy may place their child's enrolment at risk and limit the family members' access to the Service.

RESOURCES

Australian Children's Education & Care Quality Authority. [National Model for Early Childhood Education and Care.](#)

[Australian Government Office of the eSafety commission](#)

[eSafety Early Years Program for educators](#)

[eSafety Early Years Program checklist](#)

[eSmart Alannah & Madeline foundation](#)

[Family Tech Agreement. eSafety Early Years Online safety for under 5s](#)

Kiddle is a child-friendly search engine for children that filters information and websites with deceptive or explicit content: <https://www.kiddle.co/>

Office of the Australian Information Commissioner (OAIC)

CONTINUOUS IMPROVEMENT/REFLECTION

Our *Safe Use of Digital Technologies and Online Environments Policy* will be reviewed on an annual basis or earlier if there are changes to legislation, ACECQA guidance or any incident related to our policy.

Feedback will be requested from children, families, staff, educators and management and notification of any change to policies will be made to families within 14 days.

- RELATED RESOURCES

CCS Compliance Checklist and Audit	Electronic Device Register
CCTV Monitoring Letter to Families	Media Authorisation Child
Data Breach Response Record	Media Authorisation Staff
Data Security Checklist	Privacy Audit
Digital Technologies Risk Assessment	Privacy and Confidentiality Procedure
ECIP Confidentiality Agreement	Safe Use of Digital Technologies and Online Environment Procedure

SOURCES

Australian Children's Education & Care Quality Authority. (2025). [Guide to the National Quality Framework](#)

Australian Children's Education & Care Quality Authority. (2023). [Embedding the National Child Safe Principles](#)

Australian Children's Education & Care Quality Authority. (2024). [Taking Images and Video of Children While Providing Early Childhood Education and Care. Guidelines For The National Model Code.](#)

Australian Children's Education & Care Quality Authority. (2025). [NQF Online Safety Guide](#)

Australian Government eSafety Commission (2020) www.esafety.gov.au

Australian Government Department of Education. (2025). [Child Care Provider Handbook](#)

Australian Government. [eSafety Commissioner Early Years program for educators](#)

Australian Government, Office of the Australian Information Commissioner. (2019). Australian Privacy Principles: <https://www.oaic.gov.au/privacy/australian-privacy-principles-guidelines/>

Australian Government Department of Health and Aged Care. (2021). [Australia's Physical Activity and Sedentary Behaviour Guidelines](#)

Australian Human Rights Commission (2020). *Child Safe Organisations*. <https://childsafe.humanrights.gov.au/>
Early Childhood Australia Code of Ethics. (2016).

Education and Care Services National Law Act 2010. (Amended 2025).

[Education and Care Services National Regulations](#). (Amended 2025).

Office of the Australian Information Commissioner (OAIC)

Privacy Act 1988.

REVIEW

POLICY REVIEWED BY	Tracy Gill	Nominated Supervisor	24.11.2025
POLICY REVIEWED	SEPTEMBER 2025	NEXT REVIEW DATE	NOVEMBER 2026
VERSION NUMBER	V1		
MODIFICATIONS			
POLICY REVIEWED	PREVIOUS MODIFICATIONS		NEXT REVIEW DATE

SAFE USE OF DIGITAL TECHNOLOGIES AND ONLINE ENVIRONMENTS PROCEDURE

Every education and care Service is required to have appropriate policies, procedures, risk assessments and authorisations in place to ensure the safe and responsible use of digital technology and online environments by children, educators, staff, visitors, volunteers and families. *Education and Care Services National Regulations* 168(2)(ha), requires the approved provider to ensure that policies and procedures address the safe use of digital technology and online environment, including:

- clearly outlining how images and videos will be taken, used, stored and destroyed
- ensuring authorisations include specific details relating to taking, using, storing and destroying images and videos
- informing families and staff about the use of any optical surveillance devices through clear signage and communication, and ensuring all devices comply with applicable state/territory and federal privacy legislation
- establishing procedures for all digital devices, including expectations for appropriate use, restricted access and secure data handling
- implementing procedures for the supervised and age-appropriate use of digital devices by children, including restrictions on device access and internet usage.

Our Service adopts and aligns with the [National Model Code and Guidelines](#) for taking images or videos of children, including the safe storage and retention of images or videos. Our Service will ensure compliance with the Education and Care Services (Supply, Authorisation and Use of Devices) Order 2025, ensuring Service-supplied devices are configured to operate in accordance with Service policies and procedures, and that written authorisations are provided where exemptions apply in prescribed circumstances.

Working in conjunction with the *Safe Use of Digital Technologies and Online Environments Policy*, this procedure provides clear guidance to ensure the safe and responsible use of digital devices and online environments by children, families, staff, educators, students and volunteers whilst at the Service.

Education and Care Services National Law or Regulations (S. 162A, 165, **166A [NSW]**, 167. R. 12, 73, 76, 84, 115, 122, 123, 149, 155, 156, 168, 170, 171, 172, 175, 176, 181, 183, 184) NQS QA 2: Element 2.2, 2.1.2 & 2.2.3 *Health practices and procedures*

Related Policy: Safe Use of Digital Technologies and Online Environments Policy

SAFE USE OF DIGITAL TECHNOLOGY AND ELECTRONIC DEVICES		
The approved provider and nominated supervisor will:		
1	review the Service's <i>Safe Use of Digital Technologies and Online Environments Policy</i> annually in collaboration with educators, staff, families and children	
2	implement the National Model Code and Guidelines and ensure management, staff and educators, visitors and volunteers are aware of and adhere strictly to the guidelines, including: - only Service-supplied or issued devices are to be used when taking, storing or transferring images or videos of children - personal electronic devices that can take, store or transfer images or videos (such as tablets, mobile phones, computers/laptops, digital cameras, smart watches, META glasses) and personal storage and file transfer media (such as SD/memory cards, USB drives, hard drives and cloud storage) are not in the possession of any educator, staff member, visitor or volunteer while providing education and care and working directly with children, including during excursions or when children are being transported - ensure educators, staff or volunteers submit a written request if seeking an exemption to use or have in their possession a personal electronic device for essential purposes - strict controls are in place for the appropriate storage and retention of images and videos in accordance with our <i>Record Keeping and Retention Policy</i>	
3	ensure compliance with the Ministerial Direction Education and Care Services (Supply, Authorisation and Use of Devices) Order 2025 including: - maintaining records for all Service-supplied electronic devices - ensuring Service-supplied electronic devices are configured to operate in accordance with Service policies - document the revocation of any electronic devices no longer in use at the Service - providing written authorisation for staff, students or volunteers in prescribed circumstances that may warrant a person to be in possession of or have control of a personal device that can take, store or transfer images or videos while working directly with children - written records and authorisations must be retained for a period of 3 years following the date the record was made	
4	develop and maintain records of electronic Service-supplied devices ,(<i>Electronic Service-supplied Device Form</i>) including: - date of supply, - type of device, - make,	

	• model, • serial number, • name and signature of approved provider supplying the device and • a declaration that the device is configured to operate in line within this policy	
5	ensure Service-supplied devices are configured to operate in accordance with Service policies See Secure Access to Digital Technologies and Online Environments section below for details.	
6	develop and maintain an <i>Electronic Device Register</i> for all electronic devices purchased and used at the Service	
7	ensure each electronic device purchased for and used at the Service is clearly marked with an identification code and marked to state it is the property of the Service	
8	ensure Service-supplied or issued electronic devices are stored securely and are not removed from Service premises (unless for operational activities such as excursions or transportation)	
9	encourage educators and children to report anyone who is acting suspiciously or requesting information that does not seem legitimate or makes staff/educators/children feel uncomfortable	
10	document and investigate all concerns relating to the safe use of digital technologies or online environments (See: <i>Privacy Law Compliance Procedure</i>)	
11	ensure that children aged 0-1 year do not spend any time in front of a screen	
12	ensure that screen time for children aged 2 to 5 years does not exceed 1 hour per day	
13	ensure the use of TV, iPads and DVDs is minimised and ensure only age appropriate 'G' rated programs are shown	
14	ensure children are fully supervised and never left unattended whilst using an electronic device, including a computer or mobile device is connected to the internet, including during transport or excursions	
15	ensure all documentation and records relating to safe use of digital technologies are kept safe and secure for a period of 3 years following the child's last day of attendance	
16	conduct a review of practices following any incident involving digital technologies or online environments, including an assessment of areas for improvement	
17	report any concerns related to child safety including inappropriate use of digital technology or inappropriate conduct or breach of child protection legislation to relevant authorities- regulatory authority, police, office of the guardian NSW (see: <i>Child Safe Environment, Child Protection Policies</i>)	
18	notify the regulatory authority within 24 hours, via NQA ITS, if a child is involved in a serious incident, including any unsafe online interactions, exposure to inappropriate content, or suspected online abuse	

STAFF, STUDENT, VOLUNTEER TRAINING AND INDUCTIONS		
The approved provider and nominated supervisor will:		
1	inform educators and staff of the <i>Safe Use of Digital Technologies and Online Environments Policy and procedures</i> during orientation and induction	
2	keep records of inductions and regular training completed by educators and staff	
3	identify technology training needs of educators for professional development	
4	provide regular training for all educators and staff on reporting obligations, including mandatory reporting and child safe practices	
5	provide professional development, information and resources to educators relating to the safe use of digital technologies and online environments from the e-Safety Commissioner- Early Years Program	
6	ensure management, staff, students, visitors and volunteers are aware of and adhere strictly to the National Model Code guidelines as described above, including ECIP Professionals	
7	ensure management, staff, students, visitors and volunteers are aware of, and comply with, the Ministerial Direction - Education and Care Services (Supply, Authorisation and Use of Devices) Order 2025 as described above	
8	inform educators, staff, volunteers and visitors of exemptions that may warrant a person to use or be in possession of a personal electronic device that can be used to take images or videos including: • Emergency communication during incidents such as a lost child, injury, lockdown, or evacuation • Personal health needs requiring device use (e.g. heart or blood sugar monitoring) • Disability related communication needs • Urgent family matters (e.g. critically ill or dying family member) • Local emergency event to receive alerts (e.g. government bushfire or evacuation notifications) Exemptions for essential purposes must be submitted in writing to the approved provider for approval • if a Service-supplied or issued device stops working and another device is temporarily required • exemptions must be reviewed every 3 months • written prescribed circumstance authorisations must include ○ Service details, ○ person's details, ○ reasons for the authorisation and ○ duration of the authorisation • exemptions must be reviewed every 3 months	

	exemptions may be revoked as required, with revocation properly documented	
9	require new staff and educators to complete a <i>Cyber Safety Agreement</i> and <i>Data Security Checklist</i> as part of their induction program to ensure they understand their responsibilities in handling and protecting digital information	
10	discuss with educators' terms regarding sharing personal data online; ensure children's personal information where children can be identified such as name, address, age, date of birth etc is not shared online	
11	ensure educators are informed of, and adhere to, recommended timeframes for 'screen time' according to Australia's Physical Activity and Sedentary Behaviour Guidelines	
12	ensure educators only use educational software programs, websites and apps that have been thoroughly examined for appropriate content prior to allowing their use by children	
13	ensure educators use a search engine such as 'Kiddle' rather than Google to search for images or information with children	
14	ensure educators and staff are aware of their mandatory reporting requirements and report any concerns related to child safety including inappropriate use of digital technology or inappropriate conduct to the approved provider or nominated supervisor. Reports may be required to be made to the regulatory authority, police, Office of Children's Guardian or e-Safety Commissioner, as required, refer to policy: Identification and reporting of Online Abuse and Safety Concerns for further information.	

FAMILY COMMUNICATION AND ENGAGEMENT

The approved provider and nominated supervisor will:

1	inform parents/guardians of the Service's <i>Safe Use of Digital Technologies and Online Environments Policy</i> and procedures upon enrolment	
2	inform families of examples of digital technology and electronic devices used at the Service, which may include: - touchscreen devices- tablets (iPads) - programs that develop literacy or numeracy skills with ICT such as word processing, desktop publishing - internet and information literacy skills - smart toys/robotic toys- such as bee bots - scanners - interactive whiteboards/data projectors	
3	provide parents and families with information about the apps or software programs accessed by children at the Service	

4	inform families that personal electronic devices are not to be brought to the Service by children	
5	ensure that personal device's brought to the Service by a child are turned off, securely stored in a locked cupboard, and collected by the child's parent/guardian at the end of the day	

DIGITAL TECHNOLOGY AND ONLINE ENVIRONMENTS RISK ASSESSMENT

1	The approved provider and nominated supervisor will conduct a comprehensive risk assessment regarding the safe use of digital technology and online environments by children and staff, identifying potential risks, implementing appropriate controls and ensuring supervision and protective measures are in place	
2	The risk assessment will be developed in consultation with educators, families and, where possible, children	
3	The approved provider and nominated supervisor will review the risk assessment for safe use of digital technology and online environments is reviewed at least once every 12 months	
4	The approved provider and nominated supervisor will review the risk assessment following any incident or circumstance where the health, safety or wellbeing of children may be compromised	
5	If a risk concerning a child's safety and wellbeing is identified during the risk assessment, the approved provider and nominated supervisor will update the <i>Safe Use of Digital Technologies and Online Environments Policy</i> and procedure as soon as possible	
6	The approved provider and nominated supervisor will ensure the <i>Safe Use of Digital Technologies and Online Environments Risk Assessment</i> is stored safely and securely and kept for a period of 3 years	

The approved provider and nominated supervisor will:

1	review updates regarding information and legislation from the Office of the Australian Information Commissioner	
2	display a notice at the entrance of the Service stating CCTV surveillance is used at the Service	
3	inform families, educators and staff in writing that the Service uses CCTV as a surveillance method, including ○ the kind of surveillance to be carried out (camera, computer or tracking) ○ how the surveillance will be carried out ○ location of camera's ○ when the surveillance will start and if it will be continuous or intermittent and	

	○ whether the surveillance will be for a specified limited period or ongoing ○ who has access to the footage (police, legal representatives) ○ how and when the footage will be deleted	
4	ensure cameras are not installed in private areas (such as bathrooms or shower areas)	
5	not use baby monitors as a form of surveillance	
6	determine who is authorised to access CCTV footage	
7	ensure CCTV footage and recordings is kept strictly secure and protected by password systems	
8	ensure all requests to view CCTV footage is managed in accordance with Australian Law	
9	provide access to CCTV footage or recordings to authorised officers upon written request	
10	destroy or de-identify CCTV footage when it is no longer needed for the purpose it was collected for	

IMAGES AND VIDEOS – Taking, Using, Storing, Destroying and Authorisation

The approved provider and nominated supervisor will:

1	engage educators in discussion that consider the intent, appropriateness, context and consent involved in capturing images and videos	
2	ensure images and videos are taken that reflect the intended purpose and are not inappropriate in nature. For example, inappropriate images may include children not dressed adequately, in distress or in a position that could be perceived as sexualised in nature.	
3	ensure educators discuss taking photos with children and seek their consent in a way that is appropriate to their age and understanding	
4	provide Service-supplied or issued electronic devices to educators and staff for the use of taking images and videos	
5	provide educators and staff with information and guidelines on how to access, handle, store and transmit digital data securely	
6	ensure staff, educators, students, volunteers or visitors do not transfer images or videos from Service-supplied or issued devices to personal devices or storage devices, unauthorised transferring of digital data may result in disciplinary or other appropriate action	
7	investigate and report any alleged misuse of Service-supplied or issued devices, including where images or videos are not appropriate or have been transferred to personal devices. Reports may be required to be made to the regulatory authority, police, Office of Children's	

	Guardian or e-Safety Commissioner as required, refer to policy: Identification and reporting of Online Abuse and Safety Concerns for further information.	
8	review all material submitted for publication on the Service Internet/Intranet site and ensure it is appropriate to the Service's learning environment	
9	ensure only authorised persons post images or videos online and that content is appropriate and aligns with the Service's values and objectives	
10	ensure educators or staff seek advice from Service management regarding matters such as the collection and/or display/publication of images or videos (such as personal images of children or adults), as well as text (such as children's personal writing)	
11	inform families of how images and videos of children will be stored	
12	monitor Service-supplied or issued devices to ensure images and videos are taken, used and stored in accordance with the <i>Safe Use of Digital Technologies and Online Environments Policy</i> and this procedure	
13	store backups securely, either offline, or online (using a cloud-based service), including using password protection systems	
14	regularly update software and devices	
15	establish and implement procedures to be followed in the event of a data security breach (See: <i>Privacy Law Compliance Procedure</i>)	
16	inform families of how images and videos will be destroyed	
17	ensure images and videos are deleted or destroyed once they are no longer required for the purpose for which they were collected, in line with privacy obligations and Service policies	
18	ensure images and videos for individual children are deleted or destroyed and removed from storage when authorisation has been revoked from the parent/guardian	
19	ensure authorisation is obtained from parents/guardians to take, use, store and destroy images and videos of children taken at the Service	
20	inform families of the purpose of why educators or staff are taking photos, i.e. for documenting the education program or child's learning and development or for promotional purposes	
21	request parents/guardians to sign an authorisation form to ensure children's privacy, safety and copyright associated with the online publication of children's personal details, images, videos or work. If authorisation is not provided the child's personal details, images, videos or work will not be published online.	

SECURE ACCESS TO DIGITAL TECHNOLOGIES AND ONLINE ENVIRONMENTS		
The approved provider and nominated supervisor will:		
1	ensure there is no unauthorised access to the Service's technology facilities (programs, software program etc.)	
2	ensure all educators have appropriate login to provide secure access to programs and folders	
3	inform educators and staff of password management, including any password management system the Service implements. Educators and staff are expected to create strong passwords and to change passwords on a regular basis.	
4	ensure log in and passwords are not shared between staff, families or outside community members to restrict unauthorised access	
5	implement the following measures to protect personal information: • using password protected systems • restricting access to authorised personnel only • storing physical records securely • reviewing data handling practices • providing staff with privacy and data security training	
6	ensure each person who is responsible for submitting attendance and enrolment data] will be registered with PRODA	
7	ensure all provider personnel using OWINA will have their details updated and background checks conducted as required - [personal details, date of birth, address, email, phone number, Working with Children's Check, Supporting Documentation-Australian Police Criminal History Check, declaration- Australian Securities and Investments Commission (ASIC), National Personal Insolvency Index check]	
8	advise new educators or staff of how the Service stores physical and digital files. Educators and staff are provided with Service issued devices, such as USB or Hard Drives to store data information securely if not cloud storage is not used.	
9	work with an ICT security specialist to ensure the latest security systems are in place	
10	ensure anti-virus and internet security systems including firewalls can block access to unsuitable web sites, newsgroups and chat rooms	
11	conduct a <i>Privacy Audit</i> to ensure ongoing compliance with privacy obligations and recent changes. The <i>Privacy Audit</i> should be completed on a yearly basis or following any breaches in data at the Service. The <i>Privacy Audit</i> will assist Services to: - Identify how to meet privacy obligations - Identify how to improve on existing privacy management - Identify potential areas of privacy risk	

	- Alleviate these risks by improving compliance with the Privacy Act	
Educators will:		
12	only use approved programs, including online platforms, through authorised accounts and login credentials	
13	manage and maintain password and login details securely in accordance with Service policies, ensuring they are not shared and are updated regularly	
14	attend and participate in privacy and data security training	

RESIGNATION/EXIT PROCEDURE		
1	Educators and staff who provide resignation are informed of their responsibilities and obligations in relation to the <i>Confidentiality Agreement</i>	
2	Management will remove access to email address, SharePoint and/or cloud storage and folders to an educator or staff member who has ended employment	
3	Educators and staff who have resigned are to return any Service issued equipment or devices, including USBs or Hard Drives	
4	Educators and staff who have resigned are to acknowledge not to access accounts or misuse sensitive or confidential information	
5	An <i>Employee Exit Checklist</i> is completed for all educators or staff who have resigned from the Service, in particular attention provided to the Data Security section	
6	Management will consult with the <i>Employee Exit Guide</i> to ensure all aspects of Data Security are considered when an educator or staff member provides resignation	

REVIEW OF PROCEDURE			
Date procedure created	20.11.2025	To be reviewed	November 2025
Approved by	Tracy Gill		
Location of procedure			
Procedure reviewed date	Modifications/Changes		

APPENDIX: SAFE USE OF DIGITAL TECHNOLOGIES AND ONLINE ENVIRONMENTS RISK ASSESSMENT

The Education and Care Services National Law and Regulations require services to *‘ensure that a risk assessment is conducted to identify potential emergencies that are relevant to the service’* (Section 97 (2)) and *‘ensure that every reasonable precaution is taken to protect children... from harm and from any hazard likely to cause injury’* (Section 167).

Taking precautions involves carrying out risk assessments within your Service to assess the risks and plan how to manage them.

Working in conjunction with the *Risk Assessment Guide* and *Safe Use of Digital Technologies and Online Environments Policy*, this risk assessment action plan identifies potential hazards when using digital technologies and online environments within our Service and specifies actions (control measures) to be taken to minimise or control any risk during or following learning experiences.

IN CASE OF EMERGENCY DIAL 000					
SERVICE DETAILS IN CASE OF AN EMERGENCY					
Service name		Phone number		Email address	
Nominated supervisor name		Physical address		Nearest cross street	

STEP 1	Identify the hazard or potential hazard. Use <i>Guiding Questions</i> to be aware of potential risks.
STEP 2	Assessing the risk of harm or potential harm. <i>Likelihood and Consequences</i> .
STEP 3	Risk Rating Matrix
STEP 4	Risk Assessment Action Plan
STEP 5	Evaluate and Review

STEP 1 - GUIDING QUESTIONS- Identify the hazard or potential hazard	YES	NO	IF NO:
Does the Service have policies and procedures for providing safe supervised use of digital technologies and online environments? Including <i>Safe Use of Digital Technologies and Online Environments Policy</i>			
Is information regarding the use of digital technologies and online environments, and related procedures available to new families as part of the enrolment induction?			
Is information regarding the use of digital technologies and online environments and related procedures available to new and existing staff through the induction and orientation program and staff handbook?			
Does the <i>Safe Use of Digital Technologies and Online Environments Policy</i> include information about how educators, staff, visitors, volunteers and families can raise concerns and complaints regarding the use of digital technologies, sharing personal information online or the taking, use and storage of images and videos?			

Does the <i>Safe Use of Digital Technologies and Online Environments Policy</i> include links to resources to support safe use of digital technologies and online environments?			
Has the <i>Digital Technologies and Online Environments Risk Assessment</i> been reviewed and updated annually?			
Have staff and families been involved in preparation and review of the risk assessment and service policies surrounding digital technologies and online environments?			
Does the Service implement and adhere to the National Model Code and Guidelines ?			
Are educators, staff and visitors (e.g. ECIP professionals) informed of the Service's policies that prohibit the use or possession of personal electronic devices and personal storage devices to take or access images or videos of children while at the Service?			
Do educators and staff ensure that Service-issued electronic devices, which may contain personal information, are not taken off the premises (except where required, for example excursions, transportation or other operational activities)?			
Are restrictions in place to ensure unauthorised access to images, videos and digital data?			
Is digital data reviewed and archived on a regular basis?			
Is digital data deleted or destroyed and removed from storage devices in accordance with the <i>Record Keeping and Retention Policy</i> ?			
Is a review of practices conducted following an incident involving digital technologies?			
Are anti-virus and internet security systems, including firewalls, installed and maintained on all Service issued electronic devices?			

Are all Service issued electronic devices password-protected and securely configured?			
Do staff participate in professional development regarding online safety?			
Are all staff aware of the policy and guidelines surrounding digital technology and online environments?			
Are staff aware they can access support resources for further information about digital technologies and online environments? For example ECA Statement on young children and digital technologies			
Are educators and staff aware of practices that prohibit sharing personal information or data online relating to children, families, other staff members or the Service?			
Do educators implement active supervision strategies when children are accessing online environments?			
Are children provided with age-appropriate guidance about online safety?			
Do educators monitor and discuss children's use of digital technology to identify unsafe behaviours?			
Are educators and staff aware of procedures for reporting any concerns, breaches, or inappropriate use of digital devices and online services?			
Are educators and staff aware of procedures for reporting suspected cases of online abuse to relevant authorities?			
Do educators limit screen time, in accordance with recommendations of Australia's Physical Activity and Sedentary Behaviour Guidelines?			
Are families informed that children are not to bring electronic devices to the Service?			

Are educators, staff, families and visitors alerted to the use of CCTV within the Service?			
Is a sign placed at the entrance of the Service advising of the use of CCTV surveillance?			
Is access to CCTV footage restricted to authorised personnel?			
Has written authorisation from parents/guardians been obtained for the Service to take, use, store and destroy images and videos of children? (<i>Media Authorisation – Child</i>)			
Are images and videos removed if parental authorisation is withdrawn?			
Has written authorisation from parents/guardians been obtained for children to use digital technology and online environments? (<i>Cyber Safety Authorisation</i>)			
Have parents signed an authorisation to publish form to ensure children's privacy, safety and copyright associated with the online publication of children's personal details or work?			
Are parents and families provided with information about the apps or software programs accessed by children at the Service?			
Are privacy filters and parental control settings turned on and used when children are accessing digital technologies and online environments?			
Are families informed of recommended screen time limits based on Australia's Physical Activity and Sedentary Behaviour Guidelines?			
Are potential data breaches reported immediately to the approved provider or nominated supervisor?			

STEP 2: ASSESSING THE LIKELIHOOD		ASSESSING THE CONSEQUENCES	
Almost certain	Has occurred on an annual basis (or more frequently) in the past	Critical	Extreme risk. Death or permanent disability or multiple serious injuries. Loss of or catastrophic damage to premises. Risk needs careful planning and consideration required before going ahead- consultation and guidance required-policies/procedures/external professionals (RFS, SES)
Likely	Has occurred in the past few years	Major	High risk. Complete a risk assessment and consider if risk is worth accepting. Serious long-term injury or illness could occur. Major damage to premises.
Possible	May occur at some stage (has occurred at least once in the history of the Service)	Moderate	Medium risk. Deal with the hazard as soon as possible. Complete risk assessment to implement control measures to manage and reduce risk. Medical attention may be required. Damage to premises may occur.
Unlikely	Has never occurred within the Service but has been known to infrequently occur in similar early education and care services in the local geographic area	Minor	Low risk. Deal with the hazard when able-implement effective control measures to reduce risk. First aid may be required. Minor damage to premises. Unlikely to cause long-term problems.
Practically impossible	It is not known to have occurred in any similar early education and care service within the local geographic area	Insignificant	Very low risk. Deal with the hazard when able. No first aid required. No interruption to general operations. Damage to premises unlikely.

STEP 3: RISK RATING MATRIX. Use the Risk Score Matrix to identify and assess risks. Record the Risk Ranking within the Risk Assessment below

LIKELIHOOD	CONSEQUENCE LEVEL					
		Critical	Major	Moderate	Minor	Insignificant
	Almost Certain	Extreme	Extreme	Extreme	High	Medium
	Likely	Extreme	Extreme	High	Medium	Medium
	Possible	Extreme	High	Medium	Medium	Low
	Unlikely	High	Medium	Medium	Low	Very Low
	Practically Impossible	Medium	Medium	Low	Very Low	Very Low

STEP 4: RISK ASSESSMENT ACTION PLAN - TEMPLATE

ITEM	EVENT OR ACTIVITY	HAZARD IDENTIFICATION (What could go wrong?)	RISK RANKING (use matrix)	ELIMINATION OR CONTROL MEASURES	RESPONSIBILITY	
					WHO	WHEN
1						
2						

STEP 5: EVALUATE AND REVIEW						
This Digital Technologies and Online Environments Risk Assessment has been developed in consultation with management/educators and families of the Service						
Plan prepared by	Full Name		Role/Position		Signature	
Plan prepared in consultation with	Full Name		Role/Position		Signature	
Plan prepared in consultation with other agencies (if applicable)	Full Name		Role/Position		Signature	
Communicated to all relevant staff	Y / N	Comment if needed				
Approved provider authority	Full Name		Signature		Date	
Risk assessment evaluation and review date Monitor the effectiveness of the controls and change if necessary.	Date		Actions required			
Comments						

APPENDIX: ELECTRONIC DEVICES REGISTER

Service name	

Device Type	Brand/Model	Date of Purchase	Serial Number	Assigned User/Room	Intended Use	Connectivity	Recording or Storage Capabilities	Security Settings Applied	Notes
Tablet	Apple iPad 9th Gen	10/3/2025	SN123456789	Preschool Room	Documentation (Storypark), Taking of images and videos, Interactive learning	Connected to Service Wifi, Bluetooth connects to speaker	Camera, microphone, internal storage, connects to Service google storage	Password protected, auto security updates enabled, placed in locked cupboard at the end of each day	

APPENDIX: MEDIA AUTHORISATION - CHILD

Our Service has a responsibility to ensure we remain compliant with regulation requirements and Privacy Laws by obtaining written authorisation to capture, use, store and destroy images and videos of children.

Only authorised educators, staff and approved visitors are permitted to take images and videos of children whilst on our Service premises. Access to stored images and videos is restricted to authorised educators, staff or authorised officers (e.g. Department of Education Officer).

Children's images and information may be included in media, such as photographs, video and audio, used to document children's learning and share experiences with our broader community. Images and videos may be shared via our Service's public website, newsletter, social media accounts on networks such as Facebook and Instagram, special events and online programming apps OWNA. Our Service is committed to adhering to our *Safe Use of Digital Technologies and Online Environments Policy* and *Privacy and Confidentiality Policy* and ensure that identification of a child, where applicable, is by first name only.

This authorisation form is effective for the duration of your child's enrolment at the Service; however, authorisation may be withdrawn at any time with written notification. Digital data stored at the Service will be destroyed in accordance with the *Record Keeping and Retention Policy* and procedure.

Please note: *Published information on public websites and social media can be accessed by third parties and be discoverable online for many years, if not permanently.*

Management

Media Authorisation

Please select:

- ☐ I **provide** authorisation to capture, use, store and destroy my child's images and videos in accordance with the information listed above
- ☐ I **provide** authorisation for my child's images, videos and information (first name only) to be shared publicly in accordance with the information listed above
- ☐ I **do not** provide authorisation to capture, use or store images or videos of my child
- ☐ I **do not** provide authorisation for my child's images and videos to be shared publicly

I acknowledge this authorisation and have carefully considered all privacy implications on behalf of my child. I understand this authorisation may be revoked at any stage, provided for in writing.			
Child's full name		Age	
Parent/Guardian 1 name		Date	
Parent/Guardian 1 signature			
Parent/Guardian 2 name		Date	
Parent/Guardian 2 signature			

APPENDIX: MEDIA AUTHORISATION - STAFF

Our Service has a responsibility to ensure we remain compliant with Privacy Laws by obtaining written authorisation to capture and use images and videos of children and staff. Staff members' images and information may be included in media such as photographs, video and audio used to document children's learning and share experiences with our broader community.

Images and videos may be shared via our Service's public website, newsletter, social media accounts on networks such as Facebook and Instagram, special events and online programming apps OWNA. Our Service is committed to adhering to our *Privacy and Confidentiality Policy* and ensure that identification of staff members, where applicable, is by first name only.

This authorisation form is effective for the duration of employment at the Service; however, authorisation may be withdrawn at any time with written notification.

Please Note: Information published on public websites and social media channels can be discoverable online for many years, if not permanently. Published information can also be accessed by third parties.

Management

Please select:

- ☐ I provide authorisation for my images and videos to be shared publicly in accordance with the information listed above
- ☐ I **do not** provide authorisation for my images and videos to be shared publicly

I acknowledge this authorisation and have carefully considered all privacy implications.			
Full name		Date	
Signature			

DATA SECURITY CHECKLIST

Employee full name			
Start Date		Position	

ACCOUNT SET UP	DATE ACTIONED	DETAILS	PASSWORDS PROVIDED
Email address			
SharePoint access			
HR Software			
Finance Software			
Family communication software platform			
Facebook			
CCS Software			
Password Management System			

ACKNOWLEDGEMENTS	DATE	SIGNATURE
I acknowledge I have read and understand the Service's <i>Privacy and Confidentiality Policy, CCS Data Security Policy and Safe Use of Digital Technologies and Online Environments Policy</i>		
I acknowledge I have read, understand and signed the <i>Confidentiality Agreement and Cyber Safety Agreement</i>		
I acknowledge I will not use, or have on my possession, a personal electronic device or storage device while working directly with children		
I acknowledge I will not use a personal mobile phone or electronic device to capture images or videos of children		
I acknowledge I will not transfer digital data from the Service to a personal storage device, including images and videos of children		
I agree to update software and operating system programs as patches and updates are available, including Windows updates		
I agree to report any Data Breaches to management and where appropriate to OAIC as per <i>Privacy Law Compliance Procedure</i>		

I agree to inform management of any circumstances which may affect the fit and proper status, in particular in relation to CCS Management		
I agree to ensure antivirus software is installed and applied to service computers and devices at all times and set to automatic updates.		

Employee name		Date	
Employee signature			

Nominated supervisor name		Date	
Nominated supervisor signature			

STAFFING ARRANGEMENTS POLICY

Our Service aims to engage educators, staff and nominated supervisors who have the qualifications and experience to develop warm, nurturing, and respectful relationships with children. We are committed to ensuring that children's health, safety, and wellbeing is protected at all times through providing appropriate and effective supervision according to legislated ratios and best practice. Our educators, in collaboration with our educational leader, design and implement programs that support children's participation and engagement, interests, learning, and development.

NATIONAL QUALITY STANDARD (NQS)

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

EDUCATION AND CARE SERVICES NATIONAL LAW AND NATIONAL REGULATIONS	
S. 2A	Paramount consideration—safety, rights and best interests of children
S. 3A	Paramount consideration [NSW]
S.5AA	Meaning of inappropriate conduct [NSW]
S. 56	Notice of addition of nominated supervisor
S. 56A	Notice of change of a nominated supervisor's name or contact details
S. 87	Application for service waiver for service
S. 161	Offence to operate education and care service without nominated supervisor
S. 161A	Offence for nominated supervisor not to meet prescribed minimum requirements

S. 162	Offence to operate education and care service unless responsible person is present
S. 162A	Child protection training Offence relating to child protection training NSW
S. 162B	Child safety training
S.166A	Offence to subject child to inappropriate conduct NSW Offences relating to inappropriate conduct
S. 169	Offence relating to staffing arrangements
S. 172	Offence to fail to display prescribed information
S. 173	Offence to fail to notify certain circumstances to regulatory authority
S. 174	Offence to fail to notify certain information to regulatory authority
S. 174AA	Educators and other staff members of education and care service to notify certain information [NSW]
S. 174AB	Approved provider must notify Regulatory Authority of event under section 174AA [NSW]
S. 175	Offence relating to requirement to keep enrolment and other documents
Part 6A	Devices in education and care services
S. 178	Suspension of education and care by certain persons NSW
S. 178A	Supervision of certain persons providing education and care NSW
S. 188	Offence to engage person to whom prohibition notice applies
S. 188A	Offence to give false or misleading information to approved provider about prohibition notice False or misleading information about certain notices NSW
S. 269B	National Early Childhood Worker Register
S. 269E	Approved provider must give information to the National Authority for the National Early Childhood Worker Register
4 (1)	Definitions
10	Meaning of <i>actively working towards</i> a qualification
11	Meaning of <i>in attendance</i> at a centre-based service
13	Meaning of <i>working directly with children</i>
35	Notice of addition of new nominated supervisor
82	Environment to be free from tobacco, vaping devices, vaping substances, drugs and alcohol
83	Staff members and family day care educators not to be affected by alcohol or drugs

84	Awareness of child protection law
117A	Placing a person in day-to-day charge
117B	Minimum requirements for a person in day-to-day charge
117C	Minimum requirements for a nominated supervisor
118	Educational Leader
120	Educators who are under 18 to be supervised
122	Educators must be working directly with children to be included in ratios
123	Educator to child ratios – centre-based services
126	Centre-based services – general educator qualifications
126A	Illness or absence of a qualified educator who is required to meet the relevant educator to child ratio
130	Requirement for early childhood teachers – centre-based services – fewer than 25 approved places
131	Requirement for early childhood teacher – centre-based services – 25 or more approved places but fewer than 25 children
132	Requirement for early childhood teacher – centre-based services – 25 to 59 children
133	Requirement for early childhood teacher – centre-based services – 60 to 80 children
134	Requirement for early childhood teacher – centre-based services – more than 80 children
135	Early childhood teacher illness or absence
136	First Aid qualifications
145	Staff Record
146	Nominated supervisor
147	Staff Members
148	Educational Leader
149	Volunteers and Students
150	Responsible Person
151	Record of educators working directly with children
152	Record of access to early childhood teachers
152A	Record of replacement of educator
152B	Record of replacement of early childhood teacher or suitably qualified person

168	Education and care services must have policies and procedures
170	Policies and procedures to be followed
171	Policies and procedures to be kept available
172	Notification of change to policies or procedure
173	Prescribed information to be displayed
174	time to notify certain circumstances to regulatory authority
177	Prescribed enrolment and other documents to be kept by approved provider
239A	Centre-based services in remote and very remote areas—attendance of early childhood teachers
240	Centre-based services in remote and very remote areas – qualifications for educators
241	Persons taken to hold an approved early childhood teaching qualification
242	Persons taken to be early childhood teachers
243	Persons taken to hold an approved diploma level education and care qualification
244	Persons taken to hold an approved certificate III level education and care qualification
272	Early childhood teachers- children preschool age or under NSW
372	Educator to child ratio—pre-kindergarten program or kindergarten program provided by a school
373	Early childhood teachers—pre-kindergarten program or kindergarten program provided by a school
379	Educators required to be early childhood teachers

RELATED POLICIES

CCS Personnel Policy Code of Conduct Policy Child Protection Policy Child Safe Environment Policy Dealing with Complaints Policy Emergency and Evacuation Policy Excursion/Incursion Policy Governance Policy Incident, Injury, Trauma and Illness Policy Performance Management Policy Privacy and Confidentiality Policy	Professional Development Policy Record Keeping and Retention Policy Responsible Person Policy Recruitment Policy Safe Use of Digital Technologies and Online Environments Policy Safe Transportation Policy Sleep and Rest Policy Supervision Policy Student, Volunteer and Visitors Policy

PURPOSE

Under the Education and Care Services National Regulations, the approved provider must ensure that policies and procedures are in place in relation to staffing arrangements and take reasonable steps to ensure those policies and procedures are followed. (ACECQA 2021) To ensure our Service adheres to the Education and Care Service National Regulations, we employ educators and staff in compliance with any state specific qualifications and experience and adhere to regulated educator and child ratios whenever children are educated and care for. We believe that children's safety, rights, and best interests are the paramount consideration for all Service operations, decisions and functions.

SCOPE

This policy applies to staff, educators, approved provider, nominated supervisor, management, students, and volunteers at the Service.

IMPLEMENTATION

Our Service is committed to the safety, wellbeing and support of all children and young people in all aspects of operation within our Service. Our Service will comply with the required educators to child ratios, taking into consideration qualification requirements and experience, implement the required staffing requirements and ensure all staff adhere to our Code of Conduct.

All staff must adhere to our child safety policies including *Child Protection, Child Safe Environment and Safe Use of Digital Technologies and Online Environments Policies*. Our Service adheres to and aligns with legislative requirements related to taking images or videos of children. (See *Safe Use of Digital Technologies and Online Environments Policy*.)

STAFFING ARRANGEMENTS

Under the Education and Care Services National Regulations, the approved provider must ensure the Service meets minimum staffing arrangements including:

- nominating a responsible person to oversee the day-to-day operation of the Service
- employing staff who meet early childhood teaching, diploma and Certificate III qualifications, anaphylaxis and emergency asthma management training, first aid and child protection training
- adhering to educator to child ratios- minimum number of educators working directly with children

- ensuring an appropriately qualified and experienced educational leader is employed to lead the implementation of the educational program under the approved learning framework
- ensuring each staff member is considered fit and proper to work with children and hold a valid Working with Children Check (WWCC)
- ensuring any applications for staffing Service waivers meet National Law and National Regulation requirements, including all required documentation
- cooperating with the regulatory authority and complying with any directions or orders issued by the regulatory authority regarding a show cause, suspension or supervision notice provided to an employee, including removing the person from engagement with children immediately.

NOMINATED SUPERVISOR

The nominated supervisor is a suitable person appointed by the approved provider who is placed in day-to-day charge of an approved Service. The approved provider must provide sufficient evidence and information to demonstrate compliance to the regulatory authority of the suitability of this person.

Nominated supervisors have a range of responsibilities under the National Law and National Regulations including, but not limited to, programming, supervision and safety of children, entry to and exit from the premises, food and beverage, administration of medication, excursions, staffing, sleep, and rest.

The approved provider will:

- ensure a nominated supervisor is nominated for the Service and display the name of the nominated supervisor in a place that is clearly visible to staff, educators, families and visitors
- notify the regulatory authority at least seven days prior to the nominated supervisor starting or as soon as practicable (not more than 14 days after the nominated supervisor has commenced employment in the position)
- ensure the regulatory authority is notified if the nominated supervisor ceases employment at the service, is removed from the role or withdraws consent to the nomination
- ensure the nominated supervisors meets the following minimum requirements:
 - must be 18 years of older
 - holds a valid WWCC
 - have adequate knowledge and understanding of the provision of education and care to children and has the ability to effectively supervise and manage an education and care Service

- have the ability to adequately supervise and manage an education and care service
- have successfully completed a course in child protection approved by the regulatory authority and be aware of mandatory reporting obligations
- have completed mandatory Child Safety training and be aware of reporting obligations
- have a history of compliance with *Education and Care National Law* and other relevant laws (e.g., Family Law)
- ensure the nominated supervisor signs a Compliance History Statement and a Prohibition notice declaration
- remove the nominated supervisor from the role if a compliance action is determined against them or concerns are held regarding their suitability to meet the requirements of the role.

The nominated supervisor will:

- accept the role in writing, to ensure they have a clear understanding about their role and responsibilities
- ensure the Service program is reflective of the approved learning framework, incorporate the children's developmental needs, interests, and experiences, and consider the individual differences and needs of each child
- adhere to Service policies ensuring a safe and healthy environment is provided
- register with PRODA and complete required background checks, including WWCC and criminal history record check.

RESPONSIBLE PERSON

The responsible person can be the approved provider, a nominated supervisor or a person with management or control placed in day-to-day charge of the Service. Our Service will ensure there is always a nominated supervisor or responsible person on the premises when children are being educated and cared for.

The approved provider or nominated supervisor will:

- ensure any persons nominated as a responsible person placed in day-to-day charge are at least 18 years old and have adequate knowledge and understanding of the provision of education and care to children and an ability to effectively supervise and manage an education and care service (Reg. 117B)

- clearly communicate the responsible person on duty with families, educators, staff and visitors by displaying this information in the foyer or reception area
- ensure the responsible person adheres to Service policies and procedures and maintain a safe and healthy environment for children
- ensure the responsible person always acts with professionalism when dealing with children, educators, visitors, and families
- ensure all responsible persons accept the role in writing, to ensure they have a clear understanding about their role and responsibilities
- ensure the responsible person has a history of compliance with *Education and Care National Law* and other relevant laws (e.g., Family Assistance Law)
- ensure the responsible person signs a Compliance history statement template and a Prohibition notice declaration
- ensure the responsible person has successfully completed a course in child protection approved by the regulatory authority
- ensure the responsible person has successfully completed mandatory Child Safety training and be aware of mandatory reporting obligations.

QUALIFICATIONS

Our Service will comply with the Education and Care Services National Regulations (Reg. 126) and ensure that at least 50 % of educators required to meet the relevant educator to child ratios for centre-based Services must have or be actively working towards an approved diploma level education and care qualification (or higher). All other educators required to meet the educator to child ratios at our Service, must hold, or be actively working towards at least an approved certificate III level education and care qualification.

Qualification and ratio requirements apply as soon as children are present at the Service. If only one staff member is present during the Service's opening or closing times, that educator must hold a minimum diploma level qualification when children are present.

Under the NQF a person is considered a diploma qualified educator if they:

- hold an approved diploma level qualification, or

- hold a former approved diploma level qualification completed before January 2012, or
- hold a qualification that ACECQA has assessed as equivalent to an approved diploma level educator qualification

If an individual is 'actively working towards' an approved qualification, they may be counted as a diploma level educator if they meet the requirements determined by ACECQA.

- an individual who is 'actively working towards' an approved early childhood teaching qualification and has completed at least 50% of the qualification or
- an individual who holds an approved qualification as listed on [the ACECQA website](#) that is approved by the National Authority or
- an individual who holds a qualification as approved by the National Authority, or
- an individual who is registered (accredited in NSW) as a primary or secondary school teacher in Australia and holds an ACECQA approved early education and care diploma (or higher approved qualification).

'SUITABLY QUALIFIED PERSON' DEFINITION

ACECQA determines the following qualifications as requirements for a 'suitably qualified person':

an individual who holds an approved qualification as listed on the ACECQA website that is approved by the National Authority or an individual who holds a qualification as approved by the National Authority.

ACTIVELY WORKING TOWARDS DEFINITION- (Reg.10)

Educators can be counted towards meeting the listed qualification if they meet the following criteria:	
Certificate III level	• have commenced the course, and • are making satisfactory progress toward completing the course, and • are meeting the requirements for maintaining the enrolment.
Diploma level	• are enrolled in a course for an approved diploma level or early childhood qualification-ACECQA approved diploma level or higher qualification and, • provide documentary evidence to the approved provider that they: ○ have started the course and ○ are making satisfactory progress toward completing the course and ○ are meeting the requirements for maintaining enrolment, and ○ hold an approved certificate III level education and care qualification, or

	○ have completed the percentage of total units of study required for completion of an approved early childhood teaching qualification, as determined by ACECQA
Taken to be an early childhood teacher (Reg. 242)	• are enrolled in a course for an approved early childhood qualification and, • provide documentary evidence such as a transcript or letter from the course provider that they: ○ have started the course, and ○ are making satisfactory progress towards completion of the course and, ○ are meeting the requirements for maintaining enrolment, and ○ hold an approved diploma level qualification, or ○ have completed at least 50% of the course.
[Reg. 242 does not apply in QLD or VIC, or in centre-based services in NSW caring for 30 or more preschool age or under]	

APPROVED FIRST AID QUALIFICATIONS/ANAPHYLAXIS AND EMERGENCY ASTHMA MANAGEMENT TRAINING

- The approved provider is required to ensure at least one staff member, or one nominated supervisor holds current qualifications for first aid (including cardio-pulmonary resuscitation), anaphylaxis management and emergency asthma management training
- The approved provider must ensure at least one staff member, or one nominated supervisor be in attendance at any place children are being educated and cared for by the Service and be immediately available in an emergency and hold the mandatory qualifications for:
 - an ACECQA approved first aid qualification (including cardio-pulmonary resuscitation renewed every 12 months) and
 - anaphylaxis management training and
 - emergency asthma management training.
 (Approved qualifications are published on the ACECQA website)
- Services must have staff with current approved qualifications on duty at all times and be immediately available in an emergency
- It is the staff and educator's responsibility to ensure they maintain first aid (including cardio-pulmonary resuscitation), anaphylaxis management and emergency asthma management training qualifications and provide the Service with a copy of the certificate. Staff and educators must ensure they participate in training prior to the expiration date on their certificates

- Approved first aid qualifications and ACECQA approved anaphylaxis and asthma management training every 3 years and renew cardio-pulmonary resuscitation every 12 months.

EDUCATOR TO CHILD RATIOS

Our Service will meet the minimum child ratio requirements at all times as stated below (Reg. 123)

(exemptions may apply in an emergency (child protection order or urgent health care needs of a parent).

See EMERGENCY SITUATIONS- ADDITIONAL CHILDREN section below):

State	Age of children	Educator to child ratio
NSW, WA	Birth to 24 months	1: 4
	Over 24 months and less than 36 months	1: 5
	Over 36 months of age or over (not including children over pre-school age)	1: 10

EARLY CHILDHOOD TEACHER

An early childhood teacher (ECT) is an individual who:

- holds an approved early childhood teaching qualification, or
- holds a former approved early childhood teaching qualification that commenced before 1 January 2012, or
- holds a qualification in accordance with ACECQA qualification list, or
- holds a qualification that ACECQA has assessed as equivalent to an approved early childhood teaching qualification.
-
- Our Service will:
 - engage and have access to an ECT based on the number and age of children attending the Service
 - ensure the ECT or suitably qualified person is physically present at the Service or is considered in attendance in accordance with National Regulations
 - keep a record when an ECT is replaced by a person who holds an approved diploma level or primary teaching qualification, including details as outlined with Reg. 152B, including:
 - the full name of the educator or Early Childhood Teacher

- the qualification of the educator or Early Childhood Teacher who is replaced
- the qualification of the person who replaced the educator or Early Childhood Teacher
- the date/s on which the educator or Early Childhood Teacher was replaced
- the reason for the educator or Early Childhood Teacher absence
- keep records regarding the period that an ECT is in attendance at the Service
- employ a full-time or full time equivalent ECT for at least 6 hours per day when operating for 50 hours or more per week; OR 60% of the time when operating for less than 50 hours per week
- AND employ a second ECT or suitably qualified person at least 6 hours a day on any given day if the service operates for 50 or more hours per week; OR for 60% of the operating hours of the service on that day, if the service operates for less than 50 hours per week. (Reg.135)

Our Service will employ an ECT in accordance with the following requirements based on the number of children attending the Service:

80 or more children preschool age or under:

- four early childhood teachers must be in attendance at all times that a centre-based Service is educating and caring for 80 or more children preschool age or under.

EDUCATIONAL LEADER

The educational leader has an influential role in inspiring, motivating, affirming, and challenging or extending the practice and pedagogy of educators. It is a joint endeavour involving inquiry and reflection, which can significantly impact on the important work educators do with children and families.

The approved provider will:

- nominate a qualified and experienced educator to take on the educational leader role and responsibilities- this nomination and acceptance will be in writing
- ensure the name of the educational leader is displayed at the Service in a place that is clearly visible to staff, educators, families and visitors
- support the educational leader to fulfill their responsibilities by ensuring opportunities for professional development to support continuous improvement
- ensure the educational leader is aware of the responsibilities and obligations of the role to lead the development and implementation of educational programs in the Service.

The educational leader will:

- accept the position, in writing
- keep a record about how they mentor and guide educators of the Service to ensure continuous improvement
- guide educators to provide a compliant and rich program
- be able to demonstrate an understanding of the responsibility and obligations of the role.

WORKING WITH CHILDREN CHECK

To comply with National Regulations for those undertaking paid or voluntary child-related work, all employees, volunteers and students of the Service will require a WWCC prior to beginning any role in the Service (including orientation, volunteering).

The approved provider will:

- keep and maintain accurate records of the status and expiry date of the WWCC all staff, volunteers and students
- verify all WWCC before any staff, educators, students and volunteers are engaged or commences work in any capacity at the Service to ensure the children are protected at all times
- check the [NQAITS portal](#) during the recruitment process for any prohibition notices issued to a potential employee
- ensure any notifications or concerns regarding a person's fit and proper status, negative notice or WWCC are recorded and steps taken immediately to ensure the person is not working directly with children in accordance with directions from the Office of the Children's Guardian (NSW) require staff, volunteers and students to notify the approved provider, within 72 hours of the event, or within 24 hours of becoming aware of the event, of any changes to their WWCC status, changes to their teacher registration or fit and proper status (including show cause notice, suspension notice, supervision notice, disciplinary notices/orders or prohibition notices)
- notify the regulatory authority within 24 hours of becoming aware of the event or becoming aware of changes to a staff/educator WWCC status including negative notices or changes to teacher accreditation or registration.
- ensure any visitor who has direct contact with children will be required to provide a WWCC for verification prior to coming into contact with children
- ensure a staff member, employee, volunteer, or contractor is not employed or engaged at the

Service if the person is prohibited from working with children, including a prohibition notice in force provided under the National Law in any state or territory in Australia.

STAFF RECORD

Approved providers must keep accurate and up to date information about the nominated supervisor, responsible person, educational leader, staff, volunteers, and students at the Service including:

- Identity and contact information (including full name, address and date of birth)
- role at the service
- place of employment
- qualifications held (including evidence of working towards qualifications)
- if applicable, evidence that the staff member/educator is actively working towards a qualification. If this is the case, the following must be recorded:
 - Proof of enrolment.
 - Documentary evidence that the staff member/educator has commenced the course, is making satisfactory progress towards the completion of the course, is meeting the requirements of maintaining the enrolment
- for educators who are working towards the completion of a Diploma level education and care qualification, proof that they hold an approved Certificate III level education and care qualification or have as completed the units of study that equate to an approved Certificate III level education and care qualification determined by ACECQA.
- approved training completed (including first aid training, current approved anaphylaxis management training, approved emergency asthma management training and approved Child Protection)
- current Working with Children Check (WWCC) identifying number, Australian National Police Check and teacher registration (if applicable)
- PRODA RA number (if applicable)
- evidence of the nominator supervisor and educational leaders written consent to the appointment.

This information will be collected and maintained digitally within the [National Educator Register](#) from 2026. The approved provider will ensure the National Register is updated within 14 days of a person being employed, engaged or appointed or within 14 days of changes to information. Our Service will ensure the records are kept in accordance with Reg. 145 and our *Record Keeping and Retention Policy*.

SHORT-TERM RELIEF REPLACEMENT

From 1 July 2023, certificate III or diploma level educators and early childhood teachers (ECT) are able to be replaced when absent for a short period of time due to short-term illness, leave, resignation, or because they are attending supervised professional experience placements for an approved qualification (excludes ECTs attending practicum). Educator and diploma qualified staff may be replaced for a maximum of 30 days in a 12-month period while the service continues to meet Reg.126A. ECT or suitably qualified person (SQP) may be replaced for a maximum of 60 days in a 12-month period while the Service continues to meet Reg. 132, 133, 134.

Our Service will ensure a record is kept documenting the following:

- the name of the educator, ECT or SQP being replaced
- the qualifications of the educator, ECT or SQP being replaced
- the qualifications of the person replacing the educator, ECT or SQP
- the date when the educator, ECT or SQP was replaced
- the reason for the educator, ECT or SQP's absence

If a certificate III or diploma level educator is absent due to short term illness, leave or resignation, the following persons can be taken to be qualified:

- a person who holds a primary teaching qualification

If an ECT, second ECT or SQP is absent, they may be replaced:

- by a person who holds an approved diploma level qualification or a qualification in primary teaching.

ADEQUATE SUPERVISION

Our Service adheres to the educator-to-child ratios outlined in the *Education and Care Services National Regulations* and requires educators to comply with our *Supervision Policy* and designated floor plans to ensure effective supervision. Educators will actively monitor children at all times, adjusting supervision to suit group needs, maintaining visibility and accessibility, and work together to ensure safety and well-being during all activities, including transitions, rest, toileting, and transportation.

Any person providing education and care and working directly with children are not to have in their possession any electronic device that can take images or videos or person storage and file transfer media.

EMERGENCY SITUATIONS- ADDITIONAL CHILDREN

Under Reg. 123, additional children may attend the education and care Service, for a maximum of 2 days, exceeding the required child to educator ratios in the event of an emergency where a child or 2 or more children from the same family require emergency care due to a child protection order or an urgent health care need of a parent that prevents them from caring for the child/ren. The approved provider will not permit an additional child or additional children to be educated and cared for at the Service unless the approved provider determines, on reasonable grounds, that accepting the child/ren will not adversely affect the health, safety or wellbeing of children already attending the Service.

Any such decision will consider educator to child ratios, the qualifications and experience of educators on duty, the nature of the emergency, the needs and vulnerabilities of all children present and the Service's capacity to maintain compliance with all regulatory requirements. All decisions including the rationale and any risk assessment undertaken, will be documented and notification provided to the regulatory authority within 24 hours.

WORKING DIRECTLY WITH CHILDREN

National Regulations state that an educator cannot be included in calculating the educator to child ratio of a centre-based Service unless the educator is working directly with children. A record must be kept of educators working directly with children which includes the name of each educator and the hours each educator works directly with children being educated and cared for by the Service.

- To ensure compliance with regulations, our Service will only include educators in the educator to child ratio who are working directly with the children and ensure a current roster and a sign on/sign off record are available to verify this
- Additionally, the rooms and times that each educator is allocated to work directly with children and their WWCC numbers will be recorded on the working with children record
- The approved provider must ensure that a record is kept indicating the period of time an early childhood teacher and each suitably qualified person is working directly with children.

ROSTERS

- Our Service will ensure the roster and routine provides adequate supervision of children at all times
- Rosters will be created to provide children with continuity of care to support children's development of secure relationships and contribute to their wellbeing
- Where possible, casual staff will be chosen from a pool of regular educators with whom the children are familiar to provide continuity of care
- The staff roster will be planned in advance to ensure regulation requirements are met, including minimum staff qualifications and first aid qualification requirements.

STUDENTS, VOLUNTEERS AND VISITORS

The approved provider will ensure that students, volunteers and visitors meet any requirements for WWCC and record and verify each student, volunteer or visitors WWCC (where required). At no time will students, volunteers and/or visitors be left alone with a child or group of children. Students, volunteers and/or visitors will not be included in the educator to child ratio. Management will ensure the Service's *Student, Volunteer and Visitor Policy* is followed at all times. All volunteers and students will be inducted into the Service to ensure they adhere to the Service's policies and procedures including *Child Protection*, *Safe Use of Digital Technologies and Online Environments*, our Statement of Philosophy and Code of Conduct.

PRIVACY

- Staff and educators will adhere to the Service's *Privacy and Confidentiality Policy* and Privacy Law in relation to children and their families, or matters relating to the Service and will at no time take part in inappropriate or unlawful conversations or discussions
- The nominated supervisor will ensure that students and volunteers are made aware of the Service's *Privacy and Confidentiality Policy* and Privacy Law during their initial induction
- All staff, educators, volunteers and students are provided with information about the Early Childhood Australia (ECA) Code of Ethics
- All staff and educators will be made aware of Child Information Sharing Schemes (CISS) and Family Violence Information Sharing Schemes (FVSS)

STAFF EMPLOYED UNDER 18 YEARS OF AGE

Our Service will ensure any staff member under 18 years of age does not work at the service alone and is adequately supervised at all times by an educator who is over 18 years of age.

STAFF RECRUITMENT

Our Service will ensure a rigorous recruitment process is followed to select the best staff possible based on skills, qualifications, experience and suitability for the position available, as per the Service *Recruitment Policy*. Each role will refer to the appropriate position description during recruitment and the probation period to ensure applicants are suitable for the role and position. The recruitment process is aligned with legislative obligations, our Service's child safe culture, values and support diversity and inclusion.

- All potential staff will participate in robust interviews and have reference checks completed before an offer of employment is presented. Reference checks will take into consideration the suitability of the applicant for the role, previous experience and their commitment to child safe practices.
- All prospective applicants must declare they hold no prohibition or disciplinary notices/orders (including show cause notice, suspension notice, supervision notice) and undergo NQA ITS register checks with any negative findings deeming them unsuitable for employment.
- Staff and educators are advised it is an offence to provide false or misleading information in relation to their identity, qualifications, clearances, or any matter relevant to their suitability to work with children.
- All potential staff are subject to maintenance of a valid WWCC and appropriate qualifications. Valid first aid, asthma and anaphylaxis management training, immunisation status or food safety qualification also be required.
- All potential staff must complete mandatory Child Safety training
- All new staff will undergo a probation period of **six (6)** months, during this time they will participate in an induction and orientation program and hold regular discussions regarding their performance with an appointed mentor.
- Staff induction includes provision of the Service's policies and procedures, National Principles for Child Safe Organisations, Code of Conduct, child protection, electronic device requirements, Work Health and Safety guidelines, behaviour guidance, service routines, human resource documentation, physical environment, communication with families' processes, Family Assistance Law and Child Care Subsidy, Child Information Sharing Schemes and introduction to senior staff members and/or mentor.

POLICIES AND PROCEDURES

Our Service will ensure a copy of the policies and procedures are available to all staff at all times, either electronically or in hard copy. The approved provider will ensure steps are taken to ensure staff follow policies and procedures through the following practices:

- new staff members are to read and acknowledge key policies and procedures during the induction process
- policy review is to be conducted during staff meetings to support staff understanding and adherence
- staff meeting minutes will record evidence of policies and procedures reviewed with staff
- policy review will be systematic and occur on a regular basis to support regular review and maintenance of policies and procedures
- staff are requested to provide feedback following policy reviews
- policy review will be conducted following updates to legislation or regulation amendments or following an incident or complaint
- the *Policy Acknowledgement Form* is completed for each staff member
- performance reviews and improvements plans will be linked to policies and procedures
- checklists and audits will be used to identify any practices inconsistent with policies and procedures
- the *Performance Management Policy* outlines procedures for dealing with non-compliance of policies
- performance improvement plans reflect expectations of behaviours required from staff linked to policies and procedures

ONGOING SUITABILITY

Our Service will ensure staff and educators remain fit and proper to work with children at all times. Any concerns, allegations or suspicions regarding child safety will be reported and responded to in accordance with the *Child Protection Policy*, *Child Safe Environment Policy* and *Management of Inappropriate Conduct Procedure*. All staff or educators employed at the Service must inform the approved provider of any changes to their fit and proper status within 24 hours, including any prohibition or disciplinary notices/orders (including show cause notice, suspension notice, supervision notice or enforceable undertaking) The approved provider will conduct regular WWCC and complete NQA ITS register checks with any negative findings reported and investigated.

Reports will be made to relevant authorities as required (e.g. regulatory authority, child protection agency, reportable conduct scheme or police in accordance with Child Safety policies). Our Service will comply with all directions issued by relevant authorities following any notifications of reportable conduct,

including ensuring the staff member or educator does not attend the premises or engage in education and care during the investigation. Where an investigation is underway the staff member or educator will be immediately removed from duties involving working directly with children.

CONTINUOUS IMPROVEMENT

Our *Staffing Arrangements Policy* will be evaluated and reviewed on an annual basis or earlier if there are changes to legislation, ACECQA guidance or any incident related to our policy. Feedback will be requested from children, families, staff, educators and management and notification of any change to policies will be made to families within 14 days.

- RELATED RESOURCES

Code of Conduct Staff Acknowledgement	Record of Access to an ECT
Educational Leadership Guide	Record of Access to an ECT (Under 25 children)
Educational Leader Programming Agreement	Record of Short-Term Relief
Educational Leader Report	Roster Template/Sample
Ensure Staff Follow Policies Guide	Staff Handbook
Flexible Working Arrangement Guidelines	Student and Volunteer Application Form
Individual Staff Record	Team Meeting Agenda
Nominated Supervisor Offer and Acceptance Form	Team Meeting Guide
Policy Acknowledgement Form	Team Meeting Minutes
Responsible Person Offer and Acceptance Form	Team Memo
Record 'actively working towards' qualification Form	Team/Staff Register

SOURCES

Australian Children's Education & Care Quality Authority. (2026). [*Guide to the National Quality Framework*](#)

Australian Children's Education & Care Quality Authority. (2025). [*Educators Who are 'Working Towards a Qualification'*](#). Information Sheet.

Australian Children's Education & Care Quality Authority. (2021). Policy and procedure guidelines. [*Staffing Guidelines*](#).

Australian Children's Education & Care Quality Authority. (2023). [*Short Term Relief of Educators at Centre-Based Services*](#)

Australian Children's Education & Care Quality Authority. (2024). [*Taking Images and Video of Children While Providing Early Childhood Education and Care. Guidelines For the National Model Code*](#).

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

Children (Education and Care Services) National Law (NSW)

Early Childhood Australia Code of Ethics. (2016).

Education and Care Services National Law Act 2010.

Education and Care Services National Regulations. (Amended 2025)

NSW Government. Office of the Children's Guardian: [Working with children check](#)

REVIEW

POLICY REVIEWED BY	Tracy Gill	Nominated Supervisor	26/02/2026
POLICY REVIEWED	JANUARY 2026	NEXT REVIEW DATE	FEBRUARY 2027
VERSION NUMBER	V2		
MODIFICATIONS	JANUARY 2026 • added information to strengthen child safety requirements • added information related to staff record • additional information added re: additional children-emergency situations • added information about National Educator Register • policy reviewed out of regular calendar review due to legislation changes for child safety- National Law and National Law [NSW] amendments		
POLICY REVIEWED	PREVIOUS MODIFICATIONS		NEXT REVIEW DATE
FEBRUARY 2026	• major review of policy • restructured policy to provide improved flow, less repetition and staffing arrangements information outlined in the Guide to NQF -QA4 • updated information on short term relief • updated amendments in legislation for workforce transitional arrangements • sources checked for currency and updated as required		FEBRUARY 2027

STUDENT, VOLUNTEER AND VISITORS POLICY

Our Service values the participation of students and volunteers. Having students and voluntary workers within the Service helps to inform the community about our program and the value of the work we do. Students, voluntary workers and visitors are welcome at the Service; however, the children's care and safety are our first priority.

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 2: CHILDREN'S HEALTH AND SAFETY		
2.2.1	Supervision	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.
2.2.3	Child Safety and Protection	Management, educators and staff are aware of their roles and responsibilities regarding child safety, including the need to identify and respond to every child at risk of abuse or neglect
QUALITY AREA 4: STAFFING ARRANGEMENTS		
4.1.1	Organisation of educators	The organisation of educators across the service supports children's learning and development.
QUALITY AREA 7: GOVERNANCE AND LEADERSHIP		
7.1	Governance	Governance supports the operation of a quality service that is child safe.
7.1.1	Service philosophy and purposes	A statement of philosophy guides all aspects of the service's operations.
7.1.2	Management Systems	Systems are in place to manage risk and enable the effective management and operation of a quality service that is child safe.
7.1.3	Roles and Responsibilities	Roles and responsibilities are clearly defined and understood and support effective decision-making and operation of the service.
7.2	Leadership	Effective leadership builds and promotes a positive organisational culture and professional learning community.
7.2.2	Educational leadership	The educational leader is supported and leads the development and implementation of the educational program and assessment and planning cycle.
7.2.3	Development of professionals	Educators, co-ordinations and staff members' performance is regularly evaluated and individual plans are in place to support learning and development.

EDUCATION AND CARE SERVICES NATIONAL LAW AND REGULATIONS	
S. 2A	Paramount consideration—safety, rights and best interests of children
S. 3A	Paramount consideration

S.5AA	Meaning of inappropriate conduct
S. 162A	Child protection training Offence relating to child protection training
S. 162B	Child safety training
S.165	Offence to inadequately supervise children
S. 166	Offence to use inappropriate discipline
S.166A	Offence to subject child to inappropriate conduct Offences relating to inappropriate conduct
S. 167	Offence relating to protection of children from harm and hazards
S. 170	Offence relating to unauthorised persons on education and care service premises
S. 174	Offence to fail to notify certain information to Regulatory Authority
S. 174AA	Educators and other staff members of education and care service to notify certain information
S. 174AB	Approved provider must notify Regulatory Authority of event under section 174AA
S. 175	Offence relating to requirement to keep enrolment and other documents
Part 6A	Devices in education and care services
S. 178	Suspension of education and care by certain persons
S. 178A	Supervision of certain persons providing education and care
S. 188	Offence to engage person to whom prohibition notice applies
S. 188A	Offence to give false or misleading information to approved provider about prohibition notice False or misleading information about certain notices
S. 269B	National Early Childhood Worker Register
S. 269E	Approved provider must give information to the National Authority for the National Early Childhood Worker Register
82	Environment to be free from tobacco, vaping devices, vaping substances, drugs and alcohol
83	Staff members and family day care educators not to be affected by alcohol or drugs
84	Awareness of child protection law
120	Educators who are under the age of 18 to be supervised
145	Staff Records
149	Volunteers and Students
168	Education and care service must have policies and procedures

170	Policies and procedures to be followed
171	Policies and procedures to be kept available
172	Notification of change to policies or procedures

RELATED POLICIES

Bullying, Discrimination and Harassment Policy	Privacy and Confidentiality Policy
Child Protection Policy	Protected Disclosures (Whistleblower) Policy
Child Safe Environment Policy	Respect for Children Policy
Code of Conduct Policy	Safe Use of Digital Technologies and Online
Dealing with Complaints Policy	Environments Policy
Family Communication Policy	Staffing Arrangements Policy
Interactions with Children, Families and Staff	Supervision Policy
Policy	Tobacco, Drug and Alcohol-Free Policy
	Work, Health and Safety Policy

PURPOSE

Our Service supports participation of work placement students (including work experience students) and volunteers wanting to develop professional skills and knowledge in their effort to become Early Childhood Professionals. Our Service aims to ensure the safety and wellbeing of all children enrolled at the Service by having a process in place to accurately and securely record information about visitors, students and volunteers. To ensure a professional and pleasurable learning experience, students and volunteers will be encouraged to participate in the Service's daily routine and assist in accordance with their qualification level to work with children under the National Quality Framework requirements. Our Service will ensure no child or children are left alone with a visitor, student or volunteer. We believe that children's safety, rights, and best interests are the paramount consideration for all Service operations, decisions and functions.

SCOPE

This policy applies to children, families, educators, staff, management, approved provider, nominated supervisor, students, volunteers and visitors of the Service.

IMPLEMENTATION

We have a strong commitment to provide a range of opportunities for volunteers, students and visitors to participate in programs and activities while adhering to clear guidelines regarding appropriate

interactions and communication with staff, and other adults and children at the Service. As a child safe organisation, we embed the National Principles for Child Safe standards implement child safe policies and procedures to ensure the safety and wellbeing of children is paramount.

Our Service adheres to and aligns with legislative requirements for taking images or videos of children, which applies to volunteers, students and visitors. (See *Safe Use of Digital Technologies and Online Environments Policy*.)

A visitor may include, but is not limited to:

- Families looking to enrol their child/ren and are provided with an opportunity to view the Service
- Inclusion support workers/ Allied Health Workers
- Trades person (plumber, carpenter, electrician)
- Community members contributing to the educational program such as through story or music
- Authorised Officer (Department of Education, regulatory authority, SafeWork, Police)
- Students or Volunteers
- Educators visiting from another service
- TAFE/Uni/RTO Teachers
- Performers/ Entertainers/ Presenters

THE APPROVED PROVIDER/MANAGEMENT/NOMINATED SUPERVISOR WILL:

- ensure that obligations under the *Education and Care Services National Law and National Regulations* are met
- ensure all educators, staff, students, volunteers and visitors have knowledge of and adhere to this policy and associated procedure
- ensure students and volunteers are aware of current National Principles for Child Safe standards and their duty of care to ensure that reasonable steps are taken to prevent harm to children
- ensure students, volunteers and visitors understand their obligations as a mandatory reporter, and can explain how and when a report regarding child safety concerns is made
- ensure students, volunteers and regular visitors complete Child Safety Training approved by ACECQA
- ensure each student or volunteer holds a current Working with Children Check (WWCC) prior to commencing their placement [see *Child Protection Policy*]
- record and verify each student, volunteer or visitors WWCC
- ensure visitors who may come into direct contact with children submit their WWCC to be verified by the approved provider

- ensure the student or volunteer completes a *Student and Volunteer Application Form* prior to commencement of work placement, recording their full name, address, and date of birth
- update the National Early Childhood Worker Register within 14 days when a student or volunteer commences engagement or ends an engagement, with the Service, including all prescribed information as requested under S. 269B
- ensure the National Early Childhood Worker Register is updated within 14 days following any changes about a student or volunteer engaged in the Service
- ensure the student or volunteer is assessed as fit and proper to be engaged in child related activities including:
 - ensuring students and volunteers sign a Compliance History Statement and a Prohibition notice declaration prior to engagement
 - checking the [NQAITS portal](#) during the induction process for any prohibition notices issued
 - ensuring the student or volunteer is not engaged at the Service if the person is prohibited from working with children, including a prohibition notice in force provided under the National Law in any state or territory in Australia
 - requiring students and volunteers to notify the approved provider within 72 hours of the event, or within 24 hours of becoming aware of the event, of any changes to their WWCC status, changes to their teacher registration or fit and proper status (including show cause notice, suspension notice, supervision notice, disciplinary notices/orders or prohibition notices)
 - notifying the regulatory authority within 24 hours of becoming aware of the event or becoming aware of changes to a student or volunteer WWCC status including negative notices or changes to teacher accreditation or registration.
- ensure all volunteers, students and visitors are aware of and strictly adhere to legislative requirements for taking images or video of children including:
 - adhering to the *Safe Use of Digital Technologies and Online Environments Policy*
 - only service-issued/approved devices are to be used when taking images or videos of children
 - personal electronic devices that can take images or videos (such as tablets, phones, digital cameras, smart watches, META glasses) and personal storage and file transfer media (such as SD cards, USB drives, hard drives and cloud storage) are not in the possession of any staff member, educator, visitor or volunteer while providing education and care and working directly with children

- visitors who are supporting children at the Service (NDIS funded support professionals, Inclusion Support Professionals) obtain written authorisation from parents/guardians to capture images or video of a child for observation/documentation purposes only. (See *ECIP Confidentiality Agreement*)
- ensure no student, volunteer or visitor subjects a child or children to inappropriate conduct
- ensure any allegations, concerns or suspicions of inappropriate conduct are investigated and reported to the regulatory authority in accordance with the *Management of Inappropriate Conduct Procedure*
- ensure students, volunteers and visitors are informed of their responsibilities and obligations relating to inappropriate conduct including:
 - that the induction process includes the recognition, prevention and reporting of inappropriate conduct
 - expected conduct and behaviour whilst engaging directly with children
 - that any breach of inappropriate conduct will result in immediate removal from the Service and may lead to termination of placement or engagement
 - that any breaches of inappropriate conduct will be reported to the regulatory authority
- cooperate with the regulatory authority and comply with any directions or orders issued by the regulatory authority regarding a show cause, suspension or supervision notice provided to a student, volunteer or visitor, including removing the person from engagement with children immediately
- inform students, volunteers and visitors it is an offence to provide false or misinformation relating to any suspension, supervision or prohibition notices
- ensure a *Visitor Register* is maintained, including
 - date
 - reason for visit
 - full name
 - time of arrival and departure
 - company (if applicable)
 - Working with Children Check where applicable,
- ensure all visitors complete and sign the *Visitor Register*
- ensure the *Visitor Register* is kept in a safe and secure location
- ensure visitors provide ID if required
- ensure students, volunteers and/or visitors are under the direct supervision of the approved provider, nominated supervisor, responsible person or educator at all times whilst at the Service

- ensure students, volunteers and/or visitors are never left alone with a child whilst at the Service under any circumstance
- appoint an educator to be the 'Student Supervisor/mentor' for the duration of the placement
- conduct an orientation for the student, volunteer or visitor, including taking the student, volunteer or visitor on a tour of the Service, showing emergency exits, staff room and bathroom facilities
- complete the *Student and Volunteer Induction Checklist* with the student or volunteer, providing assistance as required
- provide the student/volunteer with a *Student and Volunteer Handbook*
- negotiate with the student or volunteer the times/hours to be worked, and dates of the placement.
- advise students or volunteer to bring in a poster with a photo introducing themselves and outlining the reason for their placement
- inform families, children, and educators when work experience students and volunteers are present at the Service, including their role and hours they will be attending the Service
- ensure work placement students or volunteers are never included in the ratio of adult to children
- ensure students and volunteers are aware that they must not discuss concerns, issues or complaints with parents, guardians and/or visitors
- introduce the student or volunteer to educators and the Lead Educator/ Supervisor
- show the student, volunteer or visitor where they can access the Service policies
- ensure the student or volunteer has signed a confidentiality agreement prior to commencing their placement
- discuss any relevant important information about specific children to the student or volunteer (i.e. court orders, additional needs, dietary needs) so that the student or volunteer is aware of potential issues
- liaise with learning institutions and accept suitable student placements under the institution's supervision
- assist learning institutions to place suitable students with individual educators
- ensure student's paperwork and insurances are current
- ensure that no student, volunteer or visitor is affected by or under the influence of drugs or alcohol while on the Service premises when children are being educated and cared for
- refer to the service *Managing an Aggressive Person or Visitor Policy* for guidance if a visitor becomes hostile or aggressive
- all documentation and records relating to students and volunteers are kept safe and secure for a period of 3 years following the last day of engagement

- a review of practices is conducted following an incident involving a student or volunteer, including an assessment of areas for improvement.

EDUCATORS WILL:

- maintain open communication with work experience students and volunteers along with their practicum teachers about their performance
- support all student's and volunteer's practicum requirements to the best of their ability during the placement
- work as a team sharing appropriate skills and knowledge with each student and volunteer
- ensure all colleagues are provided with relevant information about tasks the student is required to complete in the service as part of their practicum
- be aware of student and volunteer expectations
- have the time and proficiencies to support each student and volunteer in their placement
- encourage students to seek help and advice as required
- be positive role model, showing appropriate behaviour and conduct themselves in a professional manner
- report any allegations, observations or suspicions of inappropriate conduct to the approved provider and regulatory authority
- guide the students or volunteer throughout the day
- make the student or volunteer feel welcome and a valued member of the team
- ensure all visitors complete and sign the *Visitor Register*
- ensure the student, volunteer or visitor is not left alone with a child or children whilst at the Service under any circumstance
- ensure students, volunteers and/or visitors are under the direct supervision of the approved provider, nominated supervisor, responsible person or educator at all times whilst at the Service
- refer to the Service's *Managing an Aggressive Person or Visitor Policy* for guidance if a visitor becomes hostile or aggressive.

THE LEAD EDUCATOR WILL:

- discuss the progress of written work and performance with the student or volunteer
- discuss any concerns raised by the student with the Student Supervisor
- ensure students or volunteers are directly supervised at all times during children's nappy change times
- encourage students and volunteers to use their initiative

- ensure the student or volunteer remains up to date with their assessments/tasks to be completed
- discuss concerns with student or volunteer with management
- never leave the student or volunteer alone with a child or children
- provide honest and accurate feedback to the student's training institution supervisor as required

WORK EXPERIENCE STUDENTS AND VOLUNTEERS WILL:

- complete the *Student and Volunteer Application Form* prior to the commencement of work placement
- provide WWCC details prior to placement
- not be in possession of any personal electronic devices that can take images or videos while providing education and working directly with children
- refrain from any behaviour that may be considered inappropriate conduct, including behaviour that is threatening, intimidating, humiliating, degrading, hostile or otherwise inappropriate
- report any concerns they may have about inappropriate actions of any persons engaged at the Service that involves children or young people to the approved provider as per the Reportable Conduct Scheme
- report any allegations, observations or suspicions they may have about inappropriate conduct of any persons engaged at the Service that involves children or young people to the approved provider and regulatory authority
- adhere to legislative requirements for taking images or videos of children
- learn about the children through interaction and practical experience
- develop the skills and knowledge needed to care for and educate children
- learn about the importance of working as part of a team in the Early Childhood profession
- learn strategies for working in a team environment
- learn and accommodate the expectations of qualified educators in the Service
- inform their room leader in writing of what will be expected of them by their training body, University or School, or any other training organisation, and provide time sheets and evaluation forms
- keep up to date with all written work requirements
- work a variety of shifts to gain knowledge of different aspects of Service operations
- bring in a poster introducing themselves that will include:
 - name
 - photo
 - course they are studying

- RTO/university/school they are studying with
 - dates and times they will be at the Service
 - the focus of their study
- discuss any problems the student may be experiencing with their room leader.
- adhere to all Service policies and procedures
- be aware it is an offence to provide false or misleading information in relation to their identity, qualifications, clearances, or any matter relevant to their suitability to work with children
- never remove a child from direct staff supervision
- participate in the induction process and assist to complete the *Student and Volunteer Induction Checklist*.

PROBITY CHECKS

- All students, volunteers and visitors will supply identity details to the nominated supervisor
- All students, volunteers and visitors will complete and provide to the Service a WWCC prior to commencement of placement
- All students and volunteers will have a meeting with the nominated supervisor to receive information regarding the following Service policies:
 - Child Protection
 - Child Safe Environment
 - Safe Use of Digital Technologies and Online Environments
 - Privacy and Confidentiality
 - Dealing with Complaints
 - Work, Health and Safety
 - Code of Conduct
 - Safe Transportation
 - Social Media

STUDENTS AT RISK

If educators feel that the student is at risk of failing their practicum, the following steps will be taken:

1. the Lead Educator will alert the student's training institution Supervisor of any concerns regarding the student.
2. both the Student Supervisor and the Lead Educator will discuss concerns with the student.
3. the Lead Educator will arrange for the student's supervisor/assessor to visit the Service and discuss concerns that have ascended.

4. the student’s educational institution and nominated supervisor will govern the outcome of the practicum.

TERMINATION OF STUDENT PRACTICUM OR VOLUNTEER PLACEMENT

Termination of a student’s or volunteer’s placement will occur if the student or volunteer

- harms or is at risk of harming a child in their care
- is under the influence of drugs or alcohol
- fails to notify the Service if they will not be attending the Service
- does not adhere to starting times or break times
- is observed using repeated inappropriate behaviour at the Service
- does not comply with all policies and procedures addressed in the student package
- does not provide the photo with an introduction on commencement
- does not keep up to date with their work placement tasks
- removes any child or children from the direct supervision of an educator
- is unable to maintain or hold a current Working with Children Check prior to commencing placement

CONTINUOUS IMPROVEMENT/REFLECTION

Our *Student, Volunteer and Visitor Policy* will be reviewed on an annual basis or earlier if there are changes to legislation, ACECQA guidance or any incident related to our policy. Feedback will be requested from children, families, staff, educators and management and notification of any change to policies will be made to families within 14 days.

- RELATED RESOURCES

Childcare Centre Desktop- Human Resources Management of Inappropriate Conduct Procedure Student and Volunteer Handbook Student and Volunteer Application Form	Student and Volunteer Induction Checklist Student and Volunteer Register Visitor Induction Procedure Visitor Register

SOURCES

Australian Children’s Education & Care Quality Authority. (2026). [Guide to the National Quality Framework](#)

Australian Government Department of Education. [Belonging, Being and Becoming: The Early Years Learning Framework for Australia.V2.0, 2022](#)

Australian Children’s Education & Care Quality Authority. (2024). [Taking Images or Videos of Children While Providing Early Childhood Education and Care. Guidelines for the National Model Code.](#)

[Children \(Education and Care Services\) National Law \(NSW\)](#)

[Education and Care Services National Law Act 2010.](#)

[Education and Care Services National Regulations.](#) (Amended 2025)

Fair Work Act 2009 (Cth).

Fair Work Commission: Anti-bullying jurisdiction.

Safe Work Australia. (2016). [Guide for preventing and responding to workplace bullying](#)
 TAFE NSW [Student responsibilities in work placement](#)
Work Health and Safety Act, 2011.

REVIEW

POLICY REVIEWED BY	Tracy Gill	Nominated Supervisor	25/01/2026
POLICY REVIEWED	JANUARY 2026	NEXT REVIEW DATE	JANUARY 2027
VERSION NUMBER	V2		
MODIFICATIONS	JANUARY 2026 • updated policy to include amendments to Children (Education and Care Services) National Law • included additional points to strengthen child safe practices including inappropriate conduct • New National Early Childhood Worker Register details added (commencing 2026) • New Child Safety Training added (commencing 2026) • New requirement for students/volunteers to complete Child Protection Training added (commencing 2026) • policy reviewed out of regular calendar review due to legislation changes for child safety- National Model Code (NMC) • added reference to new mandatory policy- <i>Safe Use of Digital Technologies and Online Environments Policy</i> • minor edits within policy • sources checked for currency and updated as required		

VISITOR INDUCTION PROCEDURE AND CHECKLIST

Our Service aims to ensure the safety and wellbeing of all children enrolled at the Service by implementing an effective induction program and maintaining accurate records of visitors. Our Service will ensure no child or children are left alone with a visitor at any time.

Prior to engaging with the Service, the visitor will be required to participate in an induction program that will acquaint them with the Service's safety procedures, emergency procedures, and conduct guidelines to ensure risks and hazards are minimised and managed at the Service.

Visitors are advised breaches of this *Visitor Induction Procedure* may result in the visitor being asked to leave the Service premises and police may be contacted. Our Service adopts and aligns with the National Model Code and Guidelines for taking images or videos of children. (See *Safe Use of Digital Technologies and Online Environments Policy*). (Mandatory from 1 September 2025).

Working in conjunction with the *Student, Volunteer and Visitor Policy*, this procedure provides detailed steps for management to provide an effective induction program to ensure visitors are aware of their obligations and responsibilities during their visit to the Service.

Education and Care Services National Law or Regulations (*S. 170 and 82*) NQS QA7: *Element 7.1.2, 7.1.3 and 2.2.1 Government and Leadership*

Related Policies: *Student, Volunteer and Visitor Policy*

For the purpose of this induction a visitor may include, but is not limited to:

- Inclusion support workers/ Allied Health Workers
- Trades person (plumber, carpenter, electrician)
- Community members, including parents, contributing to the educational program such as through story or music
- Authorised Officer (Department of Education, Regulatory authority, SafeWork, Police)
- Educators visiting from another Service
- TAFE/Uni/RTO Teachers
- Performers/ Entertainers/ Presenters

INDUCTION PROGRAM		
1	All visitors must report to the Service office upon arrival and provide ID if required	
2	Visitors must be supervised and accompanied at all times whilst in attendance at the Service. At no time is a visitor to be left alone with children.	
3	The nominated supervisor will conduct a visitor induction program with all visitors to the Service. In the event the nominated supervisor is unavailable, the responsible person will assume responsibilities outlined within this procedure. All questions from the visitor must be directed to the contact supervisor.	
4	Visitors are advised Service policies and procedures must be adhered to at all times. This induction provides an outline of expectations based on Service policies. Provide related policy for more details if required.	
5	Visitors are required to sign in/out the <i>Visitor Register</i> each time they enter and exit the Service. The following details must be recorded for each visitor • Date • Reason of visit • Full name and signature • Time of arrival and departure • Company (if required) • Working with Children Check (best practice)	
6	Working with Children Check details are to be verified prior to visitors interacting directly with children (best practice)	
7	Visitors are expected to adhere to expected behaviour guidelines as outlined below	
8	Visitors are required to follow emergency evacuation procedures and assist where necessary	
9	Visitors must report any incidents or injuries to the contact supervisor immediately. An incident report must be completed for each occurrence.	
10	Visitors are provided with details to whom complaints should be addressed to	
11	Visitors are reminded our Service is a no smoking or vaping zone, and this must be adhered to at all times. Visitors must not be affected by or under the influence of drugs or alcohol while at the Service.	
12	Visitors are advised of Child Safety practices implemented at the Service, including not taking or sharing images, videos or audio of children on personal electronic devices	
13	At no time are visitors to enter children's bathrooms occupied by children	

EXPECTED BEHAVIOUR	EXAMPLE OF VIOLATION
Appropriate Language	Swearing or harassment Discriminatory/ disrespectful comments Obscene gestures and language
Appropriate Physical Contact	Unwanted or unwarranted touching or contact Physical discipline or restrictive practices Unnecessary physical contact, including intimate parts of a child's body, kissing, massage, tickling games
Supervision	Being alone with a child Entering a child's bathroom when occupied by a child
Electronic Devices	Use personal devices to take images, audio or video of children directly Use personal devices to take images, audio or video at the Service where children may be in the background Use personal devices with children (i.e. watching videos/images with children on a person device) Show or share images, audio or videos with children Distribute images, audio or videos obtained in a professional manner inappropriately
Clothing	Inappropriate clothing worn; offensive language/logos, see through clothing, high heels, mini skirts
Drugs/ Alcohol	Use, possess or be under the influence of drugs or alcohol Administer medication to children attending the Service Smoking or vaping on Service premises

I acknowledge I have participated in the Visitor Induction Program. I am aware of expected behaviour and acknowledge a breach of Service policies may result in removal from the Service premises.

Visitor name		Phone number	
Date of visit		Organisation name	
Emergency contact name		Emergency contact number	
Reason of visit			
Contact supervisor completing induction			

INDUCTION CHECKLIST				
HEALTH AND SAFETY	COMPLETED	REQUIRED ACTION (If applicable)	SUPERVISOR INITIALS	VISITOR INITIALS
ID checked				
Working with Children Check		WWCC#/Exp date:		
Workers Compensation – Certificate of Currency attached				
Public Liability – Certificate of Currency attached				
Sign In/Out Requirements				
Expected conduct of behaviour				
Tour of Service / Bathroom facilities				
Emergency evacuation procedures				
Emergency assembly points				
No smoking/ drugs/ alcohol /vaping on Service premises				
Hazard identification and hazard reporting				
Reporting of injuries or incidents, including child safety concerns				
Reporting of complaints				
PPE Equipment				
Ensure gates/doors are closed/latched/locked at all times				
National Model Code expectations - personal electronic devices that can take images or videos and personal storage and file transfer media cannot be accessed by any person providing education and care or when working directly with children - visitors who are supporting children in the Service must obtain written authorisation from approved provider and parents/guardians prior to taking and storing images and videos of children				

SUN SAFE POLICY

Australia has one of the highest rates of skin cancer in the world with more than two in three Australians developing some form of skin cancer in their lifetime. Too much of the sun's UV radiation can cause sunburn, skin and eye damage and skin cancer. Infants and toddlers up to four years of age are particularly vulnerable to UV damage due to lower levels of melanin and a thinner stratum corneum (the outermost layer of skin). UV damage accumulated during childhood and adolescence is strongly associated with an increased risk of skin cancer later in life (Cancer Council Australia). By teaching sensible sun protection habits from an early age and implementing sun protection measures, early childhood services can play a significant role in reducing skin cancer risk.

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 2: CHILDREN'S HEALTH AND SAFETY		
2.1	Health	Each child's health and physical activity is supported and promoted
2.1.1	Wellbeing and comfort	Each child's wellbeing and comfort is provided for, including appropriate opportunities to meet each child's needs for sleep, rest and relaxation
2.1.3	Healthy lifestyle	Healthy eating and physical activity are promoted and appropriate for each child
2.2	Safety	Each child is protected
2.2.1	Supervision	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard
QUALITY AREA 3: PHYSICAL ENVIRONMENT		
3.1.1	Fit for Purpose	Outdoor and indoor spaces, buildings, fixtures and fittings are suitable for their purpose, including supporting the access of every child

EDUCATION AND CARE SERVICES NATIONAL LAW AND NATIONAL REGULATIONS	
S. 167	Offence relating to protection of children from harm and hazard
100	Risk assessment must be conducted before excursions
113	Outdoor space natural environment
114	Outdoor space shade
136	First aid qualifications
168	Education and care service must have policies and procedures
168 (2)(a)(ii)	Sun Protection

170	Policies and procedures to be followed
171	Policies and procedures to be kept available
172	Notification of change to policies or procedure

RELATED POLICIES

Administration of First Aid Policy Bush Fire Policy Clothing Policy Emergency and Evacuation Policy Enrolment Policy Excursion/Incursion Policy	Health and Safety Policy Physical Environment Policy Supervision Policy Water Safety Policy Work Health and Safety Policy

PURPOSE

By implementing a 'best practice' Sun Safe Policy, our Service can help protect all children and staff from the harmful effects of ultraviolet (UV) radiation from the sun and teach children good sun protection habits from an early age to reduce their risk of skin cancer. To ensure the outdoor environment provides shade for children, educators and staff to minimise UV exposure. Additionally, this policy provides guidance on how to protect children and staff from severe hot weather events which are becoming more prevalent in Australia resulting from climate change.

Please note, UV radiation is an invisible source of radiation from the sun and unlike infrared radiation (heat) we cannot feel UV on our skin. UV levels are not dependent on weather conditions. Sun damage can occur on windy, cloudy and cool days. Sun damage is caused by UV radiation, not temperature or sunshine.

SCOPE

This policy applies to children, families, staff, educators, management, approved provider, nominated supervisor, students, volunteers and visitors of the Service.

IMPLEMENTATION

Our Service will work in compliance with the *National SunSmart Early Childhood Program* to ensure children's health and safety is maintained at all times whilst at the Service. This policy has been reviewed and approved by the Schools and Early Childhood lead at SunSmart (2025).

Our Service will monitor the Australian Bureau of Meteorology for notification of severe heat events and implement risk mitigation strategies to protect the health, safety and wellbeing of children. This policy applies to all activities on and off site.

MONITORING SUN PROTECTION TIMES

The sun protection times are a forecast from the [Bureau of Meteorology \(BOM\)](#) for the time-of-day that UV levels are predicted to reach 3 or above. At these levels, a combination of sun protection is recommended for all skin types

Our Service will monitor sun protection times daily through one or more of the following methods:

- using the smartphone [SunSmart global UV app](#) available at iTunes App Store and Google Play store
- using the SunSmart widget on the Service's website available at [UV widget - SunSmart](#)
- viewing the Bureau of Meteorology app or website <http://www.bom.gov.au/index.php>
- visiting www.myuv.com.au

UV levels vary across Australia and throughout the year. This listing highlights when the UV index is typically 3 and above. There may be times UV levels are 3 and above outside these periods. We will check the daily local sun protection times to be sure you are using sun protection when it is required for your location.

NSW In NSW, UV levels are high enough (UV 3 or above) to damage unprotected skin most months of the year.

Check the UV index/forecast at your location

Active outdoor play is encouraged throughout the day all year provided appropriate sun protection measures are used when necessary.

UV radiation exposure is considered as part of a Service's risk management and assessment for all outdoor events and activities on and off-site. The sun protection measures listed are used for all outdoor activities during the **daily local sun protection times**.

SHADE

THE APPROVED PROVIDER WILL ENSURE:

- sufficient natural, portable, or man-made shade is provided, particularly in high use areas
- shaded areas will be used for play experiences and children actively encouraged to play in the shade

- play experiences will be monitored throughout the day and moved as required to remain in the shade
- regular risk assessments and reviews will be made of the outdoor area to assist in planning for further shade requirements
- children who do not have appropriate hats or outdoor clothing are required to choose a shady play space or a suitable area protected from the sun and not move into unshaded areas of the playground
- children will still be required to wear hats, protective clothing, and sunscreen when playing under natural or portable shade.

HATS

Educators, staff, children, and visitors are required to wear sun safe hats at all times they are outdoors.

Cancer Council Australia describes sun safe hats as:

- hats that protect a person's face, neck, and ears, which include:
 - a legionnaire hat – the front peak and flap should overlap at the sides and the flap should cover the neck
 - a bucket hat with a deep crown and angled brim that is at least 5cm for young children and at least 6cm for adults and must shade the face, neck, and ears
 - a broad brimmed hat with a brim size of at least 6cm for children or 7.5cm for adults. The brim should provide shade for the whole face

Please note: Baseball caps or visors do not provide enough sun protection and therefore are not a suitable alternative.

- Children without a sun safe hat will be required to play in an area protected from the sun. They may be provided with a spare hat by the Service if available.

CLOTHING

- When outdoors, staff and children will wear sun safe clothing that covers as much of the skin as possible. Cancer Council Australia recommends clothing that:
 - covers the shoulders, back and stomach
 - is loose fitting, such as loose-fitting shirts and dresses with sleeves and collars or covered neckline, or longer style skirts, shorts and trousers.
- Children who are not wearing sun safe clothing can be provided with spare clothing or will be required to play under shade or in an area protected from the sun

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

recommended.

SUNSCREEN

As per Cancer Council Australia recommendations:

- staff and children will apply SPF50+ broad-spectrum water-resistant sunscreen 20 minutes before going outdoors and reapply every 2 hours or more frequently if washed or wiped off
 - permission to apply sunscreen is included in the Service enrolment form (see *Enrolment Policy*)
 - where children have allergies or sensitivity to the sunscreen, parents are asked to provide an alternative sunscreen, or the child will be required to play in the shade. A record of any allergy must be provided in writing from the parent/guardian and recorded on the child's enrolment record.
- Cancer Council Australia recommends usage tests before applying a new sunscreen
- to help develop independent skills ready for school, children from three years of age are given opportunities to apply their own sunscreen under supervision of staff, and are encouraged to do so
 - sunscreen is stored in a supervised, cool, dry place and the use-by-date monitored.

SUN PROTECTION FOR BABIES

Recommendations for babies from the Cancer Council Australia include:

- babies under 12 months will not be exposed to direct sun during daily sun protection times, when the UV Index is forecast to reach 3 or above
- ensure routine includes inside activities during the middle of the day
- physical protection such as shade positioning, clothing and hats are the best sun protection measures
- check the baby's clothing, hat and shade positioning regularly to ensure protection from UV
- for those small areas of exposed skin not protected by hats or clothing, apply sunscreen to infants 6 months and older

Avoid the use of sunscreen on babies under six months of age (or as recommended by recognised authorities) ACECQA, Sun Protection Guidelines (2025).

THE APPROVED PROVIDER, MANAGEMENT, NOMINATED SUPERVISOR AND EDUCATORS WILL:

- ensure obligations under the *Education and Care National Law and Regulations* are met
- educators, staff, students and volunteers have knowledge of and adhere to this policy
- new employees, students and volunteers are provided with access of the *Sun Safe Policy* and procedure as part of their induction and are advised on how and where the policy can be accessed
- ensure risk assessments are conducted to identify any potential hazards to children during summer

months that could cause harm or injury to children. Risk minimisation control measures will be put in place to protect children. Potential hazards could include:

- hot equipment- slides, poles, guardrails, any metal surfaces
 - hot surfaces- rubber and synthetic grass, walkways, concrete surfaces
 - sun burn and dehydration
 - access to bodies of water (filled water troughs/containers/trays/pools)
 - severe heat
 - bushfires and air pollution
- complete a *Daily Playground Surface Temperature Check* during summer months or extreme hot weather
 - use a thermometer or their hand to test surface temperature and make an informed decision about permitting children to play on equipment or in the outdoor space. If the surface temperature is determined to be too hot or is recorded as at or above 50°C Kidsafe Australia recommends that children do NOT play on the surface
 - ensure children wear shoes when playing in the outdoor area- [children may remove shoes when playing in sand or mud pit]
 - monitor the [Bureau of Meteorology \(BOM\)](#) for severe weather warnings and implement procedures to ensure the health and safety of all children and staff
 - monitor bush fire activity and be aware of air quality and hazardous levels of air pollution caused by bushfires (*see Bushfire Policy*)
 - ensure children have access to water at all times throughout the day and offer extra feeds/drinks to babies during hot weather to avoid dehydration
 - be aware of the signs and symptoms of heat-related illness in babies and young children and implement first aid as required
 - keep children indoors during severe heat events
 - ensure fans/air conditioning are used to help keep children cool
 - close blinds/curtains where required to prevent sun shining into rooms
 - adhere to NSW health department advice for hot weather risks and recommendations
 - ensure sunscreen purchased for the Service complies with Australian Standard AS/NZS 2604:2012.

ROLE MODELLING AND WORK HEALTH AND SAFETY

Cancer Council Australia acknowledges that children are more likely to develop sun-safe habits if they are role-modelled and demonstrated by adults around them. Occupational UV exposure is also a WH&S issue. All educators, staff at the Service will therefore be required to role model appropriate sun

protection behaviours by:

- wearing a sun safe hat (see Hats)
- wearing sun safe clothing (see Clothing)
- applying SPF50 or 50+ broad-spectrum water-resistant sunscreen 20 minutes before going outdoors
- using and promoting shade
- wearing sunglasses that meet the Australian Standard
- discussing sun protection with children and demonstrating a positive and proactive approach to the management of sun protection in the Service
- families and visitors are encouraged to role model positive sun safe behaviour
- monitoring the UV Index Levels and Daily Sun Protection times throughout the day
- regularly monitoring and reviewing the effectiveness of the *Sun Safe Policy*
- regularly drinking water and encouraging children to drink extra water in hot weather
- adapting the learning environment when severe weather events occur

EDUCATION AND INFORMATION

- Sun protection will be incorporated regularly into learning programs. Children understand why sun safety is important and learn how to take effective sun protection, including taking leadership roles in managing sun protection e.g., accessing daily UV levels and sun protection times, hat reminders and management of sunscreen.
- Sun protection information will be promoted to staff, families and visitors
- SunSmart App daily sun protection times are promoted to guide staff, parents and children behaviour
- Severe hot weather events will be monitored through the [Bureau of Meteorology \(BOM\)](#) and risk mitigation measures implemented
- Educators and staff are encouraged to complete the free [SunSmart online learning course](#) (VIC only) or Cancer Council [Generation SunSmart](#) online PL learning modules (all other States and territories)
- Further information and resources are available from the Cancer Council website and NSW SunSmart web page.
 - [Sun safety](#)
 - [SunSmart in schools and early childhood](#)
- The *Sun Safe Policy* will be made available to all educators, staff, students, families, volunteers and visitors of the Service to ensure a comprehensive understanding about keeping sun safe including appropriate hat, clothing and sunscreen requirements
- When enrolling their child/ren to our Service, parents will be required to give permission for educators to apply sunscreen to their child- either Service or family supplied sunscreen

- Should parents not provide permission for educators to apply sunscreen to their child for medical, sensory or other reasons, the child will be required to play in an area protected from the sun (e.g. under shade, verandah or indoors) with an appropriate hat and clothing. Management can request a GP letter outlining their advice, or work in consultation with the parent or guardian to develop and sign an individualised plan to minimise overexposure to UV in other ways.
- Information about Sun Safety will be included in our *Family Handbook* and sun protection information and resources made accessible and communicated regularly to families

RISKS OF SUMMER PLAY

Australia has a hot climate and inevitably playground equipment and surfacing can heat up rapidly and retain heat. Many playground surfaces and equipment can exceed temperatures greater than 50°C and if young children come into contact with these surfaces, they can be burned severely within seconds. Surfaces can retain heat for long periods of time and cause burns to children. Play surfaces must be monitored before children have access to the outdoor environment.

SEVERE HEAT

Severe heat or heatwaves are periods of unusually hot weather. Climate change is resulting in more intense heatwaves in Australia and presents an extreme risk to the health and safety of children. Babies and young children can dehydrate quickly which can cause heat-related illness including heat stroke and heat exhaustion.

Active heatwave warnings are indicated within the Australian Warning System (AWS) and range from Advice to Emergency Warning. Risk management measures must be implemented and managed to ensure children remain safe and healthy during a severe heat event.

CONTINUOUS IMPROVEMENT/REFLECTION

Our *Sun Safe Policy* will be updated and reviewed annually, or earlier if there are changes to legislation, ACECQA guidance or any incident related to our policy. Feedback will be requested from children, families, staff, educators and management and notification of any change to policies will be made to families within 14 days. Our Service will submit this *Sun Safe Policy* to the Cancer Council every three years to maintain SunSmart status

CHILDCARE CENTRE DESKTOP- RELATED RESOURCES

Daily Playground Surface Temperature Check Enrolment Form	Sunscreen Application Record

Australian Safety Standards

AS 4174:2018 Knitted and woven shade fabrics

AS/NZS 1067.1:2016, Eye and face protection - Sunglasses and fashion spectacles

AS/NZS 4399:2020, Sun protective clothing - Evaluation and classification

AS/NZS 2604:2012 Sunscreen products - Evaluation and classification

AS/NZS 4685.0:2017, Playground equipment and surfacing - Development, installation, inspection, maintenance and operation.6.2.1 General considerations, 6.3.9 Shade and sun protection, Appendix A Shade and sun protection

SOURCES

Australian Children's Education & Care Quality Authority. (2025). [Guide to the National Quality Framework](#)

Australian Children's Education & Care Quality Authority. (2021). [Sun Protection- Policy Guidelines](#)

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Australian Government. Bureau of Meteorology. <http://www.bom.gov.au/weather-services/severe-weather-knowledge-centre/warnings.shtml>

Cancer Council Australia. Be SunSmart. <https://www.cancer.org.au/cancer-information/causes-and-prevention/sun-safety/be-sunsmart>

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Kidsafe NSW. [How Hot is Too Hot To Play?](#)

NSW Government. Department of health. (2023). [Babies and young children in hot weather](#)

Occupational Health and Safety Act 2004

Safe Work Australia: [Guide on exposure to solar ultraviolet radiation \(UVR\) \(2019\)](#).

REVIEW.

POLICY REVIEWED BY	Tracy Gill	Nominated Supervisor	24.11.2025
POLICY REVIEWED	SEPTEMBER 2025	NEXT REVIEW DATE	SEPTEMBER 2026
VERSION NUMBER	V1		

SUN SAFE PROCEDURE

Australia has one of the highest rates of skin cancer in the world with more than two in three Australians developing some form of skin cancer in their lifetime. Too much of the sun's UV radiation can cause sunburn, skin and eye damage and skin cancer. Infants and toddlers up to four years of age are particularly vulnerable to UV damage due to lower levels of melanin and a thinner stratum corneum (the outermost layer of skin). Our Service will work in compliance with the *National SunSmart Early Childhood Program* to ensure children's health and safety is maintained at all times whilst at the Service.

Working in conjunction with the *Sun Safe Policy*, this procedure provides guidelines for educators to ensure children and educators are protected from the harmful effects of ultraviolet (UV) radiation from the sun at all times.

Education and Care Services National Law or Regulations (S. 167, R. 100, 113, 114, 116, 144, 168, 169, 179, 171, 172) NQS QA 2 and 3: Element 2.1.1, 2.1.3, 2.2.1, 3.1.1 Health and Environment practices and procedures
Related Policy: *Sun Safe Policy*

SUN SAFE PROCEDURE		
1	The approved provider, nominated supervisor and educators will review and update the service's <i>Sun Safe Policy</i> annually. The policy will be reviewed in consultation with relevant authorities (Cancer Council-SunSmart, KidSafe), families and educators.	
2	Management will discuss any changes to the <i>Sun Safe Policy</i> or procedures with all educators of the Service	
3	Management will ensure information regarding the <i>Sun Safe Policy</i> and sun safe practices are included within the educator handbook to ensure educators are aware of the service's sun safe practices during the induction and orientation process	
4	Management will ensure students and volunteers are aware of and adhere to the <i>Sun Safe Policy</i> , and receive information regarding sun safety during induction and orientation processes	
5	Management will ensure information regarding the <i>Sun Safe Policy</i> and sun safe practices are included within the family handbook to share sun safe information with new families	
6	Educators will review the <i>Sun Safe Policy</i> and sun safe practices regularly during team meetings	
7	Management will ensure the <i>Sun Safe Policy</i> is submitted to SunSmart (Cancer Council) every three years to maintain SunSmart status (required if a SunSmart member)	

SUN PROTECTION MEASURES		
1	Management will ensure all educators are aware of sun safe practices during the orientation and induction process including wearing a sun safe hat at all times while outdoors	
2	Families will be advised of sun safe practices on a regular basis through the service newsletter and noticeboard	
3	Families will be asked to provide permission for our Service to apply SPF50+ broad-spectrum water-resistant sunscreen for their child during the enrolment process	
4	A record will be kept for any child who may be more sensitive to UV radiation and requires sun protection at all times	
5	A record will be kept for any child who has allergies or sensitivity to sunscreen. The record will state the child's name and alternative sunscreen to be applied. If a child is not able to have sunscreen applied, they will be encouraged to play in the shade.	
6	Management will ensure educators role model sun safe practices at all times when outdoors, including when on excursions	
7	Management will ensure sunscreen purchased complies with Australian Standards- [AS/NZS 2604:2012]	
8	Risk assessments will be completed to identify potential hazards to children during summer months and implement risk mitigation strategies to protect children from harm or injury	

IMPLEMENTATION		
Educators will:		
1	display the maximum forecasted UV Index level rating and sun protection times daily within the foyer area of the Service,	
2	monitor the Australian Bureau of Meteorology for notification of severe heat events and follow the Services <i>Extreme Weather Procedure</i> as required	
3	follow advice and recommendations from the Cancer Council	
4	ensure the sun protection times (when UV levels are forecasted to be 3 or higher) are recorded each day to ensure sun protection measures are implemented when required	
5	embed sun safety practices into daily routines and the educational program to communicate the importance of sun safety with children	
6	not apply sunscreen to infants under 6 months (unless specifically required in writing). Educators will utilise other sun safe practices for babies under 6 months such as appropriate clothing, wearing sun safe hats and adequate dense shade.	

7	ensure infants under 12 months old are not exposed to direct sun when the UV Index level is forecasted to be 3 or above	
8	use a thermometer or their hand to test surface temperature each day during summer months or during episodes of extreme hot weather before children access the outdoor environments. Educators will make informed decisions about not permitting children play on equipment or use the outdoor space if the surface temperature is determined to be too hot or is recorded as or above 50°C.	
9	complete a <i>Daily Playground Safety Temperature Check</i> form before children enter playground spaces during summer months or extreme hot weather	
10	store sunscreen according to manufacturer instructions and ensure the expiry date is checked on a regular basis	
11	consider shade requirements and sun safe practices when planning excursions. Risk assessments for the excursion will factor in shade requirements	

SUN SAFE PRACTICES

Educators will:

1	implement sun protection practices when UV Index level is forecasted to be 3 or above	
2	apply SPF50+ broad-spectrum, water-resistant sunscreen 20 minutes before children go outside	
3	reapply sunscreen every 2 hours (or more frequently if washed or wiped off)	
4	ensure children wear appropriate sun safe hats when they are outdoors	
5	use shaded areas for play experiences and moved as required during the day to ensure children remain in the shade when playing	
6	ensure children wear sun safe clothing that covers as much of the skin as possible	
7	role model sun safe practices at all times when outdoors, including when participating on excursions	

REVIEW OF PROCEDURE

Date procedure created	19.11.2025	To be reviewed	November 2026
Approved by	Tracy Gill		
Location of procedure	Policy and procedures folder,		
Procedure reviewed date	Modifications/Changes		

WATER SAFETY POLICY

The safety and supervision of children is paramount when in or around water. This relates to managing water safety including any activity involving water play, excursions near water, safety around hot water, and hygiene practices with water in the Service environment. Children will be actively supervised at all times during water play experiences to help keep children safe in and around water and support children's learning in a safe environment. Water safety education is embedded in the educational program to help children develop lifelong safety awareness.

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 2: CHILDREN'S HEALTH AND SAFETY		
2.1.2	Health practices and procedures	Effective illness and injury management and hygiene practices are promoted and implemented.
2.2	Safety	Each child is protected.
2.2.1	Supervision	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.
2.2.2	Incident and emergency management	Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practised and implemented.

EDUCATION AND CARE SERVICES NATIONAL LAW AND NATIONAL REGULATIONS	
S. 165	Offence to inadequately supervise children
S. 167	Offence relating to protection of children from harm and hazards
25(1)(c)	Additional information about proposed education and care services premises
12	Meaning of a serious incident
101	Conduct of risk assessment for excursions
115	Premises designed to facilitate supervision
122	Educators must be working directly with children to be included in ratios
126	Centre based services-general educator qualifications
136	First aid qualification
168(2)(a)(iii)	Education and care service must have policies and procedures in relation to- Water safety, including safety during any water-based activities
170	Policies and procedures to be followed

171	Policies and procedures to be kept available
172	Notification of change to policies or procedure
176	Time to notify the certain information to the Regulatory Authority

RELATED POLICIES

Administration of First Aid Policy Child Safe Environment Policy Educational Program Policy Excursion/Incursion Policy	Health and Safety Policy Incident, Injury, Trauma and Illness Policy Physical Environment Policy Sun Safe Policy Supervision Policy

PURPOSE

To ensure the safety and supervision of children in and around water. This includes water play, excursions near water, hot water, drinking water and hygiene practices with water in the Service environment.

SCOPE

This policy applies to children, families, staff, educators, management, approved provider, nominated supervisor, students, volunteers and visitors of the Service.

DEFINITIONS

Adequate supervision: an educator can respond immediately when a child is distressed or in a hazardous situation; knowing where children are at all times and monitoring their activities actively and diligently

Hazard: Situations or things that have the protentional to harm a person

Risk assessment: A systematic process of identifying hazards, assessing risks, and deciding on control measures to ensure children's safety

Water hazard: Any body of water that poses a threat of drowning risk to a child or children. This could include:

- large bodies of water- dams, rivers, creeks, dams, swimming pools, portable spas, fountains, water play troughs
- smaller bodies of water- baths, nappy buckets, containers that collect water, pet bowls.

Source: ACECQA Water Safety policy guidelines

IMPLEMENTATION

Under the Education and Care Services National Regulations, an approved provider must ensure that policies and procedures are in place for managing water safety, including during any water-based activities and take reasonable steps to ensure those policies and procedures are followed.

According to Kidsafe, drowning is one of the leading causes of unintentional death for Australian children. Every year a number of children are killed and hundreds more rescued from near drowning situations. Non-fatal drowning incidents are also of great concern as they can have potential long-term effects, including brain damage and permanent disability.

The most common factor in childhood drowning is lack of supervision. A child can drown in as little as a few centimetres of water. Items such as nappy buckets, sinks, pet drinking bowls, ponds, pools, water features, water tanks are all potential drowning hazards. [source: [Kidsafe](#)]

THE APPROVED PROVIDER, MANAGEMENT AND NOMINATED SUPERVISOR WILL:

- adhere to all obligations under the *Education and Care National Law and Regulations*
- ensure educators, staff, students and volunteers have knowledge of and adhere to this policy and associated procedure and are advised on how and where the policy can be accessed
- ensure all educators, staff and volunteers participate in a comprehensive induction that includes an understanding of child safety, CPR and our Water Safety Policy
- complete detailed risk assessments that identify and assess risks associated with any water hazards and water-based activities
- ensure adequate supervision is provided when participating in water activities including:
 - direct and constant monitoring of children
 - careful and intentional positioning of educators
 - scanning and moving around the environment
 - observing play and anticipating behaviour
 - ensuring higher adult to child ratios
 - ensuring no child is left unattended when in proximity to water
- provide direction and education to educators, staff and families on the importance of children's safety and supervision in and around water
- ensure health and safety practices incorporate approaches to safe storage of water and water play
- ensure premises adjacent to or providing access to any water hazards that are not able to be adequately supervised at all times (e.g., dams, swimming pool) are to be isolated from children by a child resistant barrier or fence

- ensure there are no items near fencing that children could climb up onto to gain access to a water hazard (pot plants, boxes, chairs)
- conduct a risk assessment in accordance with Reg.101 prior to taking children on an excursion- consider any water hazards and any risks associated with water-based activities before an excursion/incursion is approved
- ensure at least one educator who holds current approved first aid qualifications, that was attained within the previous three years (Reg. 136), is in attendance at the Service at all times
- ensure at least one educator has successfully completed cardiopulmonary resuscitation training (CPR) each year, is in attendance at the Service at all times
- display a Cardiopulmonary Resuscitation (CPR) guide near any swimming pool, wading pool, or body of water
- ensure hot water is inaccessible to children, including hot drinks accessed by educators, staff or families
- notify parents as soon as practicable but within 24 hours if their child is involved in an incident/accident at the Service or while under Service care
- ensure details of the incident/accident will be recorded on an *Incident, Injury, Trauma and Illness Record*
- notify the regulatory authority within 24 hours of becoming aware of a serious incident
- conduct a review of practices following any water-related safety incident including an assessment of areas for improvement within the policy and associated procedure.

EDUCATORS WILL:

- provide active supervision when children are participating in water activities including:
 - supervise children near water at all times
 - never leave children alone near any water
 - direct and constant monitoring of children
 - scanning and moving around the environment
 - observing play and anticipating behaviour
- ensure children in a bath (if required) are
 - directly supervised at all times; and
 - remain within an arm's reach of an educator
- ensure that any body of water with a depth greater than 3cm is inaccessible to children at all times and is guarded with an effective barrier at all times (child proof fence/ grate over the water)

- complete a daily *Outdoor and Safety Check* of premises to ensure that all hazards are known and minimised. When a hazard or potential hazard is detected, educators will complete a risk assessment to address any concerns and children will be excluded from the area until the hazard has been rectified.
- utilise water activities in appropriate weather as part of the planned program
- allow the children the opportunity to experiment with water, sand, and mixing materials
- incorporate water safety awareness into the educational program
- monitor all taps on the premises that children have access to and ensure they are turned off securely when not in use
- safely cover or make inaccessible to children all water containers, e.g., mop buckets, nappy buckets
- empty wading pools immediately after every use and store to prevent the collection of water, e.g., upright
- check for and empty any water that has collected in holes or containers after rainfall or watering gardens
- ensure water troughs are not used without a stand to keep it off the ground
- ensure children remain standing on the ground whilst using the water trough
- ensure buckets of water for soaking toys or clothing are inaccessible to children
- ensure water troughs or containers for water play are filled to a safe level and emptied into the garden areas after **each** use
- discourage children from drinking from any water activities for health and safety
- ensure laundry, storerooms and educator areas are to have **Staff only** signs on doors to remind adults to close doors behind them
- teach children about staying safe in and around water as part of the educational program
- ensure wading pools are hygienically cleaned, and disinfected appropriately:
 - on a daily basis remove leaves and debris, hose away surface dirt and scrub inside with disinfectant
 - wash away disinfectant before filling pool
 - children with diarrhoea, upset stomach, open sores or nasal infections should not use the pool
- follow emergency procedures and contact emergency Services if a child appears to be missing or unaccounted for or is involved in a serious incident or accident
- follow the *Administration of First Aid Policy* after any incident involving a water-based activity, including contacting 000 if a child is found unresponsive or has inhaled water

- reflect on practice and share strategies during staff meetings to maintain and improve child safety around water.

OPERATIONAL SAFETY

- water tanks will be labelled with “Do Not Drink” signage and the children will be supervised in this area to make sure they are not accessing this water for drinking
- educators will discuss with the children the use of water tank water and how it differs from drinking water
- hot water accessible to children will be maintained at the temperature of 45.C° which will be tested annually. (Australian standard AS 3498)
- hot drinks are not to be consumed near children by educators, students or visitors
- water for pets at the Service must be changed daily and only be accessible to children when educators are present.

CONTINUOUS IMPROVEMENT/REFLECTION

Our *Water Safety Policy* will be updated and reviewed annually or earlier if there are changes to legislation, ACECQA guidance or after a water-related incident. Feedback will be requested from children, families, staff, educators and management and notification of any change to policies will be made to families within 14 days.

- RELATED RESOURCES

Outdoor and Safety Checklist	

SOURCES

Australian Children’s Education & Care Quality Authority. (2025). [Guide to the National Quality Framework](#)

Australian Children’s Education & Care Quality Authority. (2023). [Policy and procedure guidelines- Water Safety Guidelines](#)

Early Childhood Australia Code of Ethics. (2016).

Education and Care Services National Law Act 2010. (Amended 2023).

[Education and Care Services National Regulations](#). (Amended 2023)

KidSafe (2021). Water Safety. <https://kidsafe.com.au/water-safety/>

Royal Life Saving Society Australia Toddler drowning prevention <https://www.royallifesaving.com.au/families/at-home/toddler-drowning-prevention>

Victoria Government. [Better Health Channel. Water safety for children.](#)

REVIEW

POLICY CREATED BY	Tracy Gill	Nominated Supervisor	11.11.2025
POLICY REVIEWED	SEPTEMBER 2025	NEXT REVIEW DATE	SEPTEMBER 2026
VERSION NUMBER	V1		
MODIFICATIONS			
POLICY REVIEWED	PREVIOUS MODIFICATIONS	NEXT REVIEW DATE	

WATER SAFETY PROCEDURE

The safety and supervision of children is paramount when in or around water. This relates to water play, excursions near water, hot water, drinking water and hygiene practices with water in the Service environment. Children will be supervised at all times during water play experiences to help keep children safe in and around water and support children's learning in a safe environment.

Working in conjunction with the *Water Safety Policy*, this procedure outlines safety protocols for management and educators to follow in order to minimise the risk of harm and ensure the safety of children in and around water.

Education and Care Services National Law or Regulations (S. 165, 167. Reg. 21 (1)(c), 101,115, 122, 126, 168 (2) (a)(iii), 170, 274, 345) NQS QA 2: Element 2.1.2, 2.2, 2.2.1, 2.2.2. *Children's Health and Safety*

Related Policy: *Water Safety Policy*

WATER SAFETY PROCEDURE		
The approved provider/ nominated supervisor will:		
1	review the Service's <i>Water Safety Policy</i> , along with educators, families and children, annually to ensure an awareness of appropriate practices to ensure children's safety in and around water	
2	complete a risk assessment to identify and assess risks associated with any water hazards and water-based activities	
3	complete a risk assessment prior to taking children on an excursion, with consideration to any water hazards or water-based activities before the excursion/incursion is approved	
4	ensure an educator who holds a current approved first aid qualification is in attendance at the service at all times	
5	ensure a current Cardiopulmonary Resuscitation (CPR) guide is displayed near any swimming pool, wading pool or body of water	
6	ensure any premises adjacent to or providing access to any water hazards that are not able to be adequately supervised at all times (e.g. dams, swimming pool) are isolated from children by a child resistant barrier or fence	
7	ensure fish/frog ponds and water features that are not able to be adequately supervised at all times and/or pose an unacceptable risk to children are guarded or effective barriers are in place	
8	ensure hot water that is accessible to children will be maintained at or below the temperature of 45.C°	
9	ensure health and safety practices incorporate approaches to safe storage of water and water play	
10	ensure parents are notified within 24 hrs if their child is involved in an incident/accident at the Service or while under the care of the service	

11	label water tanks "Do Not Drink"	
Educators will:		
12	ensure water hazards and water play are always highly supervised	
13	ensure there are no items near fencing that children could climb up onto to gain access to a water hazard	
14	ensure hot water is inaccessible to children	
15	ensure children are not to be left alone near any water, including children in a bath	
16	incorporate water safety awareness into the educational program to assist to teach children about staying safe in and around water	
17	monitor all taps that are accessible to children to ensure they are turned off securely when not in use	
18	ensure wading pools are emptied immediately after use and prevent the collection of water and hygienically cleaned, disinfected and chlorinated appropriately	
19	complete daily safety checklists to check for and empty any water that has collected after rainfall	
20	ensure water troughs or containers for water play are filled to a safe level and emptied into the garden after use, water troughs are to be used with a stand and children are to remain standing on the ground whilst using the water trough	
21	discourage children to drink water from water play activities	
22	ensure laundry, storerooms and educator areas have staff only signs on doors and doors are closed/locked at all times	
23	follow emergency procedures and first aid procedures in the event of an incident or injury involving a water hazard	
24	follow emergency procedures and contact emergency services if a child appears to be missing or unaccounted for or is involved in a serious incident or accident	

REVIEW OF PROCEDURE			
Date procedure created	24.11.2025	To be reviewed	November 2026
Approved by	Tracy Gill		
Procedure Reviewed Date	Modifications/Changes		

QUALITY AREA 1 POLICIES AND PROCEDURES

ADDITIONAL NEEDS POLICY

Supporting children with additional needs requires educators to extend upon the strategies they already use in providing quality education and care for children. It is imperative for educators to develop a comprehensive understanding of each child's interests and abilities and implement an inclusive and equitable learning environment that supports their individual needs.

Inclusion is stipulated in the Early Years Learning Framework as *'taking into account all children's, social, cultural and linguistic diversity (including learning styles, abilities, disabilities, gender, family circumstances and geographical location) in curriculum decision making processes.'* Belonging, Being and Becoming (V2.0, 2022, p.66).

Our Service will work in partnership with families and other professionals to ensure specific consideration and adaptations/adjustments allow children with additional needs access and participation and achieve positive learning outcomes.

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 1: EDUCATIONAL PROGRAM AND PRACTICE		
1.1.1	Approved learning framework	Curriculum decision-making contributes to each child's learning and development outcomes in relation to their identity, connection with community, wellbeing, confidence as learners and effectiveness as communicators.
QUALITY AREA 3: PHYSICAL ENVIRONMENT		
3.1	Design	The design of the facilities is appropriate for the operation of a service.
3.1.1	Fit for purpose	Outdoor and indoor spaces, buildings, fixtures and fittings are suitable for their purpose, including supporting the access of every child.
3.2.1	Inclusive environment	Outdoor and indoor spaces are organised and adapted to support every child's participation and to engage every child in quality experiences in both built and natural environments.
3.2.2	Resources support play-based learning	Resources, materials and equipment allow for multiple uses, are sufficient in number, and enable every child to engage in play-based learning.
QUALITY AREA 5: RELATIONSHIPS WITH CHILDREN		
5.1	Relationships between educators and children	Respectful and equitable relationships are maintained with each child.
5.1.1	Positive educator to child interactions	Responsive and meaningful interactions build trusting relationships which engage and support each child to feel secure, confident and included.

5.1.2	Dignity and rights of the child	The dignity and rights of every child are maintained.
QUALITY AREA 6: COLLABORATIVE PARTNERSHIPS WITH FAMILIES AND COMMUNITIES		
6.1	Supportive relationships with families	Respectful relationships with families are developed and maintained and families are supported in their parenting role.
6.1.1	Engagement with the service	Families are supported from enrolment to be involved in the service and contribute to service decisions.
6.1.2	Parent views are respected	The expertise, culture, values and beliefs of families are respected, and families share in decision-making about their child's learning and wellbeing.
6.2	Collaborative partnerships	Collaborative partnerships enhance children's inclusion, learning and wellbeing.
6.2.2	Access and participation	Effective partnerships support children's access, inclusion and participation in the program.

EDUCATION AND CARE SERVICES NATIONAL REGULATIONS	
155	Interactions with children
156	Relationships in groups
157	Access for parents
168	Education and care service must have policies and procedures
170	Policies and procedures are to be followed

RELATED LEGISLATION

[Disability Discrimination Act 1992](#)

RELATED POLICIES

Anti-Bias and Inclusion Policy Behaviour Management Policy Code of Conduct Policy Early Childhood Intervention Practitioner Management Policy Educational Program Policy	Enrolment Policy Interaction with Children, Family and Staff Policy Medical Conditions Policy Orientation of Families Policy Privacy and Confidentiality Policy Respect for Children Policy

PURPOSE

Our Service understands and meets our obligations under the Disability Discrimination Act (DDA) to support children with disability and be responsive to each child, irrespective of their additional needs and abilities. We aim to provide a supportive and inclusive environment that sanctions each child to fully

participate in their education and care at the Service. Educators remain encouraging, unprejudiced and supportive, ensuring that all children are treated equally and fairly and have the opportunity to grow and develop to their individual potential.

SCOPE

This policy applies to educators, families, staff, management, the approved provider, nominated supervisor, students, volunteers and visitors of the Service.

DEFINITIONS

According to the [Inclusion Support Program Guidelines](#) (Australian Department of Education 2023), there is no national definition of ‘*additional needs*.’ This term is used within the policy to describe children who may need or require specific considerations or adaptations to participate fully in our Early Childhood Education and Care Service.

Additional needs may include children who:

- have a disability or developmental delay- physical, sensory, intellectual, or autism spectrum disorder
- are presenting with challenging behaviours and/or behavioural or psychological disorders
- have a serious medical or health condition
- are presenting with trauma-related behaviours

Meeting the needs and requirements of:

- Aboriginal or Torres Strait Islander children
- children from refugee or humanitarian backgrounds
- children from culturally and linguistically diverse background
- may also require specific considerations, such as cultural support, to ensure that these children are able to participate fully in ECEC services and experience positive outcomes

[source: Inclusion Support Program Guidelines. 2023. p. 6]

WHAT IS A DISABILITY

Disability is defined broadly in the Disability Discrimination Act (DDA) and does not rely on formal diagnosis of disability. Disability can be visible or non-visible. Disability in relation to the DDA includes: Physical; intellectual; psychiatric; sensory; neurological and learning disabilities as well as physical disfigurement.

REASONABLE ADJUSTMENTS

Changes to a policy, practice, procedure, program or environment that enables a person with disability to access and participate in the service on the same basis as others. [ACECQA: The Disability Discrimination Act 2022].

We understand that additional needs may be temporary or permanent with diverse origins, which require different responses. Supporting children with additional needs enables them to have equitable access to resources and participation. This can lead to stronger skills in literacy and numeracy, social and emotional development and understanding of diversity. Strategies for supporting children with additional needs can differ significantly because every child is unique.

IMPLEMENTATION

THE APPROVED PROVIDER/NOMINATED SUPERVISOR WILL ENSURE:

- obligations under the *Education and Care Services National Law and National Regulations* are met
- obligations under the *Disability Discrimination Act 1992* (DDA) are met
- all staff, educators, students and visitors have knowledge of and adhere to this policy; understand and comply with the (DDA) including making reasonable adjustments to the program, practices and environment in collaboration with families and children
- all new employees are provided with a copy of this policy as part of their induction process
- support is provided to educators to make reasonable adjustments to enable children with disability access and participate in the Service on the same basis as others
- children's social, cultural and linguistic diversity is considered to inform curriculum decision-making processes to provide an inclusive education
- completed enrolment forms are used to gather information about children's additional needs and supports that may be required
- equitable access is provided to support children with additional needs
- communication with families is consistent and supportive
- they have a thorough understanding of the NDIS plan for each child (if applicable) and assist to help achieve goals and build skills and independence
- they contact their local Inclusion Agency to access information and support about the Inclusion Support Program
- that any barriers preventing a child's inclusion are identified and strategies to make improvements implemented

- they develop a *Strategic Inclusion Plan and Individual Support Plans* in collaboration with the Inclusion Agency (IA) which will identify any barriers preventing a child's inclusion and implement strategies for improvement
- they seek assistance, training, and where possible, financial funding from inclusive support agencies to promote the development of skills in children with identified additional needs
- educators are meeting the needs of each individual child, by providing educators with targeted professional development and opportunities to network with professional agencies
- they access the Inclusion Support Portal (IS Portal) through PRODA
- parents/guardians provide written consent for information about their child to be shared with relevant IA, IDFM and the Department if accessing support under the Inclusion Support Program
- families are encouraged to meet with the educators who will be working with the child to ensure an understanding of the child's needs, appropriate methods for communication, and to ascertain that suitable resources and support is provided to both the family and the child
- the Service works in partnership with Early Childhood Intervention (ECI) professionals, allied health professionals and families to verify the educational program and learning environment is inclusive for each child with additional needs, including children and families from culturally diverse backgrounds
- specific plans and programs provided by external resource providers and professionals for children with additional needs are shared with educators and copies filed in the child's individual record
- children are encouraged to feel safe and secure during their education and care at the Service by developing trusting relationships with educators, other children, and the community
- inclusive strategies and practices are embedded in the delivery of quality education and care
- the privacy and confidentiality for children and families is maintained
- the indoor and outdoor environment and equipment is designed or adapted/adjusted to ensure access and participation for all children, supporting the inclusion of children with additional needs.

This may include the use of:

- portable ramps
 - use of standing frames and support swings
 - specialised inclusion toys such as sensory or switch toys
 - specialised furniture such as chairs, tables and positioning equipment
 - communication charts and Auslan dictionaries
 - resources and books in languages other than English to support Indigenous children and children from linguistically diverse backgrounds
- the program and curriculum are inclusive and meet the individual needs of children with additional needs, disability or developmental delay.

- children's sensory sensitivities to pressure, texture, smell, noise, or colour are considered within the environment.

EDUCATORS WILL:

- treat children equally and fairly and with respect
- create an inclusive program and environment, which is adaptable and supportive for all children to access and participate
- advocate for children's rights
- conduct specific observations on the individual child, outlining their interests, strengths, and developmental needs to support programming including open ended learning opportunities
- meet with families of children with additional needs to familiarise themselves with the specific communication needs of each child. Communication could include verbal and non-verbal communication skills and cues and may necessitate the use of systems such as sign language, use of images, and/or learning key words in the child's home language
- establish a means for frequent communication with parents of children with additional needs through a communication book, verbal daily information exchanges, and/or formal and informal meetings
- collaborate with all families to meet children's developmental needs in order to build strengths and capabilities
- develop an Inclusion Support Plan (ISP) in collaboration with Inclusion Agency professionals, Early Childhood Intervention (ECI) professionals, other allied health professionals and parents for each child
- collaborate with other professionals who play a role in supporting the child's development
- create a flexible environment, which can be adapted to each child's needs within the Service to support the inclusion of children with additional needs
- implement programming experiences and activities, that are inclusive for all children to access, explore and participate
- listen carefully to all children's concerns and discuss issues of inclusion and exclusion, and fair and unfair behaviour
- act as role models by displaying appropriate behaviour and language, being consistently aware of and responsive to children who may require additional support, attention, or assistance
- discuss a wide range of emotions, thoughts, and views constructively with the children within a supportive environment
- not judge or compare one child's development with another

- talk to children about differences and acceptance
- provide opportunities for all children to play and learn together, promoting cooperative, caring, and social behaviours.

INCLUSION SUPPORT PROGRAM (ISP)

To assist in the provision of an inclusive environment for children with additional needs, our Service may apply for additional support through the [Inclusion Support Program \(ISP\)](#) if the eligibility requirements are met.

The nominated supervisor and educators will refer to the *Inclusion Support Guidelines* and consult with families to submit an application. The objectives of the Inclusion Support Program include:

- supporting Early Childhood Education and Care Services to increase their capacity and capability to provide quality inclusive practices for all children
- to address access and participation barriers
- support the inclusion of children with additional needs
- provide parents or carers of children with additional needs with access to appropriate ECEC services

HIGH POTENTIAL AND GIFTED CHILDREN

Our Service will collaborate with families to support the needs of high potential and gifted children.

We will:

- respect the uniqueness of each child
- acknowledge the characteristics of high potential and gifted children
- be sensitive to the social-emotional needs of gifted children and assist them to feel a sense of belonging
- develop our capacity to cater for the needs of gifted children through professional development
- support children's transition to school
- assist educators cater for gifted children who also have a disability- 'Twice Exceptional' children.

ENHANCED TRANSITION TO SCHOOL PLANNING

Our Service will promote and support enhanced transition to school programs for children with additional needs by:

- starting the planning for transition to school aged care early and in collaboration with all key stakeholders
- involve the child in making choice during the transition process

- liaising with key representatives at the school and other support services to ensure key dates for applications for support are noted
- sharing information about the child's strengths and completing *Transition to School Statements*
- supporting reciprocal visits to strengthen the transition to school for children and families
- provide continuity of learning between our Service and school aged care.

FAMILIES WILL:

- work collaboratively with our Service
- share information about their child's specific needs- their interests, things they do well, strategies that are used at home to support their child, identify routines or situations that may cause physical or emotional challenges
- provide accurate information about their child's additional needs including relevant reports, documentation, NDIS plans, details about support services and other allied professionals
- help to identify possible barriers for inclusion and reasonable adjustments that may be required
- consent to our Service accessing external professional support if required to assist educators manage the diagnosed, or undiagnosed additional needs of their child
- collaborate with external professional support agencies and educators to implement plans to support inclusion
- provide written consent for information about their child to be shared on the IS Portal if accessing support under the Inclusion Support Program
- adhere to our policies that should the safety of other children and staff be compromised enrolment may be suspended or terminated.

CONTINUOUS IMPROVEMENT/REFLECTION

The *Additional Needs Policy* will be reviewed on an annual basis in conjunction with children, families, educators, staff and management.

- RELATED RESOURCES

Additional Needs Procedure

SOURCES

Australian Children's Education & Care Quality Authority. (2022). [Disability Discrimination Act 1992 \(DDA\) resources](#).
 Australian Children's Education & Care Quality Authority. (2025). [Guide to the National Quality Framework](#)

Australian Government Department of Education. (2022). [*Belonging, Being and Becoming: The Early Years Learning Framework for Australia*](#). V2.0.

Australian Government Department of Education. (2023) [*Inclusion Support Program \(ISP\) Guidelines*](#). Version 2.5 July 2023.

Australian Government. Australian Institute of Families Studies. (2024). [*Supporting disability inclusion with children and families*](#).

Early Childhood Australia Code of Ethics. (2016).

Early Childhood Australia (ECA), & Early Childhood Intervention Australia (ECIA). (2012). [*Position statement on the inclusion of children with disability in early childhood education and care*](#).

Early Childhood Intervention Australia *National Guidelines for Best Practice in Early Childhood Intervention Education and Care Services National Law Act 2010*. (Amended 2023).

[*Education and Care Services National Regulations*](#). (Amended 2023).

New South Wales Department of Education. (2019). [*High Potential and Gifted Education Policy*](#).

Raising Children *Supporting gifted and talented learning* <https://raisingchildren.net.au/preschoolers/play-learning/gifted-talented-children/supporting-learning>

REVIEW

POLICY CREATED BY	Tracy Gill	Nominated Supervisor	19.11.2025
POLICY REVIEWED	November 2025	NEXT REVIEW DATE	November 2026
VERSION NUMBER	V1		
MODIFICATIONS			
POLICY REVIEWED	PREVIOUS MODIFICATIONS	NEXT REVIEW DATE	

Supporting children with additional needs requires educators to extend upon the strategies they already use in providing quality education and care for children. It is imperative for educators to develop a comprehensive understanding of each child's interests and abilities and implement an inclusive and equitable learning environment that supports their individual needs.

Inclusion is stipulated in the Early Years Learning Framework as *'taking into account all children's, social, cultural and linguistic diversity (including learning styles, abilities, disabilities, gender, family circumstances and geographical location) in curriculum decision making processes.'* Belonging, Being and Becoming (V2.0, 2022, p.66).

Our Service will work in partnership with families and other professionals to ensure specific consideration and adaptations/adjustments allow children with additional needs access and participation and achieve positive learning outcomes.

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 1: EDUCATIONAL PROGRAM AND PRACTICE		
1.1.1	Approved learning framework	Curriculum decision-making contributes to each child's learning and development outcomes in relation to their identity, connection with community, wellbeing, confidence as learners and effectiveness as communicators.
QUALITY AREA 3: PHYSICAL ENVIRONMENT		
3.1	Design	The design of the facilities is appropriate for the operation of a service.
3.1.1	Fit for purpose	Outdoor and indoor spaces, buildings, fixtures and fittings are suitable for their purpose, including supporting the access of every child.
3.2.1	Inclusive environment	Outdoor and indoor spaces are organised and adapted to support every child's participation and to engage every child in quality experiences in both built and natural environments.
3.2.2	Resources support play-based learning	Resources, materials and equipment allow for multiple uses, are sufficient in number, and enable every child to engage in play-based learning.
QUALITY AREA 5: RELATIONSHIPS WITH CHILDREN		
5.1	Relationships between educators and children	Respectful and equitable relationships are maintained with each child.
5.1.1	Positive educator to child interactions	Responsive and meaningful interactions build trusting relationships which engage and support each child to feel secure, confident and included.
5.1.2	Dignity and rights of the child	The dignity and rights of every child are maintained.
QUALITY AREA 6: COLLABORATIVE PARTNERSHIPS WITH FAMILIES AND COMMUNITIES		

6.1	Supportive relationships with families	Respectful relationships with families are developed and maintained and families are supported in their parenting role.
6.1.1	Engagement with the service	Families are supported from enrolment to be involved in the service and contribute to service decisions.
6.1.2	Parent views are respected	The expertise, culture, values and beliefs of families are respected, and families share in decision-making about their child's learning and wellbeing.
6.2	Collaborative partnerships	Collaborative partnerships enhance children's inclusion, learning and wellbeing.
6.2.2	Access and participation	Effective partnerships support children's access, inclusion and participation in the program.

EDUCATION AND CARE SERVICES NATIONAL LAW AND NATIONAL REGULATIONS

S. 2A	Paramount consideration—safety, rights and best interests of children
S. 3A	Paramount consideration
S. 162B	Child safety training
S.166A	Offence to subject child to inappropriate conduct Offences relating to inappropriate conduct
155	Interactions with children
156	Relationships in groups
157	Access for parents
168	Education and care service must have policies and procedures
170	Policies and procedures are to be followed

RELATED LEGISLATION

[Disability Discrimination Act 1992](#)

RELATED POLICIES

Anti-Bias and Inclusion Policy	Enrolment Policy
Behaviour Management Policy	Interaction with Children, Family and Staff Policy
Code of Conduct Policy	Medical Conditions Policy
Early Childhood Intervention Practitioner Management Policy	Orientation of Families Policy
Educational Program Policy	Privacy and Confidentiality Policy
	Respect for Children Policy

PURPOSE

Our Service understands and meets our obligations under the Disability Discrimination Act (DDA) to support children with disability and be responsive to each child, irrespective of their additional needs and abilities. We aim to provide a supportive and inclusive environment that supports each child to fully participate in their education and care at the Service. Educators remain encouraging, unprejudiced and supportive, ensuring that all children are treated equally and fairly and have the opportunity to grow and develop to their individual potential.

Our Service is committed to upholding the safety, rights and best interests of every child as the paramount consideration in all decision-making. We recognise that children with additional needs may be more vulnerable to abuse, harm, discrimination, coercion or inappropriate conduct. We therefore implement strengthened child safe practices to ensure:

- equitable protection from harm
- dignity and respect in all interactions
- supported participation in decisions affecting them
- proactive identification and management of risks
- zero tolerance of inappropriate conduct and inappropriate discipline

All staff, educators, students, volunteers and support workers are required to actively promote model child safe behaviours at all times.

SCOPE

This policy applies to educators, families, staff, management, the approved provider, nominated supervisor, students, volunteers and visitors of the Service.

DEFINITIONS

According to the [Inclusion Support Program Guidelines](#) (Australian Department of Education 2025), there is no national definition of '*additional needs*.' This term is used within the policy to describe children who may need or require specific considerations or adaptations to participate fully in our Early Childhood Education and Care Service.

Additional needs may include children who:

- have a disability or developmental delay- (including awaiting disability diagnosis)
- are presenting with challenging behaviours
- have a serious medical or health condition, including mental health
- are presenting with trauma-related behaviours

Meeting the needs and requirements of:

- Aboriginal or Torres Strait Islander children
- children from refugee or humanitarian backgrounds
- children from culturally and linguistically diverse background
- may also require specific considerations, such as cultural support, to ensure that these children are able to participate fully in ECEC services and experience positive outcomes

[source: Inclusion Support Program Guidelines. 2025. p. 8]

WHAT IS A DISABILITY

Disability is defined broadly in the Disability Discrimination Act (DDA) and does not rely on formal diagnosis of disability. Disability can be visible or non-visible. Disability in relation to the DDA includes:

Physical; intellectual; psychiatric; sensory; neurological and learning disabilities as well as physical disfigurement.

REASONABLE ADJUSTMENTS

Changes to a policy, practice, procedure, program or environment that enables a person with disability to access and participate in the service on the same basis as others. [ACECQA: The Disability Discrimination Act 2022].

We understand that additional needs may be temporary or permanent with diverse origins, which require different responses. Supporting children with additional needs enables them to have equitable access to resources and participation. This can lead to stronger skills in literacy and numeracy, social and emotional development and understanding of diversity. Strategies for supporting children with additional needs can differ significantly because every child is unique.

IMPLEMENTATION

CHILD SAFE PRACTICES FOR CHILDREN WITH ADDITIONAL NEEDS

Our Service recognises that children with disability or additional needs may:

- rely on adults for personal care
- experience communication barriers
- have difficulty identifying unsafe situations
- be more vulnerable to grooming or coercion
- experience social isolation

To mitigate these risks, educators and support workers will:

- use respectful, age-appropriate explanations before providing personal care
- seek the child's consent (where developmentally appropriate) before physical assistance

- ensure toileting and personal care practices maintain dignity and visibility (e.g. door ajar policy where safe and appropriate)
- document all personal care and behavioural incidents
- avoid unnecessary physical contact
- support children to understand body safety, safe/unsafe touch, and help-seeking strategies in inclusive and accessible ways
- use visual supports, social stories or communication aids to teach protective behaviours
- ensure external therapists or support workers sign in, provide credentials, and are never left unsupervised with children
- immediately report any suspected inappropriate conduct.

THE APPROVED PROVIDER/MANAGEMENT/NOMINATED SUPERVISOR WILL ENSURE:

- obligations under the Education and Care Services National Law, Education and Care Services National Regulations and the Disability Discrimination Act 1992 (DDA) are met
- child safety and wellbeing are the paramount consideration in all inclusion planning and decision making
- all staff, educators, students and visitors have knowledge of and adhere to this policy; understand and comply with the (DDA) including making reasonable adjustments to the program, practices and environment in collaboration with families and children
- all new employees are provided with a copy of this policy as part of their induction process and ongoing professional practice
- all staff, educators and support workers complete mandatory national child safety training and refresher training every 2 years
- support is provided to educators to make reasonable adjustments to enable children with disability access and participate in the Service on the same basis as others
- privacy and confidentiality are maintained in accordance with Service policies
- children's social, cultural and linguistic diversity is considered to inform curriculum decision-making processes to provide an inclusive education

- completed enrolment forms are used to gather information about children's additional needs and supports that may be required
- risk assessments are conducted where children with additional needs require personal care, medical support, behavioural support or external therapist within the Service environment
- equitable access is provided to support children with additional needs
- families are encouraged to meet with the educators who will be working with the child to ensure an understanding of the child's needs, appropriate methods for communication, and to ascertain that suitable resources and support are provided to both the family and the child
- educators understand their obligations under offences relating to inappropriate conduct, including grooming, coercion or behaviour that causes harm
- they have a thorough understanding of the NDIS plan for each child (if applicable) and assist to help achieve goals and build skills and independence
- they contact their local Inclusion Agency to access information and support about the Inclusion Support Program ([Inclusion Agencies](#))
- that any barriers preventing a child's inclusion are identified and strategies to make improvements implemented
- they develop a *Strategic Inclusion Plan and Individual Support Plans* in collaboration with the Inclusion Agency (IA) which will identify any barriers preventing a child's inclusion and implement strategies for improvement
- they seek assistance, training, and where possible, financial funding from inclusive support agencies to promote the development of skills in children with identified additional needs
- educators are meeting the needs of each individual child, by providing educators with targeted professional development and opportunities to network with professional agencies
- they access the Inclusion Support Portal (IS Portal) through PRODA
- parents/guardians provide written consent for information about their child to be shared with relevant IA, Inclusion Development Fund Manager (IDFM) and the Department if accessing support under the Inclusion Support Program

- the Service works in partnership with Early Childhood Intervention (ECI) professionals, allied health professionals and families to verify the educational program and learning environment is inclusive for each child with additional needs, including children and families from culturally diverse backgrounds
- specific plans and programs provided by external resource providers and professionals for children with additional needs are shared with educators and copies filed in the child's individual record
- children are encouraged to feel safe and secure during their education and care at the Service by developing trusting relationships with educators, other children and the community
- strategies and practices are embedded in daily routines and play based learning
- the indoor and outdoor environment and equipment is designed or adapted/adjusted to ensure access and participation for all children, supporting the inclusion of children with additional needs.

This may include the use of:

- portable ramps
 - use of standing frames and support swings
 - specialised inclusion toys such as sensory or switch toys
 - specialised furniture such as chairs, tables and positioning equipment
 - communication charts and Auslan dictionaries
 - resources and books in languages other than English to support Indigenous children and children from linguistically diverse backgrounds
- the program and curriculum are inclusive and meet the individual needs of children with additional needs, disability or developmental delay
- sensory sensitivities and individual regulation needs are considered.

EDUCATORS WILL:

- treat children equally and fairly and with respect
- create an inclusive program and environment, which is adaptable and supportive for all children to access and participate
- advocate for children's rights

- conduct specific observations on the individual child, outlining their interests, strengths and developmental needs to support programming including open ended learning opportunities
- meet with families of children with additional needs to familiarise themselves with the specific communication needs of each child. Communication could include verbal and non-verbal communication skills and cues and may necessitate the use of systems such as sign language, use of images, and/or learning key words in the child's home language
- establish a means for frequent communication with parents of children with additional needs through a communication book, verbal daily information exchanges, and/or formal and informal meetings
- collaborate with all families to meet children's developmental needs in order to build strengths and capabilities
- develop an Inclusion Support Plan (ISP) in collaboration with Inclusion Agency professionals, Early Childhood Intervention (ECI) professionals, other allied health professionals and parents for each child
- collaborate with other professionals who play a role in supporting the child's development
- create a flexible environment, which can be adapted to each child's needs within the Service to support the inclusion of children with additional needs
- implement programming experiences and activities, that are inclusive for all children to access, explore and participate
- listen carefully to all children's concerns and discuss issues of inclusion and exclusion, and fair and unfair behaviour
- avoid practices that may unintentionally isolate or stigmatise children with additional needs
- refrain from any behaviour that may be considered inappropriate conduct, including behaviour that is threatening, intimidating, humiliating, degrading, hostile or otherwise inappropriate
- act as role models by displaying appropriate behaviour and language, being consistently aware of and responsive to children who may require additional support, attention or assistance
- discuss a wide range of emotions, thoughts, and views constructively with the children within a supportive environment
- not judge or compare one child's development with another

- talk to children about differences and acceptance
- provide opportunities for all children to play and learn together, promoting cooperative, caring, and social behaviours.

INCLUSION SUPPORT PROGRAM (ISP)

To assist in the provision of an inclusive environment for children with additional needs, our Service may apply for additional support through the [Inclusion Support Program \(ISP\)](#) if the eligibility requirements are met.

The nominated supervisor and educators will refer to the *Inclusion Support Guidelines* and consult with families to submit an application. The objectives of the Inclusion Support Program include:

- supporting Early Childhood Education and Care Services to increase their capacity and capability to provide quality inclusive practices for all children
- to address access and participation barriers
- support the inclusion of children with additional needs
- provide parents or carers of children with additional needs with access to appropriate ECEC services

HIGH POTENTIAL AND GIFTED CHILDREN

Our Service will collaborate with families to support the needs of high potential and gifted children.

We will:

- respect the uniqueness of each child
- acknowledge the characteristics of high potential and gifted children
- be sensitive to the social-emotional needs of gifted children and assist them to feel a sense of belonging
- develop our capacity to cater for the needs of gifted children through professional development
- support children's transition to school
- assist educators cater for gifted children who also have a disability- 'Twice Exceptional' children.

ENHANCED TRANSITION TO SCHOOL PLANNING

Our Service will promote and support enhanced transition to school programs for children with additional needs by:

- starting the planning for transition to school aged care early and in collaboration with all key stakeholders
- involve the child in making choice during the transition process
- liaising with key representatives at the school and other support services to ensure key dates for applications for support are noted
- sharing information about the child's strengths and completing *Transition to School Statements*
- supporting reciprocal visits to strengthen the transition to school for children and families
- provide continuity of learning between our Service and school aged care.

FAMILIES WILL:

- work collaboratively with our Service
- be informed of their child's right to safety, dignity and protection from inappropriate conduct and inappropriate discipline
- share information about their child's specific needs- their interests, things they do well, strategies that are used at home to support their child, identify routines or situations that may cause physical or emotional challenges
- provide accurate information about their child's additional needs including relevant reports, documentation, NDIS plans, details about support services and other allied professionals
- help to identify possible barriers for inclusion and reasonable adjustments that may be required
- consent to our Service accessing external professional support if required to assist educators manage the diagnosed or undiagnosed additional needs of their child
- collaborate with external professional support agencies and educators to implement plans to support inclusion

- provide written consent for information about their child to be shared on the IS Portal if accessing support under the Inclusion Support Program
- collaborate with the Service to ensure behaviour support and medical plans prioritise the child's safety and wellbeing
- adhere to our policies that should the safety of other children and staff be compromised enrolment may be suspended or terminated.

CONTINUOUS IMPROVEMENT/REFLECTION

The *Additional Needs Policy* will be evaluated and reviewed on an annual basis or earlier if there are changes to legislation, ACECQA guidance or any incident related to our policy. Feedback will be requested from children, families, staff, educators and management, and notification of any change to policies will be made to families within 14 days.

RELATED RESOURCES

Additional Needs Procedure

SOURCES

Australian Children's Education & Care Quality Authority. (2022). [Disability Discrimination Act 1992 \(DDA\) resources.](#)

Australian Children's Education & Care Quality Authority. (2026). [Guide to the National Quality Framework](#)

Australian Government Department of Education. (2022). [Belonging, Being and Becoming: The Early Years Learning Framework for Australia.](#) V2.0.

Australian Government Department of Education. (2025) [Inclusion Support Program \(ISP\) Guidelines.](#) Version 2.5 July 2023.

Australian Government. Australian Institute of Families Studies. (2024). [Supporting disability inclusion with children and families.](#)

[Children \(Education and Care Services\) National Law \(NSW\)](#)

Early Childhood Australia. (2016). *Code of Ethics*

Early Childhood Australia (ECA), & Early Childhood Intervention Australia (ECIA). (2012). [Position statement on the inclusion of children with disability in early childhood education and care.](#)

Early Childhood Intervention Australia *National Guidelines for Best Practice in Early Childhood Intervention*

[Education and Care Services National Law Act 2010](#)[Education and Care Services National Regulations 2011](#)[Education and Care Services National Regulations \(NSW\) \(2025\)](#)

New South Wales Department of Education. (2019). [High Potential and Gifted Education Policy.](#)

Raising Children *Supporting gifted and talented learning* <https://raisingchildren.net.au/preschoolers/play-learning/gifted-talented-children/supporting-learning>

REVIEW

POLICY REVIEWED BY	Tracy Gill	Nominated Supervisor	09/04/2026
POLICY REVIEWED	APRIL 2026	NEXT REVIEW DATE	APRIL 2027
VERSION NUMBER	V2		
MODIFICATIONS	• annual policy review • paramount consideration of children's safety added throughout policy • stronger child safe practice expectations added- new section added- Child Safe Practices for Children with additional needs • added mandatory child safety training • added inappropriate conduct to policy • sources checked and updated as required		

POLICY REVIEWED	PREVIOUS MODIFICATIONS

ADDITIONAL NEEDS PROCEDURE

Supporting children with disability and additional learning and support needs require educators to extend upon the strategies they already use in providing quality education and care for children. It is imperative for educators to develop a comprehensive understanding of each child's interests and abilities and implement an inclusive and equitable learning environment that supports their individual needs. Our Service will work in partnership with families and other professionals to ensure specific consideration and adaptations allow children with additional needs access and participation and achieve positive learning outcomes.

Working in conjunction with the *Additional Needs Policy*, this procedure provides detailed steps for educators to follow when working with children with additional needs at the Service.

Education and Care Services National Law or Regulations (*R.155, 156, 157, 168 and 170*) NQS QA 1, 3, 5 and 6: *Element 1.1.1, 3.1.1, 3.2.1, 3.2.2, 6.1.1, 6.1.2 and 6.2.2. Programming, Environment, Relationships with children and Relationships with parents, practices and procedures.*

Related Policy: *Additional Needs Policy*

STEP 1: ENROLMENT APPLICATION		
The nominated supervisor will:		
1	meet with the family who have indicated their child has a medical condition, disability or additional support needs	
2	gather information provided by families and other support professionals who are working with the child, including psychologists, early intervention specialists, social workers and speech or occupational therapists to plan for any adjustments required at the Service to promote high quality inclusion	
3	meet with families to gain information about the strategies that support their child's learning in the home environment	
4	work in partnership with Early Childhood Intervention (ECI) professionals, allied health professionals and families to verify the educational program and learning environment is inclusive for each child with additional needs, including children and families from culturally diverse background	
5	ensure specific plans and programs provided by external resource providers and professionals for children with additional needs are shared with educators and copies filed in the child's individual record	
5	plan for a supported transition to early education and care with the family and other support persons. Additional visits and/or reduced hours may be negotiated to assist in the orientation process.	

STEP 2: ORIENTATION

The nominated supervisor will:		
1	support educators by developing a coordinated and supported orientation to the Service for each child	
2	share knowledge about the specific needs of each child to assist in adapting the curriculum to support an effective and positive orientation/transition. This may include providing information about verbal and non-verbal communication skills and cues; use of a communication book; verbal daily information exchange with families; formal and informal meetings; understanding of support services including early intervention services, health or therapy services.	
3	refer to the Inclusion Support Guidelines and consult with families to submit an application if required	
Educators will:		
4	collaborate with families to develop an Inclusion Support Plan (ISP) in collaboration with Early Childhood Intervention (ECI) professionals, other allied health professionals and parents for each child	

STEP 3: EDUCATION AND CARE		
Educators will:		
1	conduct specific observations on the individual child to learn about their strengths, interests and abilities	
2	provide an environment that supports meaningful positive relationships and friendships	
3	access external professional support services to support high quality inclusion of children	
4	be provided with access to ongoing professional development and support to enhance their understanding of the provision of education and care for children with disability and additional needs	
5	meet with families of children with additional needs to familiarise themselves with the specific communication needs of each child. Communication could include verbal and non-verbal communication skills and cues and may necessitate the use of systems such as sign language, use of images, and/or learning key words in the child's home language.	
6	work with local schools to support a high-quality and positive transition to school	
7	collaborate with families to share information with schools to support continuity of learning for their child	
8	use intentional teaching that is interactive, purposeful and thoughtful and recognises the individual needs of each child	
9	remain encouraging, unprejudiced and supportive, ensuring that all children are treated equally and fairly and have the opportunity to grow and develop to their individual potential	
Families will:		
10	be encouraged to update the Service with information throughout the year, promoting the continuity of education and care for each child	

STEP 4: TRANSITION TO SCHOOL**Educators will:**

1	support families and local schools to support a high-quality and positive transition to school	
2	collaborate with families to share information with schools to support continuity of learning for their child	

REVIEW OF PROCEDURE

Date procedure created	26.11.2026	To be reviewed	November 2026
Approved by	Tracy Gill		
Procedure Reviewed Date	Modifications/Changes		

CELEBRATIONS POLICY

Rituals and traditions strengthen our partnership with children, families and community, bringing a sense of belonging to our Service. We believe that celebrations and cultural traditions need to be handled sensitively. The value in educating children, families and educators is fundamental to our inclusive program. Both the planning and preparation, and the events themselves, can be a satisfying and pleasurable experience.

'From before birth children are connected to family, communities, culture and place. Their earliest learning, development and wellbeing takes place through these relationships, particularly with families, who are children's first and most influential educators. ... Educators understand children may come from diverse backgrounds and acknowledge this in each child's Belonging, Being and Becoming.' (EYLF, V.2.0, 2022 p. 6).

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 1: EDUCATIONAL PROGRAM AND PRACTICE		
1.1.1	Approved learning framework	Curriculum decision-making contributes to each child's learning and development outcomes in relation to their identity, connection with community, wellbeing, confidence as learners and effectiveness as communicators.
QUALITY AREA 2: CHILDREN'S HEALTH AND SAFETY		
2.1	Health	Each child's health and physical activity is supported and promoted.
2.1.3	Healthy Lifestyles	Healthy eating and physical activity are promoted and appropriate for each child.
QUALITY AREA 6: COLLABORATIVE PARTNERSHIPS		
6.1.2	Parent views are respected	The expertise, culture, values and beliefs of families are respected, and families share in decision-making about their child's learning and wellbeing.

EDUCATION AND CARE SERVICES NATIONAL REGULATIONS	
77	Health, hygiene and safe food practices
78	Food and beverages
90	Medical conditions policy
155	Interactions with children
162	Health information to be kept in enrolment record

170	Policies and procedures to be followed
171	Policies and procedures to be kept available

RELATED POLICIES

Anaphylaxis Management Policy Child Safe Environment Policy Dental Health Policy Diabetes Management Policy Enrolment Policy Family Communication Policy	Multicultural Policy Nutrition Food Safety Policy Professional Development Policy Student, Volunteer and Visitors Policy

PURPOSE

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

Celebrations provide an opportunity for children to develop respect for diverse values and beliefs as they learn about practices, which are different to their own. To ensure we are providing an inclusive program and environment, it is imperative to recognise the array of celebrations, both religious and worldly, that take place throughout the year in our community and to have an understanding of, and respect for, cultural diversity in our services.

SCOPE

This policy applies to children, families, staff, educators, management, approved provider, nominated supervisor students, volunteers and visitors of the Service.

IMPLEMENTATION

Under the *Education and Care Services National Regulations*, an approved provider must ensure policies and procedures are in place to provide a child safe environment. When providing opportunities for children to celebrate special occasions incorporating food or beverages, consideration must be made to ensure children with medical conditions that can be impacted by food are clearly identified and risk minimisation plans are in place and educators and staff implement these plans.

THE APPROVED PROVIDER/MANAGEMENT/NOMINATED SUPERVISOR WILL ENSURE:

- educators, staff, students, visitors and volunteers have knowledge of and adhere to this policy

- families are aware of this *Celebrations Policy* during their orientation process and kept updated throughout the year via centre correspondence
- the National Model Code guidelines are understood and adopted within the Service including:
 - only service-issued/approved devices are to be used when taking images or videos of children
 - ensuring families and visitors are clearly informed that they are not to take images or videos of children whilst visiting the Service [not mandatory- adjust to your Service decision]
 - embedding the National Principles for Child Safe Organisations and creating a child safe culture
- to incorporate relevant, culturally based experiences and celebrations within the children's program which address different learning opportunities, including: fostering a sense of belonging and inclusions for every child, family, and staff member; increasing children's understanding of, and respect for, diversity, similarities and differences; raising children's self-awareness and confidence, providing for children's holistic development and supporting a positive identity for every child and family (EYLF, 2022).
- cultural responsiveness is evident in everyday practice as educators respect multiple cultural ways of knowing, doing and being as they celebrate the benefits of diversity
- special occasions are celebrated in ways that recognise, respect and strengthen children's appreciation of diversity and difference
- religious celebrations such as Christmas and Easter are recognised within the Service and reflected in our programs
- cultural celebrations that are significant to our families and relevant to our broader community are implemented within the Service when possible
- stereotypes about particular celebrations/cultural events are not assumed
- families are communicated with regarding centre celebrations through centre's apps such as OWNER.
- sensitivity to issues such as family composition is respected (e.g.: Mother's & Father's Day)
- families' beliefs about celebrating birthdays are respected within the Service
- healthy options for birthday celebrations are discussed with families which may include fruit platter, fruit salad, watermelon balls or muffins in preference to a cake
- families discuss cake options with the nominated supervisor/responsible person prior to celebrations
- parents provide ingredients of any cakes/food brought to the Service (if store bought, the 'use by' date and ingredients must be clearly labelled)

- families are reminded that we are an '*Allergy Aware*' Service prior to celebrations and we clearly identify food that **cannot** be brought into the Service
- educators are aware and make alternate arrangements if families would prefer that their child does NOT participate in such celebrations
 - if this is the case, we will respect the rights and feelings of this child and will provide an alternative experience for them to participate in so that they do not feel that they are being left out
- the Service has an '*Events Calendar*' that is used to support such events throughout the year. We ask that families add their celebration to the calendar so educators can prepare the program.
- families are encouraged to be involved in the preparation and/or the celebration in the Service
- educators remain current with the professional knowledge and skills that support planning for and engaging in culturally inclusive practice
- we will liaise and collaborate with our local First Nations educational consultative group to provide advice on relevant cultural celebrations and correct protocols to be followed (e.g., NADIOC Week, Sorry Day, National Reconciliation Week)
- advance planning and communication with parents/guardians are adhered to if food or drink is provided for children at the Service. Additionally, all parents must be advised prior to the celebration. This allows for any feedback / concerns from parents which can then be taken into account as part of the normal planning involved in such activities.
- safety issues are taken into account prior to the implementation of celebratory experiences and risk assessments completed to identify, manage and minimise the risk of harm to children
- all requirements in our *Nutrition~~al~~ Food Safety Policy* are adhered to when planning for celebrations
- professional development is considered as a tool to assist to expand educator's knowledge of cultural awareness and cultural celebrations.

EDUCATORS WILL:

- seek written approval from the nominated supervisor/responsible person prior to any celebrations where food is provided to children
- identify any children with medical conditions that may be impacted by particular foods and if required complete risk minimisations plans/risk assessments to ensure children's safety
- ensure food handling training has been completed (as required)
- ensure the use of candles is carried out with the children's safety in mind and fully supervised. A full risk assessment will be submitted to the nominated supervisor/responsible person prior to such celebrations.

- ensure each child is provided with a separate cupcake- (with a candle, if they wish for the child celebrating their birthday); or if large cake is provided educators will cut and share amongst children (separated piece will be used for candle for the child who is celebrating their birthday)
- be aware of cultural tokenism and stereotyping
- encourage and support family members to be involved in sharing their customs and celebrations with our Service
- ensure children have the agency to make choices about the celebrations they would like to participate in, engaging families to give advice on customs
- ensure that children have the resources and time necessary to be able to celebrate effectively
- provide young children and toddlers with materials that reflect a significant event or celebration, which they have recently participated
- ensure that families who do not wish to be involved in celebrations have an option to not participate
- balance family values about receiving gifts and products from their children and educator's values about avoiding product-based activities by developing creative and meaningful gifts for families
- notify the community about the celebration e.g., requesting consent for taking photos to display on the Service notice board or displaying children's artwork and drawings about the celebration
- adhere to the Service's adoption of the National Model Code and guidelines
- provide opportunities for children to participate in open-ended celebration activities
- provide a flexible program that enables children to have agency about the activities in which they participate
- celebrate traditions and customs relevant to children and community
- ensure that the same amount of time and energy is dedicated to ALL celebrations
- invite educators and families to share their own personal experiences of celebrations
- ensure resources such as picture storybooks, images, and music are reflective of contemporary celebrations to which children can relate
- be respectful of all religions and cultural backgrounds
- participate in professional development to raise cultural awareness around cultural celebrations.

CONTINUOUS IMPROVEMENT/REFLECTION

Our *Celebrations Policy* will be reviewed on an annual basis in consultation with children, families, staff, educators and management.

SOURCES

Australian Children's Education & Care Quality Authority. (2024). [Guide to the National Quality Framework](#).

Australian Children’s Education & Care Quality Authority. (2024). *Taking Images and Video of Children While Providing Early Childhood Education and Care. Guidelines For The National Model Code.*

Australian Government Department of Education. *Belonging, Being and Becoming: The Early Years Learning Framework for Australia.* V2.0, 2022

Early Childhood Australia Code of Ethics. (2016).

Education and Care Services National Law Act 2010. (Amended 2023).

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National Health and Medical Research Council. (2024). *Staying Healthy: preventing infectious diseases in early childhood education and care services* (6th Ed.). NHMRC. Canberra.

REVIEW

POLICY REVIEWED BY	Tracy Gill	Nominated Supervisor	12.11.2025
POLICY REVIEWED	NOVEMBER 2024	NEXT REVIEW DATE	NOVEMBER 2025
VERSION NUMBER	V1		
MODIFICATIONS			
POLICY REVIEWED	PREVIOUS MODIFICATIONS	NEXT REVIEW DATE	

EARLY CHILDHOOD INTERVENTION PRACTITIONER MANAGEMENT POLICY

Research has shown us that providing high quality intervention to children with diagnosed disabilities, developmental delays or children under assessment, not only assists in ensuring the child can participate in everyday activities and family and community life but may substantially reduce the assistance and support required later in life. We also know that children learn best when participating in normal routines and activities with familiar people. Our Service therefore welcomes the support of Early Childhood Intervention Practitioners (ECIP).

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 1: EDUCATIONAL PROGRAM AND PRACTICE		
1.1.1	Approved learning framework	Curriculum decision-making contributes to each child's learning and development outcomes in relation to their identity, connection with community, wellbeing, confidence as learners and effectiveness as communicators.
QUALITY AREA 3: PHYSICAL ENVIRONMENT		
3.1	Design	The design of the facilities is appropriate for the operation of a service.
3.1.1	Fit for purpose	Outdoor and indoor spaces, buildings, fixtures and fittings are suitable for their purpose, including supporting the access of every child.
3.2.1	Inclusive environment	Outdoor and indoor spaces are organised and adapted to support every child's participation and to engage every child in quality experiences in both built and natural environments.
3.2.2	Resources support play-based learning	Resources, materials and equipment allow for multiple uses, are sufficient in number, and enable every child to engage in play-based learning.
QUALITY AREA 5: RELATIONSHIPS WITH CHILDREN		
5.1	Relationships between educators and children	Respectful and equitable relationships are maintained with each child.
QUALITY AREA 6: COLLABORATIVE PARTNERSHIPS WITH FAMILIES AND COMMUNITIES		
6.1	Supportive relationships with families	Respectful relationships with families are developed and maintained and families are supported in their parenting role.
6.1.1	Engagement with the service	Families are supported from enrolment to be involved in the service and contribute to service decisions.
6.1.2	Parent views are respected	The expertise, culture, values and beliefs of families are respected and families share in decision-making about their child's learning and wellbeing.

6.2	Collaborative partnerships	Collaborative partnerships enhance children's inclusion, learning and wellbeing.
6.2.2	Access and participation	Effective partnerships support children's access, inclusion and participation in the program

EDUCATION AND CARE SERVICES NATIONAL LAW AND NATIONAL REGULATIONS

82	Environment to be free from tobacco, vaping devices, vaping substances, drugs and alcohol
83	Staff members and family day care educators not to be affected by alcohol or drugs
155	Interactions with children
156	Relationships in groups
157	Access for parents
170	Policies and procedures to be followed
171	Policies and procedures to be kept available
172	Notification of change to policies or procedures

RELATED LEGISLATION

[Disability Discrimination Act 1992](#)

RELATED POLICIES

Additional Needs Policy Anti-Bias and Inclusion Policy Child Safe Environment Policy Code of Conduct Policy Educational Program Policy Interactions with Children, Family and Staff Policy Orientation of New Families Policy	Privacy and Confidentiality Policy Respect for Children Policy Safe Use of Digital Technologies and Online Environments Policy Student, Volunteer and Visitor Policy Tobacco, Drug and Alcohol-Free Policy

PURPOSE

We aim to provide an inclusive learning environment and adopt flexible and informed practices that supports and optimizes access, participation and engagement for each child to fully participate in the daily routines and activities of the Service. This includes providing procedures that enable us to maintain the daily schedule of children requiring visits from Early Childhood Intervention Practitioners (ECIPs) that minimise disruptions to the child, other children, and educators. To ensure a child safe environment and our commitment to embedding the National Principles for Child Safe Organisations NSW Child Safe

Standards any ECIP visiting our Service will be made aware of our *Code of Conduct, Child Protection and Child Safe Environment* policies including the Reportable Conduct Scheme. Our Service adopts and aligns with the [National Model Code and Guidelines](#) for taking images or videos of children which applies to visitors who are providing support to children at our Service.

SCOPE

This policy applies to children, families, staff, educators, management, approved provider, nominated supervisor, Early Childhood Intervention Practitioners (ECIP) visiting the Service.

IMPLEMENTATION

Educators work in partnership with children, families, communities and other professionals and continually strive to find equitable and effective ways to ensure that all children have opportunities to achieve Learning Outcomes and flourish. (EYLF, V2.0. 2022, p. 17).

SCHEDULING VISITS

- Visits to a child must be scheduled by the ECIP in negotiation with the nominated supervisor /responsible educator
- The ECIP will be advised of the most appropriate times of day to schedule a visit in regard to minimising disruption to the child, the classroom routine, and the Service (individual age-appropriate routine of the child is to be considered)
- ECIPs will not be permitted access to the child if they arrive without a scheduled appointment
- When scheduling visits, time must be included for communication between the responsible educator/nominated supervisor and the ECIP after and/or before time spent with the child
- If the ECIP has not attended the Service on a prior occasion they will be advised that they must bring a current WWCC and original *or* certified copies of qualifications. The nominated supervisor will take copies of this information to keep on record at the Service.
- ECIPs will be required to complete a Visitor Induction to the Service
- ECIPs will be advised that they are visiting a Sun Safe Service and must bring a hat.

MAINTAINING ACCURATE RECORDS OF ECIP VISITS

- Upon arrival ECIPs must sign the visitor's sign-in book, and/or the *ECIP Record of Visit* for the individual child being visited
- Upon conclusion of the visit ECIPs must sign out in both the visitor's sign-in book, and/or the *ECIP Record of Visit* for the individual child being visited

- Information to be provided by the ECIP on the *ECIP Record of Visit* will include:
 - date
 - ECIP's name and contact details
 - scheduled appointment time
 - the company/business the ECIP is representing and their contact details
 - the purpose of the visit (observation, one-on-one activity etc.), and
 - the arrival and departure time
 - signature.
- Upon conclusion of the visit the *ECIP Record of Visit* will be filed in the child's confidential records.

CHILD PROTECTION/DUTY OF CARE

- On the initial ECIP's visit he/she will provide evidence of a current WWCC, which will be photocopied and placed on file. The nominated supervisor will ensure the WWCC is checked or verified before the ECIP engages in activities with children.
- Consent to capture a photograph or video of a child to support implementation of the program, must be obtained by the approved provider PRIOR to visiting the Service as recommended within the National Model Code and Guidelines
- The nominated supervisor or responsible person will ensure the ECIP is made aware of the Service's commitment to the Child Safe Standards and be provided access to the relevant *Child Protection Policy, Child Safe Environment Policy and Safe Use of Digital Technologies and Online Environments Policy*
- Qualifications and WWCC documents may either be submitted by the governing agency (prior to ECIP visit) OR in the case of individual therapists (NDIS relevant), therapists are required to provide relevant documentation. The staff member greeting the ECIP will make a note that these have been sighted.
- Where possible, all interactions with the child will be conducted within the classroom environment
- At no time will a child be removed from the group: children must remain within sight of Service staff at all times.

CONCLUSION OF VISIT

- At the conclusion of the visit a private space will be provided for the ECIP to have a conversation with the nominated supervisor/ responsible educator. If a private space is not available, the ECIP and educator/ nominated supervisor will seek out an area where they can conduct the discussion with the appropriate level of privacy.

- A summary of what has occurred will be provided by the ECIP including observations, outcomes of activities, and strategies to be implemented by Service educators
- To ensure accountability is embedded into the process, 'next moves' and 'actionable time lines' should be employed.

PRIVACY AND CONFIDENTIALITY

- Prior to any conversations regarding a child takes place, the Service will confirm that written consent has been provided by the family
- Discussions/conversations about the child will not take place in front of other children or families
- All records of the visit will be placed in the child's confidential file in a locked cabinet.

THE APPROVED PROVIDER/ MANAGEMENT/ NOMINATED SUPERVISOR WILL ENSURE:

- that obligations under the Education and Care Services National Law and National Regulations are met
- educators, staff, students and volunteers have knowledge of and adhere to this policy
- an induction program will be implemented with the ECIP on their initial visit to the Service (optional)
- all visitors to the Service adhere to strict hygiene measures as implemented within the Service (e.g., handwashing)
- appointments are scheduled with ECIPs with regard to minimising the disruption for the child and the classroom routine
- ECIPs are aware of the [National Model Code](#) and Guidelines for taking images or videos of children and comply with Service relevant policies and procedures
- at the time of making appointments ECIPs are advised that appointment times are not flexible as relief staff may be required to replace the educator responsible for the child
- appointment duration allows adequate time for the ECIP to consult with the educator both before and after time spent with the child
- the ECIP is notified in a timely manner if the child being visited is not in attendance at the Service on the nominated visit day
- that educators in the Service receive the appropriate and relevant training required to support children with disabilities and/or developmental delays
- ECIP professionals are aware of and adhere to maintaining a smoke, drug, vape and alcohol-free environment.

ECIPs WILL ENSURE:

- they adhere to all hygiene measures implemented within the Service
- all relevant information is shared with the responsible educator
- a working partnership is maintained with staff, families, and all other ECIPs assigned to the child's case
- thoughtful and considered scheduling of appointments are made to minimise disruption to the child's routine, including
 - the times and duration of booked visits are respectful of the Service's needs
 - scheduled appointment times and durations are strictly adhered to
- consent to capture a photograph or video of a child to support implementation of the program, is obtained in writing by the approved provider PRIOR to visiting the Service
- educators are provided with information and strategies to support the child's learning and development
- educators are informed of resources that are available to support the child's learning and development
- any required documentation (such as observations) is requested prior to the visit to ensure educators have reasonable time to prepare
- the Service is notified in a timely manner of any cancellation of appointments
- if running late to an appointment the ECIP will contact the Service to ascertain if a later time is practical or if another appointment must be scheduled
- they adhere to maintaining a smoke, drug, vape and alcohol-free environment.

EDUCATORS WILL ENSURE:

- feedback is provided to the ECIP regarding strategies and reasonable adjustments implemented with the child
- documented observations are provided to the ECIP as requested
- information is shared with the child's family [consider if translation of information is required]
- reasonable consideration is given to the timing of ECIP visits
- a working partnership is maintained with colleagues, families, and all ECIPs assigned to the child's case
- professional development is maintained in order to provide full support for children with disabilities and/or developmental delays.

CONTINUOUS IMPROVEMENT/REFLECTION

Our *ECIP Management Policy* will be reviewed on an annual basis or earlier if there are changes to legislation, ACECQA guidance or any incident related to our policy. Feedback will be requested from children, families, staff, educators and management and notification of any change to policies will be made to families within 14 days.

CHILDCARE CENTRE DESKTOP- RELATED RESOURCES

ECIP Booking Record ECIP Record of Visit	Support Service Referral Visitor Induction Procedure

SOURCES

Australian Children's Education & Care Quality Authority. (2025). [Guide to the National Quality Framework](#)

Australian Government Department of Education. [Belonging, Being and Becoming: The Early Years Learning Framework for Australia](#). V2.0, 2022

Australian Children's Education & Care Quality Authority. (2024). [Taking Images or Videos of Children While Providing Early Childhood Education and Care. Guidelines for the National Model Code](#).

Australian Government Department of Education. [Inclusion Support Program](#).

Early Childhood Intervention Australia: <https://reimagine.org.au/>

Education and Care Services National Law Act 2010. (Amended 2023).

[Education and Care Services National Regulations](#). (Amended 2023)

Raising Children Network: <https://raisingchildren.net.au>

REVIEW

POLICY REVIEWED BY	Tracy Gill	Nominated Supervisor	25.11.2026
POLICY REVIEWED	SEPTEMBER 2025	NEXT REVIEW DATE	SEPTEMBER 2026
VERSION NUMBER	V1		
MODIFICATIONS			

EDUCATIONAL PROGRAM POLICY

Research accentuates that high quality educational programs significantly influence children's development in all areas. We have the opportunity to provide a supportive learning environment and program, gaining inspiration from the children and families. Thoughtfully planned experiences and environments encourage the children to feel a sense of control over their actions, be curious and investigate, and explore their understanding of themselves, others, and the world around them. The United Nations Convention on the Rights of the Child (the convention) (United Nations 1989) states *'that all children have the right to an education that lays a foundation for the rest of their lives, maximises their ability, and respects their family, cultural and other identities and languages.'* (EYLF, V2.0, 2022, p. 5).

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 1: EDUCATIONAL PROGRAM AND PRACTICE		
1.1	Program	The educational program enhances each child's learning and development.
1.1.1	Approved learning framework	Curriculum decision-making contributes to each child's learning and development outcomes in relation to their identity, connection with community, wellbeing, confidence as learners and effectiveness as communicators.
1.1.2	Child-centred	Each child's current knowledge, strengths, ideas, culture, abilities and interests are the foundation of the program.
1.1.3	Program learning opportunities	All aspects of the program, including routines, are organised in ways that maximise opportunities for each child's learning.
1.2	Practice	Educators facilitate and extend each child's learning and development.
1.2.1	Intentional teaching	Educators are deliberate, purposeful, and thoughtful in their decisions and actions.
1.2.2	Responsive teaching and scaffolding	Educators respond to children's ideas and play and extend children's learning through open-ended questions, interactions and feedback.
1.2.3	Child directed learning	Each child's agency is promoted, enabling them to make choices and decisions that influence events and their world.
1.3	Assessment and planning	Educators and coordinators take a planned and reflective approach to implementing the program for each child.
1.3.1	Assessment and planning cycle	Each child's learning and development is assessed or evaluated as part of an ongoing cycle of observation, analysing learning, documentation, planning, implementation and reflection.
1.3.2	Critical reflection	Critical reflection on children's learning and development, both as individuals and in groups, drives program planning and implementation.
1.3.3	Information for families	Families are informed about the program and their child's progress.
QUALITY AREA 7: GOVERNANCE AND LEADERSHIP		

7.2.2	Educational leadership	The educational leader is supported and leads the development of the educational program and assessment and planning cycle

EDUCATION AND CARE SERVICES NATIONAL LAW AND NATIONAL REGULATIONS

S.166A	Offence to subject child to inappropriate conduct NSW Offences relating to inappropriate conduct
S.168	Offence relating to required programs
Part 6A	Devices in education and care services
73	Educational programs
74	Documenting of child assessments or evaluations for delivery of educational program
75	Information about educational program to be kept available
76	Information about educational program to be given to parents
118	Educational leader
148	Educational leader
155	Interactions with children
156	Relationships in groups
168	Education and care service must have policies and procedures
170	Policies and procedures are to be followed
254	Declared approved learning frameworks

RELATED POLICIES

Additional Needs Policy Behaviour Guidance Policy Celebrations Policy Child Protection Policy Code of Conduct Policy English as an Additional Language or Dialect (EAL/D) Policy Environmental Responsibility Policy Excursion/Incursion Policy Family Communication Policy Interactions with Children, Family and Staff Policy	Multi-Cultural Policy Physical Activity Policy Physical Environment Policy Privacy and Confidentiality Policy Professional Development Policy Record Keeping and Retention Policy Respect for Children Policy Safe Use of Digital Technologies and Online Environments Policy Supervision Policy Transition to School Policy

PURPOSE

We aim to enhance children's learning and development through the pedagogical practices of educators in a positive learning environment through which the five learning outcomes from the *Early Years Learning Framework (EYLF, V2.0)* are supported and promoted. Educators will gather and interpret information about children as individuals to inform the preparation of the environment, and implement experiences that are engaging and meaningful, supporting children's holistic development. We support the vision of the EYLF, V2.0 to ensure '*all children experience learning that is engaging and builds success for life.*'

SCOPE

This policy applies to children, families, staff, educators, management, approved provider, nominated supervisor, students, volunteers and visitors of the Service.

IMPLEMENTATION

Under the Education and Care Services National Law and National Regulations, approved Services are required to base their educational program on an approved learning framework. The program should focus on addressing the developmental needs, interests, and previous experiences of each child, while considering the individual differences of each child. There are two nationally approved learning frameworks in Australia which outline practices that support and promote children's learning:

- [*Belonging, Being and Becoming: The Early Years Learning Framework for Australia. V2.0, 2022*](#)
- [*My Time, Our Place- Framework for School Age Care in Australia. V2.0, 2022*](#)

OUR SERVICE IS COMMITTED TO THE APPROVED LEARNING FRAMEWORK (EYLF) (V2.0)

The approved learning framework includes principles, practices and learning outcomes that guide educational leaders and educators in their curriculum decision making, and assist them in planning, delivering and evaluating quality programs in early childhood settings.

In compliance with the Early Years Learning Framework (V2.0) and the Education and Care Services National Regulations, the program will contribute to the following learning outcomes for each child:

- Children have a strong sense of identity
- Children are connected with and contribute to their world
- Children have strong sense of wellbeing
- Children are confident and involved learners
- Children are effective communicators

THE APPROVED PROVIDER WILL ENSURE:

- obligations under the Education and Care Services National Law and National Regulations are met and understood by all staff and educators
- educators, staff, students, visitors and volunteers have knowledge of and adhere to this policy
- the education leader selected is supported to lead the development, implementation and review of the educational program and assessment and planning cycle within the Service
- the educational leader has the skills, knowledge and attributes to mentor and work collaboratively with educators, fostering a shared responsibility and professional accountability of children's learning, development and wellbeing
- the staff record includes the name of the person designated as the educational leader
- the educational leader accepts the position of educational leader in writing
- the educational leader is aware of the regulatory requirements of the role and can explain the obligations associated with the position [mandatory for NSW]
- a high-quality educational program based on an approved learning framework is delivered to all children in accordance with the framework (outcomes, practices and principles)
- the educational program is displayed in an accessible place for families and is available upon request
- the program is evidence based, age-appropriate and supports and extends the developmental needs, interests and experiences of each child
- Aboriginal and Torres Strait Islander perspectives are meaningfully embedded within the program and daily practice
- to promote inclusive practices by ensuring reasonable adjustments are made for children with disabilities or additional needs and that appropriate professional referrals are made with family consent
- support is provided to the nominated supervisor and educational leader to embed continuous improvement and uphold quality teaching and learning practices
- all educators are provided with necessary resources, professional learning, and time to implement the program effectively.

THE NOMINATED SUPERVISOR WILL:

- ensure the program aligns with the approved learning framework and Service philosophy
- ensure the program contributes to the five learning outcomes for each child
- ensure planning for learning is a continuous cycle that involves-observation, planning, implementation, assessment, evaluation and critical reflection
- work in partnership with children and families, communities, teachers in schools and other professionals to inform educational practices that are place-based and relevant to that community (EYLF, V2.0. p. 8)
- gather information from families upon enrolment regarding the child's needs, interest and family backgrounds
- ensure family input and feedback are actively sought, recorded and reflected within the educational program
- ensure all educators work as a team in preparing and/or implementing the curriculum which adheres to the service philosophy
- ensure educators are intentional in all aspects of their professional practice
- promote inclusive education by ensuring equitable access to resources, opportunities and support for all children
- ensure a conscious balance between indoor and outdoor experiences is planned for with large blocks of unstructured time for uninterrupted child-initiated play
- promote children's physical activity by supporting the development of their gross motor skills and fostering the emergence and refinement of fundamental movement skills through a range of intentionally planned and spontaneous active play learning experiences. (See: *Physical Activity Policy*)
- ensure key physical activity recommendations from Australian Government guidelines- Get up & Grow and/or Munch and Move (NSW) are embedded into our curriculum
- support families through positive, respectful and reciprocal relationships through regular communication to support children's learning and wellbeing
- ensure a copy of the program's content and operation is available to families and provided upon request
- lead a culture of professional collaboration and continuous improvement through regular meetings, mentoring and feedback
- ensure documentation relating to child assessments or evaluations for delivery of the education program are recorded, including:
 - assessments of the child's developmental needs, interests, experiences and participation in the education program

- assessments of the child's progress against the outcomes of the educational program.

THE EDUCATIONAL LEADER WILL:

- ensure they understand the regulatory requirements of the role and can explain the obligations associated with the position
- lead the development, implementation and evaluation of the educational program in line with the approved learning frameworks (EYLF V2.0)
- mentor and guide educators to intentionally plan and assess learning using the approved learning outcomes, practices and principles
- support educators to reflect on and strengthen their pedagogical practices, decision-making and interactions with children
- ensure that planning, assessment and documentation processes are consistent, meaningful and promote continuity of learning
- facilitate professional discussions and reflective practice to enhance educators' understanding of the planning cycle and the link between theory and practice
- monitor and support educators to critically reflect on the effectiveness of their teaching strategies, program implementation and environmental design
- support educators to embed Aboriginal and Torres Strait Islander perspectives and cultural responsiveness throughout the curriculum
- promote inclusive education by supporting educators to make reasonable adjustments and ensure equitable learning opportunities for all children
- collaborate with families, educators, and other professionals to design programs that are place-based, relevant and reflective of the service community
- encourage the inclusion of children's voices, ideas and feedback in program evaluation and decision-making
- lead ongoing review and reflection on the educational program to ensure continuous improvement and alignment with the National Quality Standard
- support educators to use children's play and learning experiences to build and develop each child's individual learning profile to record their learning journey. This may include learning stories, portfolios, observations, annotated photographs children's feedback and other documentation demonstrating strengths and development.
- **EDUCATORS WILL:**

Collaboration and curriculum direction

- collaborate with the educational leader for curriculum direction and guidance
- work collaboratively with children to influence the development of the program in response to their own strengths, ideas, abilities and interests
- engage with families to share information about children's participation and gather meaningful feedback to inform assessment and planning

Observation and documentation

- use multiple sources of information to gather and document different aspects of children's learning, development and wellbeing
- plan realistic curriculum goals for children based on observation and assessment of individual needs and interests
- document children's wellbeing and learning, utilising contemporary theories and research about play, leisure, and learning
- ensure documentation makes children's learning visible to children, families and educators
- ensure information about the child's participation in the program is available for families
- utilise families feedback for creating children's assessment and evaluation creates an authentic and meaningful assessment whilst valuing the children's role in assessing their learning
- record and document children's learning on Service-issued devices only, in accordance with the *Safe Use of Digital technologies Policy and Procedures*

Program planning and development

- implement an ongoing cycle of planning, documenting, responding to and supporting children's learning which underpins the educational program
- plan a contextual program that actively promotes the investigation of ideas, complex concepts and thinking, reasoning and hypothesising to support each child's learning and wellbeing of each child
- use the learning outcomes, practices and principles to guide planning for children's learning and play
- encourage the development of children's self-worth, uniqueness and positive view of themselves helping frame their personal and social identity
- intentionally plan and implement learning experiences using information about a child's interests, curiosities and funds of knowledge
- provide experiences that include both structured and unstructured learning times catering for children's individual needs and interests and, are age appropriate

- plan and implement the intentional teaching of Fundamental Movement Skills (FMS) to support the physical development of children of all ages

Program implementation

- act deliberately, thoughtfully and purposefully to support children's learning through play-based learning
- implement planned and spontaneous experiences using 'teachable moments' to extend children's learning
- encourage children to act intentionally and with agency in play as they make decisions
- allow large blocks of uninterrupted time to allow children to develop their ideas and interests in their learning environments allowing children to explore their physical, social and intellectual elements of their activities
- provide children with ongoing encouragement and positive reinforcement
- seek opportunities within the routine for spontaneous play and experiences

Children's agency and growth mindset

- respect children's agency by involving them in decisions that affect their learning
- provide experiences that support and develop a growth mindset and learning dispositions such as curiosity, cooperation, confidence, creativity, enthusiasm, persistence and imagination
- provide experiences that actively promote and initiate the investigation of ideas, complex concepts and thinking, reasoning and hypothesising
- use the learning outcomes to guide the planning for children and young people's learning
- extend critical thinking skills through provocations and rich inquiry-based experiences
- teach children the importance of taking responsibility towards their own health and safety to ensure their own wellbeing and personal safety

Cultural responsiveness and inclusion

- display cultural responsiveness by learning about multiple perspectives and diversity such as Aboriginal and Torres Strait Islander peoples, ethnic, cultural, linguistic, family and individual's diversity
- take responsibility to be respectful of all backgrounds, beliefs, values, customs, knowledge, lifestyles and social behaviours
- intentionally promote learning about a child's culture, country and community through dance, music, language and dialect, stories, art and craft

Reflection, evaluation and continuous improvement

- ensure critical reflection clearly exams all aspects of events and experiences from different perspectives, identifying children's learning, spontaneous play, teaching strategies, and changes that may be needed in the environment
- use a variety of methods to assist reflection on children's experiences, thinking, and learning
- explore ideas and theories using imagination and creative play, modelling reflective and innovative thinking for children
- engage in ongoing reflection to ensure practices align with the service philosophy, National Quality Framework and approved learning framework (EYLF).

CONTINUOUS IMPROVEMENT/REFLECTION

The *Educational Program Policy* will be evaluated and reviewed on an annual basis or earlier if there are changes to legislation, ACECQA guidance. Feedback will be requested from children, families, staff, educators and management, and notification of any change to policies will be made to families within 14 days.

- RELATED RESOURCES

Assessment and Planning Cycle Audit	Exceeding Themes Guide and Examples
Assessment and Planning Cycle Guide and Procedure	Learning and Development Register
Assessment of Learning Summary	Learning Story Record
Educational Program and Practice Procedure	Management Programming Audit
Educator Survey - QA1	Observation Record
Educators Program Resources Guide	Pre-Assessment Educational Program and Practice Checklist
	Program Template
	Special Days and Events Calendar 2026

SOURCES

Australian Children's Education & Care Quality Authority. (2026). [Guide to the National Quality Framework](#)

Australian Government Department of Education. [Belonging, Being and Becoming: The Early Years Learning Framework for Australia](#). V2.0, 2022

Australian Government Department of Education. (2022). [Information sheet. Belonging, Being and Becoming. Cultural responsiveness.](#)

Australian Government Department of Education. (2023). [Play-based learning and intentionality.](#)

Australian Government, Department of Health and Aged Care (2013). [Get Up & Grow. Healthy Eating and Physical Activity for Early Childhood.](#)

[Children \(Education and Care Services\) National Law \(NSW\)](#)

Early Childhood Australia. 2(016). *Code of Ethics*.

[Education and Care Services National Law Act 2010.](#)

[Education and Care Services National Regulations.](#) (Amended 2025)

Munch & Move: <https://www.healthykids.nsw.gov.au/campaigns-programs/about-munch-move.aspx>

REVIEW

POLICY REVIEWED BY	Tracy Gil	Nominated Supervisor	04/02/2026
POLICY REVIEWED	FEBRUARY 2026	NEXT REVIEW DATE	FEBRUARY 2027
VERSION NUMBER	V2		
MODIFICATIONS	- annual policy maintenance - Responsibilities for approved provider, nominated supervisor, educational leader separated for ease of implementation - Educators will section rearranged into subsections for ease of implementation - new regulation requirements for the educational leader to understand the role and be able to explain obligations of the position (commencing 2026 for NSW Services) - sources checked for currency and updated as required		
POLICY REVIEWED	PREVIOUS MODIFICATIONS	NEXT REVIEW DATE	

ASSESSMENT AND PLANNING CYCLE GUIDE AND PROCEDURE

The Assessment and Planning Cycle is a requirement of the National Quality Framework (NQF). An educational program must be designed using an approved learning framework – Belonging, Being and Becoming: The Early Years Learning Framework V2.0 (EYLF), (and other jurisdiction-approved learning frameworks) and be child-centred. The program must align to the National Quality Framework including National Quality Standard (NQS), Education and Care Services National Law and National Regulations. An educational leader collaborates with educators to design, implement, and critically reflect on an educational program that supports children’s development learning and wellbeing. Thoughtfully planned experiences and environments encourage the children to feel a sense of control over their actions, be curious and investigate, and explore their understanding of themselves, others, and the world around them.

This procedure provides detailed steps for educators to follow when designing an assessment and planning cycle in reflection with the EYLF (V2.0) to support and extend children’s development, learning and wellbeing. This procedure can be used in conjunction with the *Educational Program and Practice Procedure*.

Education and Care Services National Law or Regulations (R. 73, 74, 75, 76, 118, 148, 168 and 254) NQS QA 1: Element 1.1.1, 1.1.2, 1.1.3, 1.2.1, 1.2.2, 1.2.3, 1.3.1, 1.3.2 and 1.3.3 Programming practices and procedures
Related Policy: Educational Program Policy



The Guide to the National Quality Framework, Quality Area 1 – *Educational Program and Practice*, identifies the Assessment and Planning Cycle as the ‘ongoing process used by educators to design programs that enhance and extend each child’s learning and development.’ (p.131).

The Assessment and Planning Cycle includes observing/collecting information, analysing learning, planning, implementing and reflecting/evaluating. Each stage of the programming cycle is recorded through documentation and should be easily available to families. Our Service aims to develop an Educational Program which is thoughtfully planned, meaningful, challenging and engaging for all children.

Diagram 2 Sourced from: EYLF 2022 (V.2.0)

OBSERVE/ LISTEN/ COLLECT INFORMATION

Observations encompass the skills of listening, questioning, reflecting and documenting the progress and wellbeing of children to build a rich picture of each child. Educators use a variety of strategies to collect, document, organise, synthesise and interpret the information they gather to assess children's learning and plan for further learning and development.

Whichever format you are implementing, (written templates, pro-forma, digital records, photo observations, learning stories) educators need to document the observation then analyse the experience looking for interests and potential growth.

Ensure the observations are meaningful and more than just a description of what the child/ren is doing or have done. Documentation should be part of a meaningful pedagogical process you undertake to gain a deeper understanding of each child.

Critical thinking is essential to making sense of observations. Asking critically reflective questions about what we observe assist educators to commit to continuing to develop their knowledge and skills in observing children.

When documenting observations educators can consider:

What should be the focus of attention?

What is worth recording and how?

How can observations be organised to be meaningful and contribute to the requirements of the NQS?

How can I ensure this information is relevant to individual children and reflects the whole child?

The use of digital apps may assist in sharing reflections and observations with families increasing their understanding of learning and making it easier for parents to share in decisions about their child's further learning and wellbeing.

1	Educators will begin to collect information about each child from enrolment and during the orientation process from families to work in partnership to plan for each child's learning and development.	
2	Educators will gather key information through a variety of observations about each individual child on a continuous basis that builds educators knowledge about each child's knowledge, strengths ideas, culture, ability and interests.	
3	Educators will use a variety of methods to bring together information from families about each child's family background, family culture and child's community to be used when planning the program to support a child centred program	
4	Observation records will record children's developmental progress, connections and participation within the program. Observation records may be stored and shared electronically with families. <i>See Observation Record</i>	
5	Learning Stories: A Learning Story is an observation method that records children's learning and development. A Learning Story takes on a written narrative of an event or interaction and can easily be shared with families in ways that are meaningful and focused. Learning Stories can provide documentation of children's knowledge, strengths, ideas, culture, abilities and interests. <i>See Learning Story examples and templates</i>	

6	Observations and formal recording of children's learning and development form a key aspect of the Assessment and Planning Cycle, A <i>Learning and Development Register</i> will be used to ensure all children are observed across the year.	

ASSESS/ ANALYSE/ INTERPRET LEARNING

The Early Years Learning Framework (EYLF) V2.0 identifies 3 broad types of assessment.

1: Assessment 'for children's learning' - also known as formative assessment.

2: Assessment 'of children's learning' - also known as summative assessment.

3: Assessment 'as learning'.

(P.25)

Assessment and evaluation inform the educational program and form part of the ongoing assessment and planning cycle.

Consider asking:

- *What do I know about this child?* This may include considering a child's:
 - current knowledge
 - skills and abilities
 - strengths and interests
 - culture
- *What does this information tell me about what and how the child is learning?*
- *Where can this be found in my documentation?*
- *Do I address the 'what', 'why' and 'how' children are learning?*
- *How does this link to the Approved Learning Framework?*
- *Are our assessment practices inclusive?*

(ACECQA, 2019)

1	The educator will complete an analysis of learning (as documented on the <i>Observation or Learning Story Record</i>) which will be used to identify the learning that took place within the observation and assist with identifying goals for each child for further learning and development	
2	An analysis of learning will guide future planning of experiences, activities, individual and group goals.	
3	The educational leader will provide mentorship to educators to ensure the educational program is developed using an analysis of each child's knowledge, strengths, ideas, culture, abilities and interests.	
4	Our educators will document an assessment of children's learning to determine what children know, can do and understand, this assessment of learning is to be shared with families	
5	An <i>Assessment of Learning Summary</i> will be used to documented which records children's strengths, learning and development that identifies each child's progress in relation to learning outcomes from the approved learning framework (EYLF/MTOP V2.0)	

PLAN/ DESIGN

Working in partnerships with children, families and other professionals, educators plan for children's current and future learning and wellbeing. Educators need to identify children who may need additional support to achieve particular learning outcomes, reflect on pedagogy that will suit the context for children in the early years and school age contexts, communicate about children's learning and progress and evaluate the effectiveness of learning opportunities, environments and experiences offered.

The educational program documents children's goals planned and unplanned experiences, environment changes, transitions and routines, family input and community events. Planned experiences provide an opportunity for educators to think about how their intentions for future learning and development can support children as capable, competent people with agency and the ability to make choices and decisions.

The Early Years Learning Framework V2.0 (EYLF) encourages educators to reflect upon different theories and perspectives to inform their approaches to children's learning when developing an educational program that can provide opportunities to gain new insights and make balanced changes to their pedagogical understanding and practice.

Educators are intentional in their choice of appropriate learning and teaching strategies, content, resources, design of the use of time and indoor and outdoor learning environments.

Family input is documented within the educational program to strengthen connections and partnerships between educators, families and children. Families are encouraged to share information about their child that support educator's understandings of each child and contribute to the development of individual goals that influence the educational program.

When planning the educational program educators should consider:

- *What are my intentions for furthering learning and development?*
- *What strategies and experiences will I provide?*
- *How do I design and plan learning experiences and learning environments?*
- *How is our program equitable in following children's interests and needs?*
- *How do we decide on resources to support learning?*
- *Is the planning visible and inclusive? (to children, families, educators)*
- *How can plans be jointly constructed in collaboration with children and in partnerships with families?*
- *Have we considered outcomes from the approved framework?*

1	The educational leader will collaborate with educators to ensure they plan experiences and activities based on individual and group goals that will maximise opportunities to extend emerging strengths, abilities and interests for each child.	
2	Educators will plan a contextual program that actively promotes or initiates the investigation of ideas, complex concepts and thinking, reasoning and hypothesising that supports the learning, development and wellbeing of each child.	
3	The educational program will include: • Authentic opportunities for children's voices, ideas, interests and points of view • Family feedback regarding children's learning, development and wellbeing • Community events and cultural celebrations • Resources and materials that support ongoing learning, development and wellbeing	

4	Our Service will display the educational program and make children's learning visible to share documentation in ways that are accessible, understanding and meaningful for children, families and visitors to the service.	
5	Documentation of the educational program and curriculum includes project or inquiry work which displays how children take the lead and are co-contributors within their own learning.	
6	Planned experiences and strategies that support individual and group learning goals and establish further development towards learning outcomes are documented.	
7	Educators will record any changes to the physical environment and reflect upon why these changes were made. The <i>Activity/ Floor Plan template</i> can be used to record changes to furniture or play areas.	

IMPLEMENT/ ENACT

Implementation is where the plans turn into action. (EYLF V2.0, 2022). The educational program is planned to support children's learning, development and wellbeing including interactions, activities, routines and events, planned and unplanned experiences through a variety of child led, child initiated, and educator supported learning. Educators extend children's learning during structured and spontaneous adult-led experiences, child-led play, mealtimes and personal care routines, and indoor and outdoor environments. (EYLF V2.0, 2022).

Educators are intentional in the roles they take in children's play and the way they intentionally plan the environment and curriculum experiences. Intentionality requires educators to be thoughtful and purposeful in their actions and decision making. (EYLF V2.0, 2022).

By promoting a child-directed learning style educators encourage children to make decisions about the program, helping to set up their own play experiences or projects and are provided with support to make decisions and appropriate choices.

By using open ended questioning, providing feedback, challenging their thinking, and guiding their learning educators can develop meaningful relationships with children that are responsive to their evolving ideas and interests. Spontaneous teachable moments are used to respond to children's ideas and interests that scaffold children's learning.

1	Educators will use responsive teaching techniques and strategies during everyday interactions and routines, such as modelling and demonstrating, open-ended questioning, speculating, explaining and engaging in shared conversations to stimulate children's thinking and enrich their learning.	
2	Educators consider their pedagogical practices, using the approved learning framework to make informed decisions that extend children's play to support learning, development and wellbeing.	
3	Educators will use intentional teaching strategies that reflect contemporary theories and research to support children's play, leisure and learning	
4	Educators will listen carefully and respond to children's voices and accommodate for spontaneity, natural curiosity, individual needs and interests.	
5	Educators will develop and plan activities, routines and the learning environment for children to have opportunities to make decisions about what they will do and how they will do it.	

6	Educators will consider creating a learning environment that supports independence and self-help skills and promotes children to make decisions and have agency in their play.	
7	Educators consider how the educational program is aligned with the Service Philosophy in relation to the approach to everyday practices, pedagogy and teaching decisions.	

EVALUATE/CRITICALLY REFLECT

Educators use their assessment of, as and for children's learning to evaluate the implementation of plans (EYLF V2.0, 2022). They consider how meaningful and effective the plans have been for children's learning and wellbeing, giving considerations to children's cultural and linguistic identities and diverse capabilities.

The National Quality Standard (NQS) promotes and supports educators to engage in reflective practice through self-assessment.

Critical reflection requires review of an everyday situation, event or interaction. Educators can ask powerful questions to expand knowledge and gain a deeper understanding of the situation or interaction. Critical reflection is important to strategic decision making and improving practices when planning an educational program for children and families.

Reflective discussions between the educational leader and educators will assist to deepen educator's self-knowledge, challenge pedagogical assumptions and consider new possibilities. The educational leader is available to support and empower educators to develop critical reflection procedures that can change and improve practice through meaningful questioning techniques.

Educators can engage in guided questions to stimulate thinking that may lead to new insights and new possibilities with children and families. Educators need to show their own reflection on the experience/environment including their own professional practice. This can be recorded in a variety of ways. It is important that critical reflection occurs on a regular and systematic basis.

Critical reflection assists to:

- Identify practice strengths and challenges
- Identify future considerations and actions
- Contribute to organisational goals
- Review performance
- Improve program provisions
- Gain insights into roles and responsibilities
- Expands knowledge and understandings

1	Educators will use critical reflection to reflect on: • Children's learning and development • Children's planned and unplanned experiences • Practices and identified changes or improvements required • Children's participation in the program • How they are embedding Aboriginal and Torres Strait Islander perspectives into every part of their planning and practice • All aspects of the educational program • Roles and responsibilities	

2	Educators will provide examples of documented reflective practices to support and guide educators to improve and adjust the program and their professional practices	
3	Critical reflection encourages educators to reflect upon previous events, interactions, and experiences that in turn guide curriculum decision making processes	
4	Areas of the program that may be reflected include: • Interactions and relationships with children • Transitions and routines • Planned experiences and unplanned/spontaneous activities • Child directed learning • The learning environment • Intentional teaching strategies • Responsive teaching strategies • Communications with children, families and colleagues	
5	Educators reflect how the service philosophy guides decision making of the Educational Program in relation to the assessment and planning cycle	
6	Educators will engage in analytical and diagnostic thinking to reflect on the education program and appropriate practices. Educators will use the <i>Critical Reflection Template</i> to record critical reflections on a regular basis	

REVIEW OF PROCEDURE			
Date procedure created	13.01.2026	Date to be reviewed	13.01.2027
Approved by	Tracy Gill	Position	Nominated Supervisor
Procedure Reviewed Date	Modifications/Changes		

EDUCATIONAL PROGRAM AND PRACTICE PROCEDURE

Research accentuates that high quality educational programs significantly influence children's development in all areas. We have the opportunity to provide a supportive learning environment and program, gaining inspiration from the children and families. Thoughtfully planned experiences and environments encourage the children to feel a sense of control over their actions, be curious and investigate, and explore their understanding of themselves, others, and the world around them.

This procedure provides detailed steps for educators to follow when documenting and guiding children's learning and development through planned pedagogical practices in all aspects of the educational program. This procedure can be used in conjunction with the *Assessment and Planning Cycle Guide and Procedure*.

Education and Care Services National Law or Regulations (R. 73, 74, 75, 76, 118, 148, 168 and 254) NQS QA 1: Element 1.1.1, 1.1.2, 1.1.3, 1.2.1, 1.2.2, 1.2.3, 1.3.1, 1.3.2 and 1.3.3 Programming practices and procedures
Related Policy: *Educational Program Policy*

EDUCATIONAL LEADER GUIDES THE EDUCATION PROGRAM PROCEDURE		
1	The approved provider/ nominated supervisor will ensure an educational leader has been appointed for the Service who will oversee all aspects of the educational program	
2	Educators will work with the educational leader to ensure the educational program is aligned to all or specific EYLF Outcomes, Practices and Principles	
3	Educators will work with the educational leader to ensure the educational program and the Assessment and Planning Cycle (observation, analysing learning, documentation, planning, implementation and reflection) is displayed, documented in portfolio's and/or digitally given to parents via the online app and provision for parent feedback is provided (Newsletter, fact sheet, communication book or daily journal)	
4	The educational leader is to receive scheduled non-contact time each week to lead the development and implementation of the educational program	
EDUCATOR - EDUCATION PROGRAM PROCEDURE		
1	Educators are to receive scheduled non-contact time each week to plan their program, complete observations and evaluations	
2	Educators will ensure the Assessment and Planning Cycle (observation, analysing learning, documentation, planning, implementation and reflection) is completed for each child on a regular basis	
3	Educators will ensure learning stories, observations or evidence of learning documents are: • following a designated plan or journey • evolving based on child response, interests and input	

	evolving based on family response and input	
4	Educators will ensure an assessment of children's learning documents each child's developmental needs, interests, experiences, and participation within the educational program	
5	Educators will ensure assessment of children's developmental progress is documented against the learning outcomes of the approved learning framework, establishing further learning goals	
6	Educators from each group work will together with the educational leader to produce an interest based, child serviced program. This program will be evaluated and extended upon daily, then critically reflected upon weekly.	
7	Educators will respect the child's rights to choose not to participate at times and provide them with another activity or experience	
8	Educators are to provide children with a range of choice of activities and children are encouraged to be responsible for packing away these activities when they are finished with a particular project. We wish to instil in children a sense of care and respect for their equipment and environment.	
9	Educators will conduct smooth un-regimented transitions between activities. Transitions are to be integrated into the program as learning opportunities	
10	Educators will ensure the children have direct input and that their ideas, interests and curiosity are incorporated into the program	
11	Educators will incorporate routine tasks into the program as a means of furthering children learning self-help and social skills	
12	Educators will ensure children's wellbeing, development and learning within the Educational Program is evaluated and reflected upon continuously by educators	
13	Educators will ensure evidence and documentation of child/children's input, participation within the program, activities and conversations will be submitted to individual portfolios	
14	Educators will ensure portfolios/digital files provide an accurate record of each child's learning and development as well as special moments captured during their time spent at the Service	
15	Educators will ensure Portfolios / Digital files are provided to families at the end of the year/term/month to review and discuss.	

APPENDIX: MANAGEMENT PROGRAMMING AUDIT

To be completed every 3 months

Date		Room	

Element	Audit	Yes/No	Comments/Evidence/ Action Required
1.1	Educators develop an understanding of the approved learning framework that is used in the service to foster learning outcomes for all children		
1.1	Educators support all children to progress towards the learning outcomes		
1.1	Educators learn about each child's knowledge, strengths, ideas, culture, abilities and interests		
1.1	Educators make decisions about children's daily experiences and routines, and reflect upon who is involved in making these decisions		
1.1	Educators use the learning outcomes to guide goals and subsequent planning for individual children and groups of children		
1.1	Educators plan and implement educational programs that are relevant and engaging for children		
1.1	Educators ensure that experiences and routines are child-centred rather than adult-directed or clock-driven		
1.1	Educators support every child's participation in the program		
1.1	Educators ensure experiences are provided for children to work independently and collaboratively		
1.1	Educators use conversations and interactions with children to make routine times enjoyable and meaningful learning opportunities		
1.1 birth to three	Educators develop a shared understanding of the learning outcomes and their importance to families		
1.1	Educators ensure that children develop strong attachments and a sense of belonging in our service		
1.1	Educators apply their knowledge of learning and development, and the content of the learning framework to this age group		
1.1 school age children	Educators incorporate learning outcomes into leisure opportunities and the everyday experiences we provide		
1.1	Educators provide problem-solving, inquiry and challenge-based learning experiences for children to support their prior learning		
1.1	Educators provide a differentiated curriculum that supports children's varying capabilities, learning styles and interests		

1.1 family day care	Educators incorporate the learning outcomes into everyday activities that children experience in the residence		
1.1	Educators reflect upon what other activities or experiences can be incorporated into our program to ensure a range of learning opportunities for all children		
Strengths			
Areas for improvement			
Action			
Element	Audit	Yes/No	Comments/Evidence/Action Required
1.2	Educators demonstrate intention in our practice and how does this impact on outcomes for children		
1.2	Educators reflect on the range of intentional strategies suggested in the approved learning framework/s to support children's development and learning (for example, modelling and demonstrating, open questioning, speculating, explaining, engaging in shared thinking and problem solving – see EYLF, p. 15; Framework for School Age Care, p. 14)		
1.2	Educators are responsive to children's ideas, thinking and interests		
1.2	Educators demonstrate that they value children's ideas, thinking and interests		
1.2	Educators extend the program and experiences being offered to each child and/or groups of children		
1.2	Educators improve the ways in which they engage children in making decisions about their own learning		
1.2	Educators arrange activities, routines and the physical environment to support children to make choices about what they would like to do and how they will do it		
1.2	Educators provide children with the opportunity to make choices in circumstances where we promote their agency		
1.2 school age children	Educators reflect upon how planned or intentional aspects of the program support spontaneous play and leisure experiences initiated by children		
Strengths			
Areas for improvement			
Action			
Element	Audit	Yes/No	Comments/Evidence/Action Required
1.3	Educators ensure that the way they document and plan for children's learning aligns with current approaches		

1.3	Educators work collaboratively with each family to share information about children's learning, development and participation in the program		
1.3	Educators recognise and support continuity of learning at the service, and reflect on how information is gathered from each child's home, school or other support service inform planning for continuity of learning		
1.3	Educators critically reflect on and evaluate the program, and reflect on how this is documented and how their evaluations used to make informed curriculum decisions to improve outcomes for children		
1.3	Educators use critical reflection when discussing programs with colleagues		
1.3	Educators critically reflect on all aspects of pedagogical practice so that quality improvements occur		
Strengths			
Areas for improvement			
Action			

Comments			
Name of Auditor			
Signature of Auditor		Date	

MULTICULTURAL POLICY

Australia is an increasingly multicultural society and as we recognise more cultural and ethnic diversity, it is imperative we lead children in recognising, respecting and accepting similarities and differences in cultures. The cultural beliefs, linguistic and religious diversity represented within the Service and wider community helps to form the foundation of the program being implemented to ensure we are promoting an inclusive environment for all children.

There were never in the world two opinions alike, any more than two hairs or two grains. Their most universal quality is diversity.

Michel De Montaigne, 1533–1592

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 1: EDUCATIONAL PROGRAM AND PRACTICE		
1.1.1	Approved learning framework	Curriculum decision-making contributes to each child's learning and development outcomes in relation to their identity, connection with community, wellbeing, confidence as learners and effectiveness as communicators.
1.1.2	Child-centred	Each child's current knowledge, strengths, ideas, culture, abilities and interests are the foundation of the program.
1.1.3	Program learning opportunities	All aspects of the program, including routines, are organised in ways that maximise opportunities for each child's learning.
1.2.2	Responsive teaching and scaffolding	Educators respond to children's ideas and play and extend children's learning through open-ended questions, interactions and feedback.
1.2.3	Child directed learning	Each child's agency is promoted, enabling them to make choices and decisions that influence events and their world.
QUALITY AREA 3: PHYSICAL ENVIRONMENT		
3.2	Use	The service environment is inclusive, promotes competence and supports exploration and play based learning.
3.2.1	Inclusive environment	Outdoor and indoor spaces are organised and adapted to support every child's participation and to engage every child in quality experiences in both built and natural environments.
QUALITY AREA 5: RELATIONSHIPS WITH CHILDREN		
5.1	Relationships between educators and children	Respectful and equitable relationships are maintained with each child.
5.1.1	Positive educator to child interactions	Responsive and meaningful interactions build trusting relationships which engage and support each child to feel secure, confident and included.
5.1.2	Dignity and rights of the child	The dignity and rights of every child are maintained.

QUALITY AREA 6: COLLABORATIVE PARTNERSHIP WITH FAMILIES		
6.1	Supportive relationships with families	Respectful relationships with families are developed and maintained and families are supported in their parenting role.
6.1.1	Engagement with the service	Families are supported from enrolment to be involved in the service and contribute to service decisions.
6.1.2	Parents views are respected	The expertise, culture, values and beliefs of families are respected and families share in decision-making about their child's learning and wellbeing
6.1.3	Families are supported	Current information is available to families about the service and relevant community services and resources to support parenting and family wellbeing.
6.2	Collaborative partnerships	Collaborative partnerships enhance children's inclusion, learning and wellbeing.
6.2.2	Access and participation	Effective partnerships support children's access, inclusion and participation in the program.
6.2.3	Community engagement	The service builds relationships and engages with its community

EDUCATION AND CARE SERVICES NATIONAL REGULATIONS	
73	Educational program
155	Interactions with children
156	Relationships in groups
157	Access for parents
168	Education and care service must have policies and procedures
170	Policies and procedures to be followed

RELATED POLICIES

Additional Needs Policy Anti-Bias and Inclusion Policy Celebrations Policy Educational Programming Policy English as an Additional Language or Dialect (EAL/D) Policy	Family Communication Policy Interaction with Children, Family and Staff Policy Orientation of Families Policy Physical Environment Policy Respect for Children Policy

PURPOSE

To develop affirmative attitudes, concepts, and beliefs towards the acceptance of diversity and

knowledge of other cultures. Respect for diversity is a key element of quality care. Recognising, understanding and respecting cultural practices and beliefs are essential for the development of identity and self-esteem. Our cultural diversity in Australia is one of our greatest strengths and part of our national identity. Facilitating a sense of identity is a key outcome from the Early Years Learning Framework (V2.0).

SCOPE

This policy applies to children, families, staff, educators, management, approved provider, nominated supervisor, students, volunteers and visitors of the Service.

IMPLEMENTATION

Our Service values and celebrates multicultural diversity by building respectful partnerships with families and local communities. We promote and embrace cultural and linguistic differences and provide an inclusive and equitable environment for children to develop their sense of belonging and enhance their learning and well-being. We actively create environments where children and families feel safe to express their cultural identity without fear of discrimination, tokenism or marginalisation. Our Service maintains zero tolerance for racism, discrimination or exclusionary behaviour. All concerns relating to cultural safety will be addressed promptly in accordance with Service policies and procedures.

THE APPROVED PROVIDER/MANAGEMENT/NOMINATED SUPERVISOR WILL ENSURE:

- educators, staff, students, visitors and volunteers have knowledge of and adhere to this policy and associated procedure
- all new employees are provided with a copy of this policy as part of their induction process
- families are aware of this *Multicultural Policy* and supported to contribute to its implementation
- cultural diversity is embedded in our service philosophy, governance, curriculum decision-making and daily practice
- enrolment and orientation processes gather meaningful information about each family's cultural identity, languages spoken, traditions, aspirations and expectations to inform programming and practice
- equitable access to the Service is provided to all children and families and a culturally safe environment is maintained where everyone is respected regardless of race, ethnicity, cultural identity, language, religion, gender, family structure or ability

- inclusive teaching practices and intentional programming promote intercultural understanding, challenge bias and reflect the diverse cultural, linguistic and religious backgrounds of children and families
- Aboriginal and Torres Strait Islander perspectives are authentically embedded in the philosophy and curriculum, including consultation with community
- a Reconciliation Action Plan (RAP) is developed in consultation with families and community to promote and drive reconciliation by building relationships, respect and opportunities within the Service and community
- the Service builds and maintains cultural resources to appropriately reflect cultures within the Service and community
- children, staff, and families' cultural backgrounds are reflected in developing routines and programs consistent with best practice and that foster positive outcomes for all stakeholders
- positive community relations are promoted and methods of communication with families are translated into home languages as required
- the capacity of staff to meet the specific learning and wellbeing needs of children from culturally diverse backgrounds is met through professional learning opportunities for educators
- all staff follow the principles of the Early Childhood Australia (ECA) *Code of Ethics*
- educators and staff critically examine their own assumptions and challenge stereotypes, prejudice and discriminatory behaviour

WHEN WORKING WITH CHILDREN AND FAMILIES, STAFF AND EDUCATORS WILL:

- create and maintain an inclusive and culturally safe environment that enhances children's development, self-worth and dignity
- act in the best interests of all children and uphold their rights at all times
- demonstrate cultural responsiveness by valuing and respecting diverse backgrounds, beliefs, values, customs and family practices
- embed Aboriginal and Torres Strait Islander knowledge and perspectives authentically within the curriculum
- encourage children to respect and value others, including those who are different from themselves
- ensure children do not exclude others on the basis of differences such as race, gender, or ability
- work to ensure that the self-identity of each child is valued and respected
- encourage children to explore and accept diversity
- challenge bias and stereotypes and discriminatory behaviour, using intentional teaching strategies and inclusive language

- ensure own interactions are caring and responsive to all children in the Service
- ensure learning materials, displays, posters, children's books, and other materials are monitored to ensure they are culturally inclusive
- engage parents and families as partners by inviting their contributions to cultural learning, celebrations and curriculum planning.

RESOURCES

[Aboriginal Early Childhood Cultural Protocols](#)

[Early Childhood Australia's Reconciliation Story Time Collection](#)

NSW Department of Education Learning and Teaching [Using picture books for intercultural understanding. Learning across the curriculum](#)

NSW Government [Deadly Resources for Quality Services](#)

Reconciliation Australia [Reconciliation Action Plans](#) (RAP)

Victorian Aboriginal Education Association Inc. Early Years Unit [Walking Together](#)

CONTINUOUS IMPROVEMENT/REFLECTION

To ensure sustained embedded practice, our *Multicultural Policy* will be evaluated and reviewed on an annual basis or earlier if there are changes to legislation, ACECQA guidance or any incident related to our policy. Feedback will be requested from children, families, staff, educators and management, and notification of any change to policies will be made to families within 14 days.

- RELATED RESOURCES

Multicultural Guide and Procedure	Reconciliation Action Plan Guide

SOURCES

Australian Children's Education & Care Quality Authority. (2026). *Guide to the National Quality Framework*

Australian Government Department of Education. (2022). *Belonging, Being and Becoming: The Early Years Learning Framework for Australia. V2.0.*

Australian Government. Department of Home Affairs. (2024). *Harmony Week*

Early Childhood Australia. (2023). *Reconciliation in children's education and care: What is it? And why does it matter?*

Early Childhood Australia. (2016). *Code of Ethics.*

[Education and Care Services National Regulations 2011](#)

[Education and Care Services National Regulations \(NSW\) \(2025\)](#)

NSW Government. Department of Education. Aboriginal Children's Early Childhood Education Strategy 2021-2025

Reconciliation Australia, Narragunnawali: Reconciliation in Education, (2019).

<https://www.narragunnawali.org.au/about>

Scarlet, R. R. (Ed.). (2016). *The anti-bias approach in early childhood* (3rd ed.). Australia: Multiverse.

REVIEW

POLICY REVIEWED BY	Tracy Gill	Nominated Supervisor	2/3/2026
POLICY REVIEWED	MARCH 2026	NEXT REVIEW DATE	MARCH 2027
VERSION NUMBER	V2		
MODIFICATIONS	- annual policy review - key sections condensed to remove duplication of statements and references to cultural responsiveness to create more succinct responsibility section - sources checked for currency and links repaired as required		
POLICY REVIEWED	PREVIOUS MODIFICATIONS		NEXT REVIEW DATE
MARCH 2025	- annual policy review - inclusion of developing RAP for ECEC services (optional) - sources checked for currency and broken links repaired as required		MARCH 2026

MULTICULTURAL GUIDANCE AND PROCEDURE

There are many ways of living, being and of knowing. Children are born belonging to a culture, which is not only influenced by traditional practices, heritage and ancestral knowledge, but also by the experiences, values and beliefs of individual families and communities. Respecting diversity means within the curriculum valuing and reflecting the practices, values and beliefs of families. Educators honour the histories, cultures, languages, traditions, child rearing practices and lifestyle choices of families. They value children's different capacities and abilities and respect differences in families' home lives. (Early Years Learning Framework, V2.0).

Working in conjunction with the *Multicultural Policy*, this procedure provides guidelines for educators to promote and embrace cultural and linguistic differences and provide an inclusive and equitable environment for children to develop their sense of belonging and enhance their learning and well-being.

Education and Care Services National Law or Regulations (*R.155 and 156*) *NQS QA 1, 3, 5, 6: Element 1.1.1, 1.1.2, 1.1.3, 1.2.2, 1.2.3, 3.2, 5.1, 6.1, and 6.2 Educational Program and Practice, Physical Environment and Relationships with children, Collaborative Partnerships with Families*

Related Policy: *Multicultural Policy*

MULTICULTURAL GUIDELINES		
1	The approved provider, nominated supervisor will foster an inclusive environment in the workplace for educators, staff and families	
2	The nominated supervisor will ensure the capacity of staff to meet the specific learning and wellbeing needs of children from culturally diverse backgrounds is met through professional learning opportunities for educators	
3	Educators will gather background information during children's enrolment and orientation, giving insight into each child's and family's beliefs, values and traditions	
4	Educators will create and maintain an inclusive environment that enhances children's development, self-worth and dignity	
5	Educators and staff will adhere to the principles of the Early Childhood Australia Code of Ethics	
6	Educators will promote positive community relations with families and local cultural groups/organisations	
7	Educators will build and maintain cultural resources to appropriately reflect cultures within the Service and be used to intentionally teach children about various cultures	
8	Educators will use resources from the children and families	
9	Educators will learn to pronounce and spell children's names correctly	
10	Educators will engage parents and families in planning cultural days, events and celebrations	

11	Educators will advocate and support the maintenance of the family's home language in conjunction with their wishes	
10	Educators will seek to protect the integrity of Aboriginal and Torres Strait Islander cultural expressions and language	
11	Educators will model inclusive practices and use unbiased language	
12	Educators will invite families and family members to volunteer their time to extend multicultural learning of children and educators	
13	Educators will be sensitive to specific cultural behaviours or dress, which may be different from their own	

REVIEW OF PROCEDURE			
Date procedure created	20.11.2025	To be reviewed	November 2026
Approved by	Tracy Gill	Signature	
Procedure reviewed date	Modifications/Changes		

RECONCILIATION ACTION PLAN GUIDE

A Reconciliation Action Plan (RAP) recognises and addresses historical injustices faced by Indigenous peoples, fostering awareness and understanding. (Australian Human Rights Commission). By developing a RAP for your Service, you are promoting respectful relationships between Indigenous and non-Indigenous communities, enhancing social cohesion and trust. RAPs play a crucial role in fostering cultural awareness by providing educational opportunities about indigenous cultures, languages, and traditions, thereby contributing to a more inclusive society. This approach not only promotes equity and inclusion but also leads to improved outcomes in health, education, and economic opportunities for Indigenous peoples. Ultimately, RAPs are designed to create sustainable change, embedding reconciliation into the foundation of our educational program and ensuring it remains a continuous, long-term commitment to ensure we are promoting an inclusive environment for all children.

“Embedding Aboriginal and Torres Strait Islander perspectives in all educators’ philosophy and practice is a key tool to advance Reconciliation. This also contributes to Closing the Gap commitments and fulfilling every Australian child’s right to know about Australia’s First Nations’ histories, knowledge systems, cultures and languages. Embedding Aboriginal and Torres Strait Islander perspectives is a shared responsibility of approved providers, educators, and other professionals working in early childhood educational settings, regardless of whether Aboriginal and Torres Strait Islander children and families are enrolled in that setting.” (Belonging, Being and Becoming, The Early Years Learning Framework for Australia V2.0, 2022, p.16)

STEPS TO DEVELOP A RECONCILIATION ACTION PLAN (RAP)		
1	Establish leadership support, gain commitment and support from the approved provider/nominated supervisor to ensure the necessary resources are identified and provided to develop a RAP.	
2	Develop a RAP budget allocation with the approved provider/nominated supervisor and readdress as required.	
3	The approved provider/nominated supervisor/educational leader will consult with local Aboriginal and Torres Strait Islander communities or Elders prior to developing the Services RAP to ensure they are being respectful, and education is appropriate.	
4	For consultation, collaboration with local Aboriginal groups, and to identify the Traditional Custodians and languages of your area, contact the Local Aboriginal Education Consultative Group (AECG) www.aecg.nsw.edu.au , Local Aboriginal Land Council (LALC) www.alc.org.au or your local Council	

5	Create a diverse working group interested in developing the RAP, including Indigenous employees, parents, and stakeholders. Involve, (if available) any Aboriginal and Torres Strait Islanders to represent the community within the Service committee.	
6	Have all families entered the child's heritage within the enrolment process? Follow up to ensure your Service is meeting the child's needs for their Aboriginal or Torres Strait Islander background.	
7	Involve educators/educational leaders and anyone within the RAP development to attend events and local Aboriginal Land Council meetings.	
8	The development of the Services RAP will evolve over time under guidance of the local Aboriginal and/or Torres Strait Islander communities and/or Elders of the community. This is not to be hurried or completed without consultation.	
9	Show your Service's support of Aboriginal and Torres Strait Islanders businesses and develop an employment strategy for Indigenous people.	
10	Create an introduction on why Reconciliation is important to your local community and the importance of inclusivity of Indigenous children and an approved and planned curriculum within the Service.	
11	Evaluate your Services philosophy to include Aboriginal and Torres Strait Islander approved education, inclusivity practices and the understanding of Indigenous people's spiritual connection between land, sky, water and natural elements.	
12	Evaluate your organisation's current philosophy, policies, practices, and relationships with Indigenous communities or other marginalised groups. Identify strengths, weaknesses, opportunities, and potential barriers to reconciliation and develop an action plan on this assessment.	
13	Develop a meaningful Reconciliation Commitment Statement following your Service's philosophy, policies, procedures and practices that can be implemented daily within your Service.	
14	Create a curriculum where the Service represents all areas within the Early Years Learning Framework with Aboriginal or Torres Strait Islander perspectives.	
15	Educate the children about Reconciliation and days of importance to the Aboriginal and Torres Strait Islanders.	
16	Celebrate National Reconciliation Week and days of importance showing cultural responsiveness for children.	
17	Research history and current items of importance to the Aboriginal people and adjust practices to be respectful of their culture, beliefs and traditions.	
18	Set Reconciliation goals and objectives, establish clear and measurable goals for reconciliation that align with your organisation philosophy. These goals should be specific, achievable, and relevant to your Service.	

19	Within your daily routines and at events and meetings include your Service's 'Acknowledgment of Country' or 'Welcome to Country' developed by educators, staff, families and community.	
20	Create a children's 'Acknowledgment of Country' or 'Welcome to Country' with the children and community.	
21	Create an inclusive environment by ensuring appropriate resources such as language in signs used, books with Aboriginal stories, Aboriginal map of Nations, yarning circle, plants etc. are supplied.	
22	Display the Aboriginal and Torres Strait Islander Flags showing inclusivity and respect.	
23	Encourage Aboriginal and Torres Strait Islander language to be used.	
24	Embed the culture of inclusivity and respect with no allowance for racism within the Service.	
25	Create detailed action plans for each reconciliation goal, outlining specific steps, responsible parties, timelines, and resources required for implementation. Consider incorporating elements such as curriculum development, cultural competency training, community engagement initiatives, and practices.	
26	All action plans prior to initiating should be discussed with your local community to ensure the appropriate actions are made and is respectful of the Aboriginal and Torres Strait Islander community.	
27	Engage as many educators as possible in the RAP as this will ensure educators gain an interest and understanding and will be able to follow the RAP for guidance towards implementing practices to achieve the desired Reconciliation goals.	
28	The approved provider and educational leader will ensure appropriate practices are implemented to ensure the Service can reach the Service's Reconciliation goals.	
29	Educators and staff will follow the RAP for guidance to implement appropriate education.	
30	The approved provider and educational leader will ensure appropriate education is planned and programmed for the children's education and that educators display a cultural responsiveness to children.	
31	Actively seek feedback on the draft RAP document from internal and external stakeholders, including Indigenous communities, experts, and relevant organisations. Incorporate their input to strengthen the plan and ensure it aligns with reconciliation principles.	
32	After approval, officially launch the RAP and communicate its objectives, commitments, and action plans to all staff, stakeholders, and partners. Begin implementing the action plans according to the established timelines and responsibilities.	
33	Monitor, evaluate and report the progress on the implementation of the RAP. Regularly assess progress towards reconciliation goals, identify any challenges or barriers, and make adjustments as needed to stay on track.	

34	Acknowledge and celebrate milestones, achievements, and successes in advancing reconciliation within your organisation. Recognise the contributions of staff, stakeholders, and Indigenous partners towards these efforts.	
35	Continuously review, update, and refine your RAP with the guidance of the Elders/Aboriginal traditional owners to ensure it remains relevant, responsive, and effective in fostering meaningful change and building positive relationships with Indigenous communities.	

QUESTIONS TO CONSIDER

1	What families are connected to local, or other lands, nations? Have all families communicated this information with you on their enrolment or verbally?	
2	Is there anyone that is Aboriginal or Torres Strait Islander that would like to represent the community on the Service committee?	
3	Are you connecting and building relationships with the local communities, traditional owners/Elders through AECG or LALC?	
4	Have you researched the community dates and events celebrated in your local area? To encourage Aboriginal participation in your Service, make an effort to engage with local Aboriginal celebrations, events and excursions to local sites.	
5	Do you have a team or network developing the Reconciliation plan?	
6	How do we display our care for our Mother Earth and Father Sky, water and natural elements within our Service?	
7	Do we display local traditional language in our signage and within resources such as books?	
8	Do we use Aboriginal language in games, songs and stories?	
9	Has your Service unpacked the EYLF to investigate how Aboriginal and Torres Strait Islander perspectives are embedded in the Framework?	
10	Have we created a culturally safe and welcoming family and community network within our Service?	
11	Are the children involved in all opportunities the local Aboriginal community offers?	
12	Is the Service's planned curriculum approved by the traditional owners and/or Elders prior to being taught to ensure it is respectful and honouring the customs, beliefs and traditions of the Aboriginal and Torres Strait Islanders?	
13	Have we listened to our local Aboriginal and Torres Strait Islanders community in all aspect of our education and Service philosophy, policies, procedures and practices to ensure inclusivity and a feeling of belonging for Aboriginal and Torres Strait Islander children, families and community?	

14	Have we invited traditional owners/Elders to share some time with the educators and share some of their learning stories, culture and history with the children?	
15	Has the Service given back to the community's traditional owners/Elder such as an invite to have lunch and/or have the children to draw their own thoughts to present to the Aboriginal traditional owners or Elder?	

COMPILE COMPONENTS OF THE RAP INTO A FORMAL DOCUMENT

Components to compile are as follows:

1	Introduction outlining the importance of reconciliation	
2	Services own <i>Reconciliation Commitment Statement</i>	
3	Service philosophy inclusive of Aboriginal and Torres Strait Islander perspectives	
4	How the Service understands and helps to continue the spiritual connection to land, sky, water and natural elements and the importance of caring for and maintaining for a communities wellbeing	
5	How the Service has embedded Aboriginal and Torres Strait Islander perspectives into the planning and implementation of the curriculum	
6	Service 'Acknowledgement of Country' or 'Welcome to Country'	
7	Children's 'Acknowledgement of Country' or "Welcome to Country" if different to the Service (located and embedded within educational daily program planning)	
8	Inclusive environment (Aboriginal resources such as books containing Aboriginal stories, local language used in signage, plants, cooking, yarning circle etc.)	
9	Aboriginal map www.aiatsis.gov.au/asp/map.html	
10	Approved planning curriculum material	
11	Summary of Reconciliation goals and objectives planned	
12	Reconciliation Action Plan to continuously improve our Service towards an Aboriginal approved curriculum and inclusivity of Aboriginal and Torres Strait Islander children	
13	Monitoring and evaluation framework	
14	Continuous and ongoing implementation of plans, goals and objectives achieved, and new goals and objectives created	

REVIEW OF GUIDE			
Date guide created	20.11.2025	To be reviewed	NOVEMBER 2026
Approved by	Tracy Gill	Position	Nominated Supervisor
Guide reviewed date	Modifications/Changes		
	New guide created		

SOURCES:

Australian Children's Education and Care Quality Authority. [Be Part of Reconciliation](#). (2018).

[Australian Human Rights Commission](#)

[Narragunnawali](#)

[Reconciliation Australia](#)

PHYSICAL ACTIVITY POLICY

Physical activity is vital for young children's health, wellbeing and development and lays the foundation for a healthy active life. All babies and young children benefit from a mix of physical activity, inactivity and sleep. Our Service recognises the important role educators and staff have in promoting children's physical activity in appropriate ways ensuring children's comfort and wellbeing requirements are being met.

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 1: EDUCATIONAL PROGRAM AND PRACTICE		
1.1	Program	The educational program enhances each child's learning and development.
1.2	Practice	Educators facilitate and extend each child's learning and development.
1.2.1	Intentional teaching	Educators are deliberate, purposeful, and thoughtful in their decisions and actions.
1.2.3	Child directed learning	Each child's agency is promoted, enabling them to make choices and decisions that influence events and their world.
QUALITY AREA 2: CHILDREN'S HEALTH AND SAFETY		
2.1.3	Healthy lifestyle	Healthy eating and physical activity are promoted and appropriate for each child.
2.2	Safety	Each child is protected.
2.2.1	Supervision	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.
2.2.3	Child Safety and Protection	Management, educators and staff are aware of their roles and responsibilities regarding child safety, including the need to identify and respond to every child at risk of abuse or neglect.
QUALITY AREA 3: PHYSICAL ENVIRONMENT		
3.1.2	Upkeep	Furniture and equipment are safe, clean and well maintained.
3.2	Use	The service environment is inclusive, promotes competence and supports exploration and play-based learning.
3.2.1	Inclusive environment	Outdoor and indoor spaces are organised and adapted support every child's participation and to engage every child in quality experiences in both built and natural environments.
3.2.2	Resources support play-based learning	Resources, materials and equipment allow for multiple uses, are sufficient in number, and enable every child to engage in play-based learning.

EDUCATION AND CARE SERVICES NATIONAL LAW AND NATIONAL REGULATIONS	
S. 2A	Paramount consideration
S. 3A	Paramount consideration
S. 162A	Child protection training
S. 162B	Child safety training
73	Educational Program
76	Information about educational program to be given to parents
86	Notification to parents of incident, injury, trauma and illness
103	Premises, furniture and equipment to be safe, clean and in good repair
113	Outdoor space—natural environment
115	Premises designed to facilitate supervision
155	Interactions with children
156	Relationships in groups
168	Education and care service must have policies and procedures

RELATED POLICIES

Additional Needs Policy Adventurous (Risky and Nature) Play Policy Child Protection Policy Child Safe Environment Policy Code of Conduct Policy Educational Program Policy Family Communication Policy Incident, Injury, Trauma and Illness Policy Physical Environment Policy	Privacy and Confidentiality Policy Professional Development Policy Respect for Children Policy Safe Use of Digital Technologies and Online Environments Policy Sun Safety Policy Supervision Policy

PURPOSE

Our Service aims to promote children’s physical activity and development of their gross and fine motor skills through a range of spontaneous and intentionally planned active play experiences that are both child initiated and educator led. We aim to form respectful partnerships with families and help them gain a deeper understanding of the benefits of physical activity and wellbeing for children. We believe that

children's safety, rights, and best interests are the paramount consideration for all Service operations, decisions and functions.

SCOPE

This policy applies to children, families, staff, educators, approved provider, nominated supervisor, students, volunteers, management and visitors of the Service.

IMPLEMENTATION

To promote healthy growth and development, young children should participate in a range of developmentally appropriate, enjoyable and safe play-based and structured physical activities in a variety of environments, both independently as well as interacting with adults and other children. Developing fundamental and tactical movement skills provides children with the opportunity to acquire and master a range of movement skills and dispositions to participate in a lifetime of physical activity as confident, competent and creative movers. All decisions relating to physical activity experiences, environments and equipment are guided by the paramount consideration of children's safety, wellbeing and best interests.

Our Service will ensure key physical activity messages within the *Munch & Move (NSW)* program are embedded in the daily program supporting the [*Physical activity and exercise guidelines for all Australians for birth to 5 years*](#).

WHAT IS PHYSICAL ACTIVITY?

'Physical activity is any bodily movement, including small and large movements, produced by skeletal muscles which results in energy being expended.' (Munch & Move, 2017) It includes everyday activities, physically active play and organised sports and exercise. Physical activity strengthens children's bones, muscles, hearts and lungs and improves children's coordination, balance, posture and flexibility.

THE APPROVED PROVIDER/ MANAGEMENT/ NOMINATED SUPERVISOR WILL:

- ensure educators, staff, students, visitors and volunteers have knowledge of and adhere to this policy
- ensure families are aware of this *Physical Activity Policy* and are advised on how and where the policy can be accessed
- ensure risk assessments will consider both the potential risks and developmental benefits of physical activity experiences, supporting children to engage in age-appropriate challenge while maintaining safety
- ensure educators, staff, students and volunteers apply child safety and child protection training to

physical activities contexts including supervision during active play, physical contact, and use of equipment

- ensure physical activity experiences and the arrangement of indoor and outdoor environments will support the active supervision, clear sightlines, and educator's ability to anticipate and respond to risk
- ensure all educators and staff adhere to the *Sun Safety Policy* and that playground surfaces and equipment meet Australian Standards and guidelines
- engage in critical reflection as a team and with the children about the risks and benefits of new activities or processes
- provide opportunities for educators to engage in professional development about children's health and physical wellbeing, including the [Australian 24-Hour Movement Guidelines](#) and *Munch & Move* training
- reflect on our Service's physical environment, layout and design to ensure it is supporting children's active play, sedentary play and sleep and rest time
- consider the ways moveable and fixed equipment are utilised in the outdoor physical environment to encourage physical activity and adventurous (risky) play
- communicate regularly with families about cultural practices for physical activity and sleep requirements
- liaise with local Aboriginal and Torres Strait Islander communities to seek advice about traditional children's games and dances that would be appropriate for use in the Service
- ensure equitable access is provided to support children with additional needs through individual support or inclusion plans developed in consultation with families and relevant professionals
- promote physical activity and reduced screen time (e.g., watching TV, playing on computers or small hand-held games devices) with families through fact sheets and newsletter articles.

EDUCATORS, STAFF, STUDENTS AND VOLUNTEERS WILL:

- maintain active supervision at all times during physical activity experiences, including positioning themselves to observe children, anticipating risk and respond promptly to hazards, behaviours and incidents
- apply the paramount consideration of children's safety, wellbeing and best interests when planning, facilitating and adapting physical activity experiences
- follow child safe practices at all times during physical activity experiences including maintaining appropriate professional boundaries, respectful physical contact, and ensuring children's dignity, privacy and comfort is upheld

- ensure no child is left unsupervised, isolated or excluded in physical activity experiences
- participate in mandatory child safety training and apply this knowledge to physical activity contexts including supervision, use of equipment and interactions with children
- provide opportunities in the daily program for children to be active every day through a balance of planned and spontaneous active play experiences that are both educator led and child initiated (including everyday physical tasks), in the indoor and outdoor environments
- adhere to our *Sun Safety Policy* and ensure children have access to water before, during and after any physical activity experience
- include children's voices in the development of the physical environment to provide opportunities for physical activity, risky play and creativity
- collaborate with families and other professionals to provide active play experiences for all children inclusive of children with additional needs
- encourage children to be accepting and understanding of the different abilities of other children
- encourage children to engage in physical activity and challenge themselves
- seek to promote children's physical activity by supporting the development of their gross motor skills and fostering the emergence of their fundamental movement skills (FMS) through a range of intentionally planned and spontaneous active play learning experiences
- provide positive instruction, role modelling, and advice to children as they develop and improve their FMS
- encourage children to try a range of activities including obstacle courses, balancing, kicking, dancing and skipping, jumping, rolling, catching and throwing
- actively role model appropriate physical activity behaviours to children
- ensure active play experiences are play based, varied and creative
- ensure all equipment is developmentally appropriate and well maintained
- ensure that an appropriate balance between inactive and active time is maintained each day
- encourage productive sedentary experiences for rest and relaxation- reading, storytelling, puzzles, singing
- ensure that under no circumstances screen time is used as a reward or to manage challenging behaviours
- any use of digital technologies will be intentional, purposeful and documented within the educational program, demonstrating how it supports children's learning, movement and wellbeing
- adhere to the recommended timeframes for screen time according to Australia's Physical Activity and Sedentary Behaviour Guidelines
- ensure documentation showcases physical activity experiences and opportunities with families

- participate in professional development to support children's physical health and wellbeing.

IN RELATION TO FAMILIES OUR SERVICE WILL:

- ensure the *Physical Activity Policy* is available to be viewed and reflected upon
- provide information and ideas about physical activity to promote children's physical health and wellbeing
- encourage families to share information about cultural backgrounds in relation to physical activity, language, traditional games and their child's sleep requirements
- provide information about recommended screen time for children and support families to understand the negative effects of exposure to digital technology before sleep time
- collaborate with families to ensure children with additional needs have equitable access and are supported in all areas of the learning program.

PHYSICAL ACTIVITY AND EXERCISE GUIDELINES FOR ALL AUSTRALIANS

Physical activity for young children mainly happens through unstructured, active play.

Infants (Birth to one year)

Babies should be physically active several times a day. This can be achieved through:

- opportunities for active play through supervised floor-based play in safe environments
- at least 30 minutes of tummy time including moving their arms and legs
- encouraging babies and infants to *increase muscle strength and coordination by developing their small muscles within their fingers*, hands and arms to be able manipulate small objects. This is achieved through play-based learning using reaching, grasping and pulling activities

Once they are mobile, include-

- crawling
- pulling up to a standing position and moving while holding onto things
- walking

Sedentary behaviour [relevant to LDC service]

- ensure infants are not restrained in a high chair [or car seat, or stroller] for more than 1 hour at a time
- when sedentary, provide a range of activities – reading, puzzles, singing, storytelling
- screen time is not recommended for children under one

Sleep

- 14-17 hours (for those aged 0-3 months)

- 12- 16 hours (for those aged 4-11 months) of good quality sleep, including naps.

Toddlers (1–2 years)

Physical activity

- Toddlers should spend at least 180 minutes in a variety of physical activities, including energetic play, spread throughout the day; more is better
- Include- running, twirling and jumping, dancing and skipping
- Physical activity should be fun and encourage exploration and discovery

Sedentary behaviour

- ensure toddlers are not restrained for more than 1 hour at a time
- provide a range of activities when inactive such as reading, puzzles, singing, storytelling, painting or doing craft, using building blocks
- screen time should be limited to no more than an hour for children aged 2 years; less is better.

Sleep

- 11-14 hours of good quality sleep, including naps with consistent sleep and wake-up times.

Pre-schoolers (3–5 years)

Physical activity

- Pre-schoolers should spend at least 180 minutes in a variety of physical activities, of which at least 60 minutes is energetic play, spread throughout the day; more is better

Sedentary behaviour

- ensure children are not restrained for more than 1 hour at a time (pram or car seat) or sitting for extended periods
- screen time should be no more than 1 hour; less is better
- when sedentary, provide a range of activities – reading, puzzles, singing, storytelling, using building blocks, painting or doing craft

Sleep

- 10-13 hours of good quality sleep with consistent sleep and wake-up times. Some preschoolers may still need naps.

Source: Australian Government. Department of Health and Aged Care. *Physical activity and exercise guidelines for all Australians. For infants, toddlers and preschoolers (birth to 5 years).* (2021)

CONTINUOUS IMPROVEMENT/REFLECTION

The *Physical Activity Policy* will be evaluated and reviewed on an annual basis or earlier if there are changes to ACECQA guidance, legislation, Australian Government health recommendations or any incident related to our policy. Feedback will be requested from children, families, staff, educators and management, and notification of any change to policies will be made to families within 14 days.

SOURCES

Australian Children's Education & Care Quality Authority. (2026). [Guide to the National Quality Framework](#)

Australian Government. Department of Health, Disability and Ageing. (2021). [Physical activity and exercise guidelines for all Australians. For infants and preschoolers \(birth to 5 years\)](#)

Australian Government Department of Health. [Get Up & Grow- Healthy eating and physical activity for early childhood.](#)

Children (Education and Care Services) National Law (NSW)

Early Childhood Australia. (2025). [Statement on young children and digital technologies.](#)

Education and Care Services National Law Act 2010

Education and Care Services National Regulations 2011

Education and Care Services National Regulations (NSW) (2025)

NSW Government Health. (2020) [Munch & Move Program](#)

NSW Government Health. *Good for kids good for life*

REVIEW

POLICY REVIEWED BY	Tracy Gill	Nominated Supervisor	2/3/2026
POLICY REVIEWED	MARCH 2026	NEXT REVIEW DATE	MARCH 2027
VERSION NUMBER	V2		
MODIFICATIONS	- annual policy review - additional information added re: paramount consideration of children's safety, best interests and wellbeing; risk assessments; supervision and use of digital technology - condensed additional dot points related to use of screen time - sources checked for currency and updated as required		
POLICY REVIEWED	PREVIOUS MODIFICATIONS		NEXT REVIEW DATE
MARCH 2025	- annual policy review - sources checked for currency and updated as required		MARCH 2026

QUALITY AREA 2 POLICIES AND PROCEDURES

ADMINISTRATION OF MEDICATION POLICY

In supporting the health and wellbeing of children, the use of medications may be required for children at the Service. All medications must be administered as prescribed by medical practitioners and first aid guidelines to ensure the continuing health, safety, and wellbeing of the child. Under the Education and Care Services National Law and Education and Care Services National Regulations, early childhood services are required to ensure medication records are kept for each child to whom medication is or is to be administered by the Service (Reg 92).

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 2: CHILDREN'S HEALTH AND SAFETY		
2.1.1	Wellbeing and comfort	Each child's wellbeing and comfort is provided for, including appropriate opportunities to meet each child's needs for sleep, rest and relaxation.
2.1.2	Health practices and procedures	Effective illness and injury management and hygiene practices are promoted and implemented.
2.2	Safety	Each child is protected.
2.2.1	Supervision	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.
2.2.2	Incident and emergency management	Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practiced and implemented.

EDUCATION AND CARE SERVICES NATIONAL LAW AND NATIONAL REGULATIONS	
S. 2A	Paramount consideration—safety, rights and best interests of children
S. 3A	Paramount consideration
S.166A	Offence to subject child to inappropriate conduct Offences relating to inappropriate conduct
S.167	Offence relating to protection of children from harm and hazards
12	Meaning of serious incident
85	Incident, injury, trauma and illness policy
86	Notification to parent of incident, injury, trauma or illness
90	Medical conditions policy

91	Medical conditions policy to be provided to parents
92	Medication record
93	Administration of medication
94	Exception to authorisation requirement - anaphylaxis or asthma emergency
95	Procedure for administration of medication
136	First Aid qualifications
162(c) and (d)	Health information to be kept in enrolment record
168	Education and care service must have policies and procedures
170	Policies and procedures are to be followed
175	Prescribed information to be notified to Regulatory Authority
176	Time to notify certain information to Regulatory Authority
183	Storage of records and other documents

RELATED POLICIES

Anaphylaxis Management Policy Administration of First Aid Policy Dealing with Infectious Diseases Policy Child Protection Policy Code of Conduct Policy Delivery of Children to, and collection from Education and Care Service Premises Diabetes Management Policy Enrolment Policy Epilepsy Policy	Family Communication Policy Health and Safety Policy Incident, Injury, Trauma and Illness Policy Medical Conditions Policy Privacy and Confidentiality Policy Record Keeping and Retention Policy Respect for Children Policy Safe Storage of Hazardous Substances Policy Supervision Policy Work Health and Safety Policy

PURPOSE

Our Service recognises that the safety, health, wellbeing and best interests of the child are the paramount consideration in all aspects of Service decisions and operations including the administration of medication.

This policy ensures:

- educators understand their duty of care and legal obligations when administering medication

- children diagnosed with a medical condition are appropriately supported through documented health management plans and risk minimisation strategies
- educators are informed of each child's individual health care needs and required supports
- medication is administered safely, accurately and in accordance with written authorisation from a parent or authorised nominee
- educators receive appropriate training to competently administer medication and respond to medical emergencies
- clear procedures are followed to minimise risk and protect children from harm

Through the implementation of this policy, the Service promotes the health, safety and wellbeing of every child and ensures medication practices uphold child safe standards and legislative requirements.

SCOPE

This policy applies to educators, families, staff, management, approved provider, nominated supervisor, students, volunteers and visitors of the Service.

IMPLEMENTATION

Families requesting the administration of medication to their child will be required to follow the guidelines developed by the Service to ensure the safety of children and educators. The Service will follow legislative guidelines and adhere to the Education and Care Services National Regulations to ensure the health of children, families and educators at all times.

For children with a diagnosed health care need, allergy or relevant medical condition a medical management plan must be provided prior to enrolment and updated regularly. A *risk minimisation plan*, and *communication plan* must be developed in consultation with parents/guardians to ensure risks are minimised and strategies developed for minimising any risk to the child. (See *Medical Conditions Policy*).

In this policy, the term *medication* is defined within the meaning of the Therapeutic Goods Act 1989 and includes prescription, over the counter and complementary medicines. All therapeutic goods are listed on the Australian Register of Therapeutic Goods (see tga.gov.au) (ACECQA, 2021)

THE APPROVED PROVIDER/MANAGEMENT/NOMINATED SUPERVISOR WILL ENSURE:

- obligations under the Education and Care Services National Law and Education and Care Services National Regulations are met

- educators, staff, students, visitors and volunteers have knowledge of and adhere to this policy and associated procedure
- all new employees are provided with a copy of the *Medical Conditions Policy* and *Administration of Medication Policy* as part of their induction process
- children with specific health care needs or medical conditions have a current medical management plan detailing prescribed medication and dosage by their medical practitioner
- medication is only administered by the Service with written authority signed by the child's parent or other responsible person named and authorised in the child's enrolment record to make decisions about the administration of medication [Reg. 92(3)(b)]
- medication prescribed by a medical practitioner and provided by the child's parents must adhere to the following guidelines:
 - the administration of any medication is authorised by a parent or guardian in writing
 - medication includes instructions either attached to the medication, or in written form from the medical practitioner
 - medication is from the original container/packaging
 - medication has the original label clearly showing the name of the child
 - medication is before the expiry/use by date
- over-the-counter medication, provided by the child's parents must adhere to the following guidelines:
 - the administration of any medication is authorised by a parent or guardian in writing
 - medication is from the original container/packaging
 - medication includes instructions attached to the medication
 - medication is before the expiry/use by date
 - where possible, medication contains a label showing the child's name
- the *Administration of Medication Record* is completed for each child by the parent/guardian including:
 - name of medication
 - time and date medication was last administered
 - time and date medication is to be administered (or circumstances to be administered)
 - dosage to be administered
 - method of administration
 - period of authorisation
 - parent/guardian name and signature
- a separate form must be completed for each medication if more than one is required

- any person delivering a child to the Service must not leave any type of medication in the child's bag or locker. Medication must be given directly to an educator for appropriate storage upon arrival.
- written and verbal notifications are given to a parent or other family member of a child as soon as practicable if medication is administered to the child in an emergency when consent was either verbal or provided by medical practitioners
- if medication is administered without authorisation in the event of an asthma or anaphylaxis emergency the parent/guardian of the child is notified as soon as practicable
- if the incident presented imminent or severe risk to the health, safety and wellbeing of the child or if an ambulance was called in response to the emergency (not as a precaution) the regulatory authority will be notified within 24 hours of the incident by the approved provider
- reasonable steps are taken to ensure that medication records are maintained accurately
- medication records are kept in a secure and confidential manner and archived for the regulatory prescribed length of time following the child's departure from the Service
- children's privacy is maintained working in accordance with the Australian Privacy Principles (APP)
- educators, staff and volunteers have a clear understanding of children's individual health care needs, allergy or relevant medical condition as detailed in medical management plans, Asthma or Anaphylaxis Action Plans (ASCA Action Plan)
- written authorisation is requested from families on the enrolment form to administer emergency asthma, anaphylaxis, or other emergency medication or treatment if required
- families are informed of the Service's medical and medication policies at time of enrolment
- safe practices are adhered to for the wellbeing of both the child and educators
- a review of practices is conducted following an incident involving incorrect administration of medication or failure to follow proper medication procedures, including an assessment of areas for improvement
- first aid procedures are followed in the event of incorrect medication administered to a child, in accordance with the *Administration of First Aid Policy and Procedure*
- the **Poisons Information Centre** phone number, **13 11 26**, is prominently displayed alongside emergency service information
- ensure that families/parents are notified when practicable or within 24 hours if their child is involved in an incident at the Service and that details are recorded on the *Incident, Injury, Trauma and Illness Record*, including incorrect medication provided to a child
- ensure the regulatory authority is notified within 24 hours if a child is involved in a serious incident at the Service.

EDUCATORS WILL:

- not administer any medication without the written authorisation of a parent or person with authority, except in the case of an emergency, with the written authorisation on an enrolment form, verbal consent from an authorised person, a registered medical practitioner or medical emergency services will be acceptable if the parents cannot be contacted
- ensure medications are stored in the refrigerator in a labelled and locked medication container with the key kept in a separate location, inaccessible to children. For medications not requiring refrigeration, they will be stored in a labelled and locked medication container with the key kept in a separate location, inaccessible to children.
- ensure adrenaline devices and asthma medication are kept out of reach of children and stored in a cool dark place at room temperature. They must be readily available when required and **not** locked in a cupboard. A copy of the child's medical management plan should be stored with the adrenaline devices asthma medication.
- ensure that two educators administer and witness administration of medication at all times (Reg. 95). One of these educators must have approved First Aid qualifications as per current legislation and regulations Both educators are responsible for:
 - checking the *Administration of Medication Record* is completed by the parent/guardian
 - checking the prescription label for:
 - the child's name
 - the dosage of medication to be administered
 - the method of dosage/administration
 - the expiry or use-by date
 - confirming that the correct child is receiving the medication
 - signing and dating the *Administration of Medication Record*
 - returning the medication back to the locked medication container
- follow hand-washing procedures before and after administering medication
- discuss any concerns or doubts about the safety of administering medications with management to ensure the safety of the child (checking if the child has any allergies to the medication being administered)
- seek further information from parents/guardian, the prescribing doctor or the Public Health Unit before administering medication if required
- ensure that the instructions on the *Administration of Medication Record* are consistent with the doctor's instructions and the prescription label
- ensure that if there are inconsistencies, medication is not to be administered to the child

- invite the family to request an English translation from the medical practitioner for any instructions written in a language other than English
- ensure that the *Administration of Medication Record* is completed and stored correctly including name and signature of witness, time and date of administration
- educators will not use force, intimidation, coercion or deceptive practices to administer medication. If after several attempts of encouraging the child to take medication, but they still refuse, contact the parent or guardian unless the medication is required for emergency treatment.
- observe the child post administration of medication to ensure there are no side effects
- respond immediately and contact the parent/guardian for further advice if there are any unusual side effects from the medication
- contact emergency services on 000 immediately if a child is not breathing, is having difficulty breathing, or shows signs of unusual side effects requiring immediate attention following administration of any medication.

FAMILIES WILL:

- provide management with accurate information about their child's health needs, medical conditions and medication requirements on the enrolment form
- provide the Service with a *medical management plan* prior to enrolment of their child if required
- develop a *medical risk minimisation plan* for their child in collaboration with management and educators and the child's medical practitioner for long-term medication plans
- develop a *medical communication plan* in collaboration with management and educators if required
- notify educators, verbally when children are taking any short-term medications (at home)
- provide written authorisation on the *Administration of Medication Record* for their child requiring any medication to be administered by educators/staff whilst at the Service including signing and dating it for inclusion in the child's medication records
- update (or verify currency of) *medical management plan* annually or as the child's medication needs change
- be requested to provide authorisation on the enrolment form for staff or educators of the Service to administer paracetamol or ibuprofen in the event their child registers a temperature of 38° C or higher
- for infants under 3 months old, parents/guardians will be notified immediately for any fever over 38° C for immediate medical assistance
- be requested to sign consent to use creams and lotions (over the counter medications)

- keep prescribed medications in original containers with pharmacy labels. Please understand that prescribed medication will only be administered as directed by the medical practitioner and only to the child whom the medication has been prescribed for. Expired medications will not be administered.
- adhere to our *Service's Incident, Injury, Trauma and Illness Policy and Dealing with Infectious Diseases Policy*
- keep children away at home while any symptoms of an illness remain
- keep children at home for 24 hours from commencing antibiotics to ensure they have no side effects to the medication
- NOT leave any medication in children's bags
- give any medication for their children to an educator who will provide the family with an *Administration of Medication Record* to complete
- complete the *Administration of Medication Record* and the educator will sign to acknowledge the receipt of the medication
- provide any herbal/naturopathic remedies or non-prescription medications (including paracetamol) with a letter from a GP detailing the child's name and dosage.

GUIDELINES FOR ADMINISTRATION OF PARACETAMOL

- Paracetamol is not to be used as a first aid or emergency treatment. If, however, a child develops a fever of 38° C or higher whilst at the Service, and parents/guardians have provided written authorisation on the child's enrolment form, paracetamol may be administered to reduce fever and/or pain
- Parents/guardians will be notified immediately and asked to organise collection of the child as soon as possible [usually within 30 minutes]
- Paracetamol will be kept in the locked medication container for onset of high fever whilst at the Service
- Paracetamol will be administered as per dosage instructions indicated on the label
- Only one dose of paracetamol will be administered. Before administering paracetamol, staff must check that the child has NOT been administered any paracetamol or medicine containing paracetamol in the previous four (4) hours
- Where possible, the date and time of paracetamol was last administered will be recorded on the *Administration of Medication Record* and/or *Administration of Paracetamol Record*
- Administration of paracetamol must follow the *Administration of Medication Procedure* requiring two qualified educators to witness the administration and complete the required records

- An *Administration of Medication* and/or *Administration of Paracetamol Record* will be completed with both educator's full name, signature, time and date of administration clearly recorded
- While waiting for the child to be collected, educators will:
 - remove excess clothing to cool the child down
 - offer fluids to the child
 - encourage the child to rest
 - monitor the child for any additional symptoms
 - maintain supervision of the ill child at all times, while keeping them separated from children who are well.

MEDICATIONS KEPT AT THE SERVICE

- Any medication, cream or lotion kept on the premises will be stored out of reach of children and checked monthly for expiry dates
- Management will ensure only authorised personnel purchase medication for the Service
- A list of First Aid Kit contents (including medications) close to expiry or running low will be given to the nominated supervisor who will arrange for the purchase of replacement supplies
- Any medication purchased by the Service which appears to be missing will be reported to the nominated supervisor
- Expired medication will be disposed of safely to ensure no harm to the environment- (returned to pharmacy RUM bin- return unwanted medicine project)
- Educators will ensure medication purchased by the Service is administered as per procedures noted within this policy
- If a child's individual medication is due to expire or running low, the family will be notified by educators that replacement items are required
- It is the family's responsibility to take home short-term medication (such as antibiotics) at the end of each day, and return it with the child as necessary
- Medication **will not** be administered if it has passed the product expiry date
- Families are required to complete an *Administration of Medication Record* for lotions or over the counter medications to be administered.

EMERGENCY ADMINISTRATION OF MEDICATION [REG. 93(5)]

- In the occurrence of an emergency and where the administration of medication must occur, the approved provider/nominated supervisor must attempt to receive verbal authorisation by a parent,

or a person named in the child's enrolment form who is authorised to consent to the administration of medication.

- If all the child's nominated contacts are non-contactable, the approved provider/nominated supervisor must contact a registered medical practitioner or emergency service on 000
- In the event of an emergency and where the administration of medication must occur, written notice must be provided to a parent of the child or other emergency contact person listed on the child's enrolment form as soon as practicable via an *Incident, Injury, Trauma and Illness* record
- The approved provider/nominated supervisor will contact the regulatory authority within 24 hours in the case of a serious incident (if urgent medical attention was sought or the child attended hospital)
- The child will be comforted, reassured, and removed to a quiet area under the direct supervision of a suitably experienced and trained educator.

EMERGENCY INVOLVING ANAPHYLAXIS OR ASTHMA [Reg. 94]

- For anaphylaxis or asthma emergencies, medication/treatment will be administered to a child without authorisation, following the Asthma or Anaphylaxis Action Plan provided by the parent/guardian. [National Asthma Council (NAC) or ASCIA]
- In the event of a child not known to have **asthma** and appears to be in severe respiratory distress, the *Administration of First Aid Procedure* must be followed immediately
 - an ambulance must be called
 - place child in a seated upright position
 - give 4 separate puffs of a reliever medication (e.g.: Ventolin) using a spacer if required.
 - repeat every 4 minutes until the ambulance arrives
- In the event of a child not known to be diagnosed with **anaphylaxis** and appears to be an **anaphylaxis** emergency where any of the following symptoms are present, the [ASCIA First Aid Plan for Anaphylaxis](#) must be followed and an adrenaline device must be administered
 - difficulty/noisy breathing
 - swelling of the tongue
 - swelling or tightness in throat
 - difficulty talking or hoarse voice
 - wheeze or persistent cough
 - persistent dizziness or collapse
 - pale and floppy (young children)
 - abdominal pain, vomiting (these are signs of anaphylaxis for insect allergy)

The approved provider/nominated supervisor/responsible person will contact the following (as required) as soon as practicably possible:

- Emergency Services 000
- a parent of the child
- the regulatory authority within 24 hours (if urgent medical attention was sought or the child attended hospital).

The child will be comforted, reassured, and removed to a quiet area under the direct supervision of a suitably experienced and trained educator.

CONTINUOUS IMPROVEMENT/REFLECTION

The *Administration of Medication Policy* will be evaluated and reviewed on an annual basis or earlier if there are changes to legislation, ACECQA guidance or any incident related to our policy. Feedback will be requested from children, families, staff, educators and management, and notification of any change to policies will be made to families within 14 days.

RELATED RESOURCES

Administration of First Aid Procedure	Managing a Medical Condition Procedure
Administration of Medication Procedure	Medical Communication Plan
Administration of Medication Record	Medical Management Plan
Administration of Paracetamol Record	Medical Risk Management Plan
Authorisation to Apply Non-Prescription Medication	Medication Audit

SOURCES

Australian Children's Education & Care Quality Authority. (2026). *Guide to the National Quality Framework*

Australian Children's Education & Care Quality Authority. (2021). *Dealing with Medical Conditions in Children*. Policy Guidelines.

Australian Society of Clinical Immunology and Allergy. ASCIA. <https://www.allergy.org.au/hp/anaphylaxis/ascia-action-plan-for-anaphylaxis>

Australian Government Department of Education. (2022). *Belonging, Being and Becoming: The Early Years Learning Framework for Australia*. V2.0.

Children (Education and Care Services) National Law (NSW)

Early Childhood Australia (2016). *Code of Ethics*.

Education and Care Services National Law Act 2010

Education and Care Services National Regulations 2011

Education and Care Services National Regulations (NSW) (2025)

National Health and Medical Research Council. (2024). *Staying Healthy: preventing infectious diseases in early childhood education and care services* (6th Ed.). NHMRC. Canberra.

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

The Sydney Children's Hospital Network (2025). [Administering medications](#)

REVIEW

POLICY REVIEWED BY	Tracy Gill	Nominated Supervisor	09/04/2026
POLICY REVIEWED	APRIL 2026	NEXT REVIEW DATE	APRIL 2027
VERSION NUMBER	V2		
MODIFICATIONS	• annual policy review • added child safe legislation amendments- paramount consideration and inappropriate conduct • updated reference to adrenaline autoinjectors to adrenaline devices • sources checked and repaired as required		
POLICY REVIEWED	PREVIOUS MODIFICATIONS		

ADMINISTRATION OF MEDICATION PROCEDURE

In supporting the health and wellbeing of children, the use of medications may be required for children at the Service. All medications must be administered according to the instructions provided by medical practitioners or as directed for over-the-counter medications as instructed and first aid guidelines to ensure the continuing health, safety, and wellbeing of the child.

Under the *Education and Care Services National Law and Regulations*, early childhood Services are required to ensure medication records are kept for each child to whom medication is or is to be administered by the Service (Reg. 92).

Working in conjunction with the *Administration of Medication Policy*, this procedure provides detailed steps for educators to follow when administering medication to children at the Service.

Education and Care Services National Law or Regulations (S. 167. R .90, 91, 92, 93, 94, 95) NQS QA 2: Element 2.1.2
Health practices and procedures

Related Policy: *Administration of Medication*

Step 1: AUTHORISATION OF MEDICATION		
1	The approved provider, nominated supervisor and educators will review the Service's <i>Administration of Medication Policy</i> annually to ensure awareness of administering medication	
2	The nominated supervisor will ensure educators are aware of the <i>Administration of Medication Policy</i> upon employment and make provisions to ensure medication is only administered by the Service with written authority signed by the child's parent or other responsible person named and authorised in the child's enrolment record to make decisions about the administration of medication	
3	~~A-qualified~~ An educator will assist the parent or guardian to complete the <i>Administration of Medication Record</i> to ensure all details are submitted and correct before leaving the child at the Service	
4	An educator will take the medication from the parent/guardian and either store it in the refrigerator in a labelled and locked medication container. For medications not requiring refrigeration, they will be stored in a labelled and locked medication container with the key kept in a separate location, inaccessible to children.	
5	Children who are at risk of anaphylaxis will not be permitted to enter the Service without the adrenaline auto-injector kit as per Medical Management Plan completed by parent/guardian.	
6	Adrenaline autoinjectors (EpiPen® / AnaPen ®) should be kept out of reach of children and stored in a cool dark place at room temperature. They must be readily available when	

	required and not locked in a cupboard. A copy of the child's medical management plan should be stored with the adrenaline autoinjector.	
7	Children who are at risk of Asthma will not be permitted to enter the Service without Asthma reliever medication as per medical management plan completed by parent/guardian	
8	Asthma reliever medication should be kept out of reach of children and stored in a cool dark place at room temperature. They must be readily available when required and not locked in a cupboard. A copy of the child's medical management plan should be stored with Asthma reliever medication.	
9	Children who require medication as per their medical management plan will not be permitted to enter the Service without medication as listed on the medical management plan completed by parent/guardian	

Step 2: AUTHORISATION OF MEDICATION

1	Medication prescribed by a medical practitioner must: • be authorised by a parent or guardian in writing • have the original label clearly showing the name of the child • be in its original container/packaging • ~~be prescribed by a registered medical practitioner~~ • have clear instructions detailing time of administration and dosage and method of administration • show the expiry or use-by date	
2	Medication purchased over-the-counter must: • be authorised by a parent or guardian in writing • be in its original container/packaging • have clear instructions detailing time of administration and dosage and method of administration • show the expiry or use-by date • where possible, medication contains a label showing the child's name	

Step 3: ADMINISTRATION OF MEDICATION

1	Educators will create an alert or alarm as a reminder for when medication for the child is to be administered	
2	Educators will ensure medication is only administered to one child at a time	
3	When it is time to administer the medication, the educator will collect the <i>Administration of Medication Record</i> , medication and syringe/plunger or measuring cup	
4	The educator will collect the child from their play area at the time recorded on the medication record	
5	The educator will ask another educator to witness the administration of medication, one of these educators will have an approved First Aid qualification (not mandatory)	

6	The educator administering the medication will ensure another educator checks all details on the <i>Administration of Medication Record</i> are correct prior to administering the medication to the child	
7	Before administering medication, both educators will check the following details on the <i>Administration of Medication record</i> : • check the parent or authorised person has signed the record • check the name of the medication is consistent with the name on the medication container/packaging • check the identity of the child is consistent with the name on the medication container/packaging • check dosage is consistent with what is on the container/packaging	
8	Before administering medication, both educators will: • check the medication is in its original container, bearing the original label with the child's name (if medication is prescribed by a medical practitioner) • check the expiry or use by date	
9	Both educators will read through the <i>Administration of Medication Record</i> and check the instructions provided on the medication record match the instructions labelled on the packaging of the medication	
10	If there are any inconsistencies between the <i>Administration of Medication Record</i> and label on medication, the educator must not administer medication to the child. The educator will advise the nominated supervisor and the parent for further instructions.	
11	Once medication details have been confirmed the educator will administer the medication to the child	
12	The educator will wash hands prior to administration of medication following hand washing protocols	
13	The educator will measure the required dosage of medication using syringe/plunger or measuring cup	
14	The educator will administer the medication as per instructions provided and record the relevant details into the <i>Administration of Medication Record</i>	
15	Both educators are to complete the <i>Administration of Medication Record</i> with full name and signature along with time and date medication was administered	
16	If after several attempts of encouraging the child to take medication, but they still refuse, contact the parent or guardian. Educators cannot use restrictive practices to make a child take medication at any time.	

Step 4: FOLLOWING ADMINISTRATION OF MEDICATION

1	The educator will encourage the child to return to their play or routine time	
2	The educator will wash hands following administration of medication as per hand washing protocols	

3	The educator will return medication to the locked medication storage area or secure location for adrenaline autoinjectors	
4	The educator will wash medication utensil	
5	Educators will observe the child post administration of medication should be made to ensure there are no side effects	
6	Educators will contact an ambulance immediately if the child displays serious symptoms (breathing, drowsiness or unresponsiveness, looking pale or blue or feeling cold) or if multiple symptoms develop or if symptoms rapidly get worse following the administration of medication	
7	Educators will contact the parent/guardian as soon as practical if an ambulance is called	
8	The educator will detail any behaviours post administration on an <i>Incident injury trauma and illness Record</i>	
9	The approved provider/nominated supervisor will notify the regulatory authority within 24 hours if a child is involved in a serious incident at the Service	
10	The approved provider/nominated supervisor will conduct a review of practices following an incident involving incorrect administration of medication or failure to follow proper medication procedures, including an assessment of areas for improvement	
11	At the end of the day the educator will ensure medication goes home with the parent/guardian and request the parent/guardian to sign the <i>Administration of Medication Record</i> . [This not mandatory but could be a management decision]	
12	The approved provider/nominated supervisor will ensure all child medication records will be kept as per our <i>Record Keeping and Retention Policy</i> .	

Step 5: EMERGENCY ADMINISTRATION OF MEDICATION

1	In the event of an emergency where the administration of medication must occur the nominated supervisor/responsible person must attempt to receive verbal authorisation by the parent of the child named in the child's enrolment form who is authorised to consent to the administration of medication	
2	If a parent of a child is unreachable, the nominated supervisor/responsible person will endeavour to obtain verbal authorisation from an emergency contact of the child named in the child's enrolment form, who is authorised to approve the administration of medication	
3	If all the child's nominated contacts are non-contactable, the nominated supervisor/responsible person must contact a registered medical practitioner or emergency service on 000	
4	In the event of an emergency and where the administration of medication must occur, written notice must be provided within 24 hours to a parent of the child or other emergency contact person listed on the child's enrolment form	

5	The child will be comforted, reassured, and removed to a quiet area under the direct supervision of a suitably experienced and trained educator	
6	The approved provider/nominated supervisor will notify the regulatory authority within 24 hours as soon as practicably possible if urgent medical attention was sought or the child attended hospital	

REVIEW OF PROCEDURE			
Date procedure created	17.11.2025	To be reviewed	17.11.2026
Approved by	Tracy Gill	Position	Nominated Supervisor
Procedure Reviewed Date	Modifications/Changes		

ADMINISTRATION OF MEDICATION RECORD

Authorisation of Consent

By signing this *Administration of Medication Record*, I provide authorisation for educators to administer the prescribed medication in accordance with the *Administration of Medication Policy and procedure*. I declare that this medication record has been completed in conjunction with the child's Medical Management Plan, ASCIA Asthma Plan (if applicable).

- Please understand that medication will only be administered as directed by the medical practitioner and only to the child whom the medication has been prescribed for. Expired medications will not be administered.
- Medication **MUST** be in the original container with the dispensing label attached, bearing instructions for use, including the child's name (if prescribed by medical practitioner)
- A separate form must be completed for each medication if more than one is required
- Parents/Guardians are encouraged to initial medication record to acknowledgement time and date medication was administered.

(See Enrolment Form for detailed authorisation to administer medication. Authorisation must be provided by a parent or a person named in the child's enrolment record as authorised to consent to administration of medication.)

CHILD'S DETAILS	
Child's full name (<i>must appear as on medication</i>)	
Date of birth	

Administration of medication form is valid from	/ /	to	/ /
Parent/guardian signature			
Date			

MEDICATION DETAILS	
Name of medication (<i>as shown on packaging</i>)	
Medical practitioner prescribing medication	
Expiry date /Use by date	
Reason for medication to be administered	
Storage instructions for medication	

ADMINISTRATION OF MEDICATION DETAILS

Child's name		Date of birth	
Name of medication			

PARENT TO COMPLETE

Medication last administered		Medication to be administered		Dosage of medication to be administered	Method of administration	Parent/Carer name	Parent/Carer signature	Comments
Time	Date	Time	Date					

EDUCATOR TO COMPLETE WHEN ADMINISTERING MEDICATION

Medication Administered		Dosage of medication	Method of administration	Name of person administering medication	Signature	Name of person witnessing administration	Signature	Parent initial
Time	Date							

Comments	Date	Parent Signature

ADVENTUROUS (RISKY AND NATURE) PLAY POLICY

‘Being adventurous is about creating opportunities for children (and adults) to explore and test their own capacities, to manage risk and to grow as capable, resourceful and resilient children and adults.’

(National Quality Standard, Professional Learning Program, 2013).

Outdoor spaces invite open-ended play and interactions, physically active play and games, spontaneity, risk-taking, exploration, discovery and connection with nature. They foster an appreciation of the natural world and the interdependence between people, animals, plants, lands and waters providing opportunities for children to engage with all concepts of sustainability through environmental education.

(Early Years Learning Framework, V2.0, p.23).

We acknowledge that it is sometimes difficult to find the right balance between allowing children to engage in adventurous play in our physical environment indoors and outdoors, whilst preventing serious injuries. Our Service is committed to supporting families to understand the importance and benefits of risk taking through *adventurous play* for their children. We believe that for children to learn effectively and prepare for life-long skills, it’s important for them to experience challenging situations in our physical environment that is managed effectively to minimise negative outcomes, not eliminate risk.

Our natural, local environments assist children to gain an understanding of nature and gain a respect for the living and non-living environments within their world. By more involvement and play within the Australian bush, children can create and be inspired by nature and the natural resources it provides. Children are also able to gain a better understanding of our First Nations people the Aboriginal and Torres Strait Islanders who are connected to the land, water, plants, animals, mother earth and father sky within the natural bushland of Australia.

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 1: EDUCATIONAL PROGRAM AND PRACTICE		
1.1.1	Approved Learning Framework	Curriculum decision-making contributes to each child’s learning and development outcomes in relation to their identity, connection with community, wellbeing, confidence as learners and effectiveness as communicators
1.2.1	Intentional Teaching	Educators are deliberate, purposeful, and thoughtful in their decisions and actions

QUALITY AREA 2: CHILDREN'S HEALTH AND SAFETY		
2.1.2	Health practices and procedures	Effective illness and injury management and hygiene practices are promoted and implemented.
2.1.3	Healthy Lifestyle	Healthy eating and physical activity are promoted and appropriate for each child.
2.2	Safety	Each child is protected.
2.2.1	Supervision	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.
QUALITY AREA 3: PHYSICAL ENVIRONMENT		
3.2	Use	The service environment is inclusive, promotes competence and supports exploration and play-based learning.
3.2.1	Inclusive environment	Outdoor and indoor spaces are organised and adapted support every child's participation and to engage every child in quality experiences in both built and natural environments.
3.2.2	Resources support play-based learning	Resources, materials and equipment allow for multiple uses, are sufficient in number, and enable every child to engage in play-based learning.

EDUCATION AND CARE SERVICES NATIONAL LAW AND NATIONAL REGULATIONS	
S. 165	Offence to inadequately supervise children
S. 167	Offence relating to protection of children from harm and hazards
73	Educational program
85	Incident, injury, trauma and illness policies and procedures
86	Notification to parents of incident, injury, trauma and illness
97	Emergency and evacuation procedures
99	Children leaving the education and care service premises
101	Conduct of risks assessment for excursion
102	Authorisations for excursions
103	Premises, furniture and equipment to be safe, clean and in good repair
104	Fencing
105	Furniture, materials and equipment
109	Toilet and hygiene facilities
113	Outdoor space—natural environment

114	Outdoor space—shade
115	Premises designed to facilitate supervision
136	First Aid qualifications
168	Policies and procedures are required in relation to enrolment and orientation
171	Policies and procedures to be kept available

RELATED POLICIES

Administration of First aid Policy Acceptance and Refusal of Authorisation Policy Child Protection Policy Child Safe Environment Policy Delivery of Children to and Collection from Education and Care Services Premises Policy Emergency Evacuation Policy Excursion/Incursion Policy Health and Safety Policy	Incident, Injury, Trauma and Illness Policy Medical Conditions Policy Physical Environment Policy Sun Safety Policy Supervision Policy Water Safety Policy Work Health and Safety Policy

PURPOSE

We acknowledge the important developmental benefits of adventurous and risky play such as psychological, perceptual, physical/motor skills and social development. (Sandseter, 2010). We encourage educators to support children's curiosity by providing them with opportunities to access risks and manage situations appropriately. We aim to support and respond to children's physical development by offering an environment that provides open-ended, dynamic, stimulating and challenging learning opportunities for all children. We recognise the importance of investigating, researching and being involved within the natural environment of our surrounding bushland in Australia and learning and using natural resources found within our local environment for play and sustainable living. By encouraging children to understand our natural resources and environment they are building an understanding of the First Nations People within Australia and learning ways of being more sustainable for our world.

SCOPE

This policy applies to children, families, staff, educators, management, approved provider, nominated supervisor, students, volunteers and visitors of the Service.

WHAT IS ADVENTUROUS OR RISKY PLAY?

The [*Risky Play Position Statement for Young Australian Children*](#) recognises the importance of risky play for all children's health and wellbeing. Risky play is defined *"as play that is exploratory and challenging with often unpredictable outcomes. It is child-initiated and physically engages all the senses leading to positive learning and developmental outcomes."*

In our endeavour to create a physical environment that is always safe for children, we may be creating a physical environment that inadvertently limits adventure and risk-taking. The National Quality Standard (2.1.3) aims to encourage *"the educational leader and educators to foster physical and psychological development in children by encouraging physical activity that is challenging, extends thinking and offers opportunities to collaborate and take considered and appropriate risks."* (2024, p: 168).

IMPLEMENTATION

Our Service will continually determine whether a learning environment is dangerous, or a potential learning opportunity that may encourage risk taking.

Children are faced with risks every day. Rather than trying to eliminate all risks from children's play, our Service will identify the possible risks and make informed decisions about whether the benefit for children's development and learning outweighs the risks and protect children from any potential harm. We will ensure that every reasonable precaution is taken to protect children from harm and from any hazard likely to cause injury (S. 167 National Law).

In addition, educators will conduct daily safety checks to identify potential risks and hazards.

A hazard is something that is inherently dangerous and needs to be immediately remedied.

For example, a climbing structure with sharp edges, a broken fence or gate.

Educators will use positive language to support and encourage children to engage in adventurous and risky play, modify activities to ensure all experiences are inclusive and promote competence and exploration.

THE APPROVED PROVIDER/MANAGEMENT/NOMINATED SUPERVISOR WILL ENSURE:

- that obligations under the *Education and Care Services National Law and National Regulations* are met
- all educators, staff, students, visitors and volunteers they have knowledge of and adhere to this policy
- risk assessments are conducted to identify potential hazards, assess the risks and minimise any risks that could potentially cause harm or injury to children
- an *Excursion/Incursion Risk Assessment* for Bush Kinder/ Forest Play will be conducted to identify potential hazards, assess the risks and minimise any risks that could potentially cause harm or injury to children when children are participating in this experience
- the risk assessment is reviewed regularly and prior to any Bush Kinder/ Forest Play session implemented.
- the risk assessment is approved by the Nominated Supervisor or Approved provider
- parent/guardian written authorisation for a regular outing is provided and recorded in the child's enrolment record if Bush Kinder/Forest Play is considered a 'regular outing' under Reg. 4(1) (written authorisation is only required once every 12 months)
- the *Administration of First Aid Policy* and procedures are always followed while children are attending the Bush Kinder/ Forest Play
- to engage in critical reflection as a team and with the children about the risks and benefits of a new activity or process (see: ACECQA- [Talking about Practice: Adventurous Play. Developing a culture of risky play](#))
- a daily inspection of the outdoor learning environment is undertaken to identify any potential risk of harm to children as per our *Health and Safety Policy*
- 'active' supervision techniques are implemented, including regular ratio/head count checks
- educators provide direct, constant and proximal monitoring of children undertaking activities that involve some risk and recognising when the ratio of educators to children needs to be increased (e.g.: carpentry, water activities, climbing)
- the regulatory authority is notified of any serious incident within 24 hours of the incident
- parents are notified as soon as practicable but within 24 hours if their child is involved in a serious incident/situation at the service. Details of the incident/situation are to be recorded on the *Incident, Injury, Trauma and Illness Record*.
- a review of practices is conducted following an incident, including an assessment of areas for improvement

- they actively encourage and acknowledge children's competence to assess risks and possible consequences (It is important to involve children in the risk assessment process, as this provides added benefits of being able to talk through hazards, learn about assessing and managing appropriate risks for themselves)
- children of all ages and abilities are provided with authentic learning experiences aimed to challenge children's capabilities, manage risk and grow as capable resourceful and resilient children (and adults)
- children are encouraged to take risks using positive language, guidance and enthusiasm
- they provide a challenging and adventurous learning environment that supports children's curiosity, adventure and motivation
- children's growth mindset is respected and educators acknowledge them as competent and capable learners
- educators trust in children's abilities and judgement whilst scaffolding their learning
- children learn new skills in a safe environment through supervision and adherence to the correct educator to child ratios
- they mentor and support families' knowledge about the benefits of providing children with adventurous play experiences
- children are not denied the value of an experience because it may appear to be dangerous
- their duty of care is upheld and taken seriously.

ADVENTUROUS/RISKY PLAY ENCOURAGES CHILDREN TO:

- Problem-solve
- Develop skills in negotiating (including risks)
- Build resilience, perseverance and persistence
- Extend their balance, orientation skills and coordination
- Become aware of their own capabilities and limits
- Make appropriate risk decisions
- Develop self-regulation
- Take acceptable risks
- Make decisions
- Learn about the consequences (positive and negative) of risk taking
- Gain confidence and independence
- Become creative and curious
- Learn how to use equipment safely

WHAT IS BUSH KINDER/FOREST PLAY?

Our Service provides children the opportunity to regularly participate in an in-nature program as a part of their enrolment. Children have the opportunity to explore and engage with the natural world, fostering a connection to the environment and an appreciation for nature. An in-nature pedagogy incorporates time spent by children and educators outside the approved children's education and care service premises with a focus on nature. [ACECQA, NQF Review (2019)].

The purpose of the Bush Kinder/ Forest Play should be clearly identified by providing information on how the Bush Kinder / Forst Play supports the educational program and contributes to the outcomes for children. Our Service will conduct a risk assessment prior to Bush Kinder/ Forest Play with consideration given to:

- dog awareness with children and educators
- danger of snake and suitable bandages in first aid kit
- guidance to children about stranger danger
- what emergencies may occur and what we need to be prepared for
- medication needs and possible illnesses
- authorisations for all children prior to participation in the program
- sun safety clothing and sunscreen
- water safety (if applicable)
- weather conditions
- travel and possible unexpected delay
- ratios maintained in both service and excursion
- supervision appropriate for children's developmental needs
- child safe principles
- procedures and policies relating to excursions and transportation to be followed before children attend Bush Kinder or Forest Play, including authorisations

ITEMS TO BE TAKEN ON BUSH KINDER/ FOREST PLAY

The approved provider/ nominated supervisor must ensure that the following items are taken during participation of Bush Kinder/ Forest Play, as per the risk assessment:

- appropriate number of suitably equipped first aid kits
- fully charged and operating mobile phone

- emergency contact information details for all children participating
- medication for children requiring medical and relevant medical management plans
- items required for Bush Kinder/ Forest Play - such as sunscreen, hats, change of clothes, other equipment, wet weather gear
- child's attendance record
- food and water as required
- nappy change equipment if required

BUSH KINDER/ FOREST PLAY ENCOURAGES CHILDREN TO:

- use natural items for sustainability
- develop skills in natural local environments
- build a respect and understanding of local customs and traditions
- build knowledge of Australian and Torres Strait Islander People
- develop an understanding of First Nations connection to land, water, plants, animals, Mother Earth and Father Sky
- develop a personal connection and understanding with nature
- help to make future appropriate decisions for our world
- develop a sense of wellbeing, inner strength and confidence from nature

CONTINUOUS IMPROVEMENT/REFLECTION

Our *Adventurous (Risky and Nature) Play Policy* will be reviewed on an annual basis in consultation with children, families, staff, educators and management.

SOURCES

Australian Children's Education & Care Quality Authority. (2025). [Guide to the National Quality Framework](#)

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REVIEW

POLICY REVIEWED BY	Tracy Gill		Nominated Supervisor	22/112025
POLICY REVIEWED	November 2025	NEXT REVIEW DATE		November 2026
VERSION	V1			
MODIFICATIONS				
POLICY REVIEW	PREVIOUS MODIFICATIONS			NEXT REVIEW DATE
	•			

BOTTLE SAFETY AND PREPARATION POLICY

As young children (particularly those under 12 months) are still developing their immune system, they are more susceptible to food borne illnesses and infection. This makes it imperative that education and care services implement and maintain the highest level of hygiene practices. Our Service will ensure that safe practices are consistently maintained for handling, storing, preparing and heating breast milk and formula, and sterilising bottles and teats.

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 2: CHILDREN'S HEALTH AND SAFETY		
2.1	Health	Each child's health and physical activity is supported and promoted.
2.1.2	Health practices and procedures	Effective illness and injury management and hygiene practices are promoted and implemented.
2.1.3	Healthy lifestyles	Healthy eating and physical activity are promoted and appropriate for each child.
2.2	Safety	Each child is protected.
2.2.1	Supervision	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.

EDUCATION AND CARE SERVICES NATIONAL REGULATIONS	
77	Health, hygiene and safe food practices
78	Food and beverages
168	Education and care services must have policies and procedures
170	Policies and Procedures to be followed
171	Policies and procedures to be kept available
172	Notification of change to policies or procedures

RELATED POLICIES

Breastfeeding Policy	Nutrition and Food Safety Policy
Dental Health Policy	Sleep and Rest Policy
Health and Safety Policy	Work, Health and Safety Policy

PURPOSE

To ensure our Service maintains a safe and hygienic environment for all infants and toddlers requiring a bottle, educators will sterilise and prepare bottles safely and hygienically in accordance with recognised guidelines and best practice. All educators preparing and/or handling bottles will have undergone training in safe food handling.

SCOPE

This policy applies to children, families, educators, staff, management, approved provider, nominated supervisor, students, volunteers and visitors of the Service.

IMPLEMENTATION

During their first year of life, babies are at their most vulnerable to viruses, bacteria, and parasitic infections, due to their immune system not yet being fully developed. Unsafe or careless food handling practices can therefore lead to anything from a mild attack of thrush to a more serious condition of gastroenteritis, all of which are similar to food poisoning and can cause vomiting and diarrhoea, and subsequent dehydration.

To ensure that bottles are consistently prepared in a safe and hygienic manner educators will adhere to Service procedures at all times.

THE APPROVED PROVIDER/ MANAGEMENT/NOMINATED SUPERVISOR WILL ENSURE:

- educators, staff, students, visitors and volunteers have knowledge of and adhere to this policy
- families are aware of this *Bottle and Safety Preparation Policy*
- educators are aware of and strictly adhere to the procedures for washing and sterilising bottles and teats, and preparing, heating and storing bottles of formula and breast milk
- procedures for the safe storage and heating of food provided in bottles are strictly adhered to
- infants over 6 months of age are given small amounts of cooled boiled water in addition to breastmilk or formula as required. Infants under 6 months are given only breast milk or infant formula, even in hot weather.
- educators give infants or children bottles before going to bed (in a cot or bed).
- infants are given only breast milk, formula, or cooled boiled water. They are not given fruit juice in their bottle due to the increased risk of tooth decay.
- ensure families are familiar with their responsibilities in accordance with this policy.

EDUCATORS WILL:

- implement safe food handling practices
- wash hands thoroughly and wear gloves when preparing bottles
- store all bottles in an appropriate area for food preparation that complies with the food safety standards for kitchens and food preparation areas
- adhere to the procedure for the safe storage and heating of food provided in bottles
- provide infants over 6 months of age with small amounts of cooled boiled water in addition to breast milk or formula
- ensure infants and children are not given fruit juice in their bottle due to the increased risk of tooth decay
- give bottle-fed infants or children their bottles before going to bed
- ensure children are not put in cots or in beds with bottles as per the *Dental Health Policy*
- rinse children's bottles thoroughly after use and leave to air dry before placing in the child's bag
- adhere to each child's feeding routine
- document the amount of milk each infant consumed including the time of feeds
- communicate regularly with families about infant and children's feeding patterns and routines.
- Formula tins will be brought in unopened. Staff will write the date the tin was opened, once the tin has been opened for a month the tin of formula will be returned to the family to dispose of.
- Educators will communicate with families if their formula tin is out of date or running out.

FAMILIES WILL:

- read and comply with the policies and procedures of the Service
- be informed during orientation that children's bottles must be clearly labelled with the child's name
- label bottles or zip lock bags containing breast milk with the date of preparation or date of expression
- attempt to bring enough sterilised bottles each day to meet their child's requirements
- supply breast milk in clearly labelled, multiple small quantities to prevent wastage
- keep formula powder at the service so that the formula can be prepared as required. (Formula must be in its original tin and must be clearly labelled with the child's name.) provide a labelled bottle(s) for use at the Service for children
- be encouraged to communicate regularly with educators about children's bottle and feeding requirements
- not put fruit juice in children's bottles as per our *Dental Health Policy*.

STERILISING BOTTLES, TEATS, AND DUMMIES

After sterilising any item for infants, it is important to remember not to touch any part that will go into

the baby's mouth with your hands. Generally, all sterilising systems come with tongs for this purpose, which must also be sterilised with the items.

Always read and follow the manufacturer's instructions that come with the sterilising system and ensure that the recommended sterilising times are strictly adhered to.

Prior to using any sterilising system or device or removing items from a steriliser, staff will wash their hands. This is the single most effective way of preventing the spread of infection.

STEAM STERILISING

Electric steam sterilising is based on hospital methods and is quick and efficient, taking eight to twelve minutes plus cooling time. Care must be taken that only equipment that is safe to boil is sterilised in this manner. For example, some parts of breast pumps cannot be boiled. Bottles, teats and other items must be placed upside down and must have sufficient room (not touching any other item) to ensure they are fully sterilised.

Microwave steamers take around five to eight minutes to work, plus cooling time. Note that metal utensils cannot be used in microwaves. Where possible leave the lid on the steriliser until it has cooled sufficiently to prevent steam burns. If using a microwave for sterilising, ensure that a purpose designed sterilisation container is being used.

BOILING

Most bottle-feeding equipment must be boiled for at least 10 minutes. Ensure the pot you use is large enough for all bottles to be completely submerged and use the pot exclusively for sterilising. Be aware that teats that are frequently boiled become sticky and may need to be replaced more frequently than if using other sterilisation methods.

CHEMICAL STERILISING

Chemical sterilisation is achieved using cold water and a non-toxic liquid or tablet that is added to cold water to create a sterilising solution that is highly effective in killing bacteria. It is extremely safe to use and can be applied to the skin or even swallowed with no harmful effects. Educators need to check that there are no air bubbles left in the bottles to ensure complete sterilisation.

Always read the manufacturer's instructions to ensure the solution is mixed correctly and items are left in the solution for the required amount of time: Generally, they are sterile after half an hour and can be

safely left in the solution for up to 24 hours. The solution must be changed daily.

Avoid leaving sterilised empty bottles out on work surfaces as they will quickly lose their sterility. Ideally, sterilisers have built-in storage facilities and bottles can be removed when required.

Note: Dishwashers can be used to clean bottles and equipment, but these items must still be sterilised – the dishwasher does not sterilise.

STORING STERILISED BOTTLES

If not using sterilised bottles immediately, care needs to be taken to store them correctly to avoid them coming into contact with bacteria.

- Ensure your hands and the work bench are clean
- Using sterile tongs, place the teat 'upside-down' in the bottle, and place the sterilised cap and lid on the bottle
- Shake off excess water. There is no need to dry these items.
- Store bottles in a clean place away from dust
- If not used within 24 hours sterilised bottles should be sterilised again before use.

PREPARING FORMULA

Before preparing formula

- Ensure your hands and the work bench are clean
- Boil water and leave to cool for approximately 30 minutes. This will ensure that the water is not too hot (70°C is the best temperature to prepare formula as it will dissolve easily).

When preparing infant formula always closely follow the instructions on the tin. In general:

- always wash hands thoroughly prior to preparing formula
- do not compact the formula powder in the scoop, and always ensure the correct ratio of formula to water as specified on the tin: Too little formula powder may leave the infant hungry, whilst too much can cause constipation
- always use a sterilised knife to level the top of the scoop when measuring the formula powder
- without touching the teat shake the bottle well to mix the contents
- cool the made-up formula as quickly as possible: If using immediately run under cold tap water or place in a large bowl of cold water (with the lid on to avoid contaminating the teat)
- if not using immediately made-up formula should be cooled and stored in the fridge.

Warming bottles

- Warm bottles once only
- Do not allow a bottle to cool and then reheat as this can allow germs to grow
- Stand the bottle in a container of hot water for no more than 15 minutes
- Before feeding the infant, check the temperature of the milk by letting a small drop fall on the inside of your wrist- it should feel warm or even a little cool
- Do not warm breast milk or formula in a microwave
- Do not refreeze thawed breast milk
- Discard any milk that has not been used

STORING BREASTMILK AND FORMULA

For safe storage of formula and breast milk, refrigerators must be kept at 5°C or below and should have a non-mercury thermometer to monitor the temperature.

- Formula or breast milk must be kept refrigerated or frozen if not being immediately consumed
- Whenever possible, make up formula as it is needed. Formula should not be refrigerated for more than 24 hours
- Where possible, store freshly made formula at the back of the refrigerator
- Any remaining formula should be thrown out if an infant does not finish a bottle: It should not be frozen or reheated
- Prior to placing bottle in the fridge staff will check that it/they are labelled with the child's name and the date the bottle was prepared.

BREAST MILK CAN BE STORED IN SEVERAL WAYS, WHICH INCLUDE:

1. refrigerated for no more than no more than 72 hours at 5°C or lower (5°C is the typical temperature of a standard fridge)
2. store breast milk on a shelf of the refrigerator, not in the door
3. frozen in a separate freezer section of a refrigerator for up to 3 months. If being frozen in a freezer compartment inside the refrigerator (as opposed to a freezer with a separate door), the breast milk should only be stored for 2 weeks.
4. Frozen in a deep freeze (at a temperature of -18°C) for 6-12 months.

FROZEN BREAST MILK CAN BE THAWED:

1. in the refrigerator and used within 24 hours

2. standing the bottle in a container of lukewarm water and used straight away

Source: 6th Edition Staying Healthy Preventing infectious diseases in early childhood education and care services (2024).

CONTINUOUS IMPROVEMENT/REFLECTION

The *Bottle Safety Preparation Policy* will be evaluated and reviewed on an annual basis or earlier if there are changes to legislation, ACECQA guidance or any incident related to our policy. Feedback will be requested from children, families, staff, educators and management, and notification of any change to policies will be made to families within 14 days.

- RELATED RESOURCES

Bottle Preparation Audit	Formula Bottle Feeding Preparation Procedure
Breast Milk Preparation Procedure	

SOURCES

Australian Breastfeeding Association www.breastfeeding.asn.au

Australian Children’s Education & Care Quality Authority. (2026). [Guide to the National Quality Framework](#)

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NSW Government, The Sydney Children’s Hospital Network. (2024). [Introducing fluids](#)

NSW Ministry of Health. (2014). Caring for children birth to 5 years: Food, nutrition and learning experiences. [Caring for children birth to 5 years: Food, nutrition and learning experiences](#).

Safe Food and Health Service Executive. (2013). How to prepare your baby’s bottle.

REVIEW

POLICY REVIEWED BY	Tracy Gill	Nominated Supervisor	04/02/2026
POLICY REVIEWED	FEBRUARY 2026	NEXT REVIEW DATE	FEBRUARY 2027

VERSION NUMBER	V2	
MODIFICATIONS	• annual policy review • sources checked for currency and updated as required	
POLICY REVIEWED	PREVIOUS MODIFICATIONS	NEXT REVIEW DATE

FORMULA BOTTLE PREPARATION PROCEDURE

As young children (particularly those under 12 months) are still developing their immune system, they are more susceptible to food borne illnesses and infection. This makes it imperative that education and care services implement and maintain the highest level of hygiene practices. Our Service will ensure that safe practices are consistently maintained for handling, storing, preparing and heating breast milk and formula, and sterilising bottles and teats.

Working in conjunction with the *Bottle Safety Preparation Policy*, this procedure provides detailed steps for educators to follow when preparing formula bottles for children at the Service.

Education and Care Services National Law or Regulations (*R.77 and 78*) NQS QA 2: *Element 2.1.2 and 2.1.3 Health practices and procedures*

Related Policy: *Bottle Safety Preparation Policy*

Educators will:		
1	review the Service's <i>Bottle Safety & Preparation Policy</i> each year to ensure awareness of appropriate practices relating to bottle feeding	
2	thoroughly wash hands and wear gloves when preparing bottles	
3	ensure all bottles have the child's name attached and are presented in a clean container with teat and lid	
4	ensure all bottles supplied by families are clean, sterilised and with no damage to bottle or teat	
5	ensure the correct quantity of bottles are supplied by the family to support the number of bottles required to be given to the child	
6	ensure all bottle preparation is completed in the designated bottle and food preparation area	
7	ensure the bottle and food preparation areas are always clean and hygienic and only ever be used for the purpose intended	
8	ensure bottles used for children up to 12 months old, are sterilised before use	
9	ensure all food and bottles are kept totally separate from the nappy change and toileting areas	
10	prepare formula following the instructions on the formula container, use the provided scoop for measurement and cooled boiled water for infants under 12 months of age.	
11	advise parents/guardians when they are required to provide more formula for their child. Notice is to be given before the formula is finished	
12	ensure once formula is made it must be used or kept in the refrigerator. Educators will discard any leftover formula	

13	ensure formula bottles are not re-heated as this can allow germs to grow	
14	Do not warm bottles in the microwave as microwave ovens distribute heat unevenly. (Water in the milk can turn to steam that collects at the top of the bottle, and there is a danger that the infant could be scalded.)	
15	use bottle warmers that have a thermostat control to heat infant formula, cow's milk or breast milk. Bottles will be warmed for less than 10 minutes	
16	use the bottle warmer as per the manufacturer's instructions	
17	ensure that bottle warmers are inaccessible to children at all times	
18	test the temperature of bottle contents by placing a few drops on the inside of their wrist before feeding the child	
19	supervise children with bottles at all times. Children will not be placed on beds or in cots for feeding as this can be a choking hazard.	
20	give bottles to children before going to bed to reduce the risk of tooth decay	
21	rinse all children's bottles thoroughly after use and leave to air dry before placing in child's container or bag	
22	communicate regularly with families about children's bottle and feeding requirements	
23	communicate with families about the amount of milk taken by the child and any changes in feeding patterns or routines	

REVIEW OF PROCEDURE			
Date procedure created	17.11.2025	To be reviewed	17.11.2026
Procedure Reviewed Date	Modifications/Changes		

Date procedure created	17.11.2025	To be reviewed	17.11.2026
Procedure Reviewed Date	Modifications/Changes		

BREASTFEEDING POLICY

Breastfeeding is important for infants' nutrition. Australian and international health authorities recommend exclusive breastfeeding until around 6 months. At around 6 months, solid food can then be offered while breastfeeding is continued until 12 months or longer if the mother and baby wish.

Our Service respects and supports mothers' wishes to continue to breastfeed, as we understand that returning to work is a common reason for discontinuing breastfeeding. We provide a welcoming environment for mothers to continue to breastfeed or express breastmilk.

All educators understand their roles and responsibilities to ensure the safe storage and handling of breastmilk and adhere to the feeding practices outlined by families.

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 2: CHILDREN'S HEALTH AND SAFETY		
2.1.3	Healthy Lifestyles	Healthy eating and physical activity are promoted and appropriate for each child.
QUALITY AREA 6: COLLABORATIVE PARTNERSHIPS WITH FAMILIES AND COMMUNITIES		
6.2	Collaborative partnerships	Collaborative partnerships enhance children's inclusion, learning and wellbeing

EDUCATION AND CARE SERVICES NATIONAL REGULATIONS	
77	Health, hygiene and safe food practices
78	Food and beverages
168	Education and care services must have policies and procedures
170	Policies and Procedures to be followed
171	Policies and procedures to be kept available
172	Notification of change to policies or procedures

RELATED LEGISLATION

[Sex Discrimination Act 1984 \(Cth\)](#)

RELATED POLICIES

Bottle Safety and Preparation Policy	Nutrition and Food Safety Policy
Health and Safety Policy	Work Health and Safety Policy

PURPOSE

Our Service recognises the importance of breast milk for the developing infant and will ensure that all families are aware of our commitment to supporting mothers to continue to provide their child with breast milk whilst at the Service.

SCOPE

This policy applies to children, families, educators, staff, management, approved provider, nominated supervisor, students, volunteers and visitors of the Service.

IMPLEMENTATION

An important function of breast milk is to provide the mother's antibodies to the infant, assisting in the prevention of illness whilst the immune system is developed. Mothers of infants will be supported to continue to breastfeed, whether by providing expressed breast milk or visiting the Service to feed their child.

THE APPROVED PROVIDER/MANAGEMENT/NOMINATED SUPERVISOR WILL ENSURE:

- educators, staff, students, visitors and volunteers have knowledge of and adhere to this policy
- families are aware of this *Breastfeeding Policy*
- families are provided with breastfeeding information during enrolment and orientation
- the Service is identified as '*Breastfeeding Friendly*' (see Resources section below)
- a quiet, clean, and comfortable place is provided for mothers to comfortably breastfeed or express breast milk
- easily accessible brochures, pamphlets and other resources about breastfeeding are available for families
- staff are aware that it is a mother's legal right to breastfeed
- an individual breastfeeding support plan is developed in consultation with families, including contingency plans for if the Service does not have enough expressed breast milk to meet the child's needs
- literature on the benefits of breastfeeding is updated and distributed to staff as required to support understanding and 'best practice'.

EDUCATORS WILL:

- provide mothers with a private, clean and quiet place to breastfeed their children or express milk
- store and handle expressed breast milk in accordance with the *Bottle Safety and Preparation Policy*
- provide daily information to families regarding infant's feeding intake
- communicate regularly with families about infant and children's feeding patterns and routines

- establish and maintain connections with local breastfeeding support networks, including NSW health authority and the Australian Breastfeeding Association
- refer mothers with breastfeeding concerns to appropriate resources, including support services offered by NSW health authority, Australian Breastfeeding Association groups or private lactation consultants.

FAMILIES WILL:

- be informed during orientation of requirements relating to the safe transportation of breast milk between home and the Service, and labelling bottles of breast milk (as per- *Bottle Safety and Preparation Policy*)
- be informed of where they are able to breastfeed or express milk
- be encouraged to communicate regularly with educators about children's bottles and feeding requirements.

STAFF/EDUCATOR TRAINING

Our Service will:

- familiarise new educators and staff with the *Breastfeeding Policy* and offer appropriate training as required, including alternate strategies for feeding if an infant will not accept a bottle
- ensure all educators that have responsibility for the care of infants and children are able to provide basic breastfeeding information and are able to refer mothers with breastfeeding concerns to appropriate resources
- ensure staff encourage parents to develop babies' individual breastfeeding support plans and regularly update their plans, with support from NSW health authority, Australian Breastfeeding Association groups or private lactation consultants where appropriate
- ensure all educators show due respect and support to mothers who cannot, or do not wish to breastfeed.

SUPPORT FOR EDUCATORS AND STAFF WHO ARE BREASTFEEDING

The Service will:

- not discriminate against women who are breastfeeding
- make all reasonable efforts to support a staff member's request to continue breastfeeding their child
- provide breastfeeding employees with a flexible schedule to allow for breastfeeding or expressing breast milk for their infant
- provide breastfeeding employees with a private, clean and quiet place to breastfeed their infant or express milk.

RESOURCES

Register with the [Australian Breastfeeding Association](#) to be recognised as a *Breastfeeding Friendly Early Childhood Education and Care Service* and to access stickers, posters and more.

- RELATED RESOURCES

Bottle Preparation Audit	Breast Milk Preparation Procedure

CONTINUOUS IMPROVEMENT/REFLECTION

The *Breastfeeding Policy* will be evaluated and reviewed on an annual basis or earlier if there are changes to legislation, ACECQA guidance or any incident related to our policy. Feedback will be requested from children, families, staff, educators and management, and notification of any change to policies will be made to families within 14 days.

SOURCES

[Australian Breastfeeding Association](#)

Australian Children's Education & Care Quality Authority. (2026). [Guide to the National Quality Framework](#)

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REVIEW

POLICY REVIEWED BY	Tracy Gill	Nominated Supervisor	04/02/2026
POLICY REVIEWED	FEBRUARY 2026	NEXT REVIEW DATE	FEBRUARY 2027
VERSION NUMBER	V20		
MODIFICATIONS	• annual policy maintenance • sources checked for currency and updated as required		
POLICY REVIEWED	PREVIOUS MODIFICATIONS		NEXT REVIEW DATE

BREAST MILK PREPARATION PROCEDURE

Breastfeeding is important for infants' nutrition. Australian and international health authorities recommend exclusive breastfeeding until around 6 months. Our Service respects and supports mothers' wishes to continue to breastfeed, recognising that returning to work often poses challenges in maintaining breastfeeding. We provide a welcoming and supportive environment where mothers feel comfortable to breastfeed or express breastmilk.

Working in conjunction with the *Breastfeeding Policy* and *Bottle Safety Preparation Policy*, this procedure provides detailed steps for educators to follow when preparing breast milk bottles for children at the Service.

Education and Care Services National Law or Regulations (*R.77 and 78*) NQS QA 2: *Element 2.1.3 Health practices and procedures*

Related Policies: *Breast Feeding Policy* and *Bottle Safety Preparation Policy*

BREAST MILK PREPARATION		
1	The approved provider, nominated supervisor and educators will review and update the Service's <i>Breastfeeding Policy</i> and <i>Bottle Safety Preparation Policy</i> every 12 months to support families and children within the Service	
2	Breast milk that has been expressed should be brought to the Service in a clean sterile container labelled with the date and time of expression and the child's name	
3	Families are to transport milk to the Service in cooler bags with an ice pack; this should be immediately given to the educator, who will put it in the refrigerator	
Educators will:		
4	keep milk refrigerated below 4°C until required	
5	thoroughly wash hands and wear gloves when preparing bottles	
6	ensure all bottle preparation will be done in a designated bottle and food preparation area (located in the kitchen area)	
7	ensure the bottle and food preparation area is always clean, hygienic and will only ever be used for the purpose intended	
8	ensure all food and bottles will be kept totally separate from the nappy change and toileting areas	
9	not warm bottles in the microwave due to uneven distribution of heat. (Water in the milk can turn to steam that collects at the top of the bottle, and there is a danger that the infant could be scalded.)	
10	warm and/or thaw breast milk by standing the container/bottle in a container of warm water or bottle warmer that has a thermostat control to heat breast milk	

11	use the bottle warmer as per the manufacturer's instructions, bottles will be warmed for less than 10 minutes	
12	ensure that bottle warmers are inaccessible to children at all times	
13	shake the bottle before feeding the infant and check the temperature of the milk by placing a few drops on the inside of their wrist to ensure it is not too hot	
14	supervise children with bottles at all times. Children will not be placed on beds or in cots for feeding as this can be a choking hazard.	
15	give bottles to children before going to bed to reduce the risk of tooth decay	
16	rinse all children's bottles thoroughly after use and leave to air dry before placing in child's bag	
17	communicate regularly with families about children's bottle and feeding requirements	
18	communicate with families about the amount of milk taken by the child and any changes in feeding patterns or routines	
19	ensure there is enough breast milk from the family to meet the child's needs that day. If for any reason during the day the supply is deemed insufficient, families are to be contacted regarding the supply of breastmilk and steps to take if supply runs out.	
20	not store unused milk at the Service	
21	return unused milk at the end of the day	
22	provide a quiet, private space with a comfortable chair for breastfeeding or expressing milk at the Service	
23	adhere to breastmilk storage guidelines as advised by the National Health and Medical Research Council guidelines as indicated below	

BUSH FIRE POLICY

Bushfires are an inherent part of Australia's environment. Bushfires can significantly impact lives, property and the environment. The basic factors that determine whether a bushfire will occur include the presence of fuel, oxygen and an ignition source. The intensity and speed at which the bushfire will spread depend on the current temperature, fuel load (fallen bark, leaf litter, small branches), fuel moisture (dry fuel will burn quickly, damp or wet fuel may not burn at all), wind speed and slope angle.

Emergency management arrangements for fire safety differ within each state and territory and are determined by the State Emergency Services (SES) or combined emergency service agencies. This policy reflects information related to Education and Care Services located in **NSW**.

This policy outlines the strategies and procedures the Service will adhere to in the event of a bush fire, including information about Service closure during an emergency evacuation and forms part of our Service's **Emergency Management Plan (EMP)**. The EMP records the emergency management arrangements to ensure every reasonable precaution to protect children, staff and visitors from harm and hazard is maintained at all times.

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 2: CHILDREN'S HEALTH AND SAFETY		
2.2.1	Supervision	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.
2.2	Safety	Each child is protected.
2.2.2	Incident and emergency management	Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practised and implemented.
2.2.3	Child safety and protection	Management, educators and staff are aware of their roles and responsibilities regarding child safety, including the need to identify and respond to every child at risk of abuse or neglect.
QUALITY AREA 7: GOVERNANCE AND LEADERSHIP		
7.1.2	Management systems	Systems are in place to manage risk and enable the effective management and operation of a quality service that is child safe.
7.1.3	Roles and responsibilities	Roles and responsibilities are clearly defined, and understood, and support effective decision-making and operation of the service.

EDUCATION AND CARE SERVICES NATIONAL LAW AND NATIONAL REGULATIONS

S.3A	Paramount consideration
S.51	Conditions on service approval
S.167	Offence relating to protection of children from harm and hazards
S.174	Offence to fail to notify certain information to Regulatory Authority
S. 219A	Power of Regulatory Authority to close services because of emergency event
4	Definitions: “multi-storey building” and “storey”
12	Meaning of serious incident
89	First aid kits
93	Administration of medication
97	Emergency and evacuation procedures
98	Telephone or other communication equipment
168	Education and care services must have policies and procedures
170	Policies and procedures to be followed
175	Prescribed information to be notified to the Regulatory Authority

RELATED POLICIES

Administration of First Aid Policy Emergency and Evacuation Policy Family Communication Policy Health and Safety Policy	Incident, Injury, Trauma and Illness Policy Supervision Policy Work, Health and Safety Policy

PURPOSE

We aim to ensure every reasonable precaution is taken to protect children and staff from harm and hazards likely to cause trauma and injury, including potential injury from bushfires. The potential for extreme fire conditions varies greatly throughout Australia, both in frequency and severity. Each state and territory has varying mandatory regulations for implementing policies and procedures for being safe in areas where bushfires occur. Our Service will adhere to the regulations outlined by [NSW Early Learning Commission](#) and will be familiar with relevant legislation and other special requirements, such as building regulations, traffic restrictions or emergency announcements that may apply to the area where our Service is located.

SCOPE

This policy applies to children, families, staff, educators, management, the approved provider, nominated supervisor, students, volunteers and visitors of the Service.

IMPLEMENTATION

It is vital for the Service to be informed and prepared for bushfire conditions and respond appropriately during periods of high fire danger or local bushfire activity. This policy, and related procedure are to be implemented should a bushfire threaten our Service. During peak bushfire season, the nominated supervisor will monitor fire ratings through relevant authorities on a daily or hourly basis and communicate with all stakeholders as required. We are aware of the Australian Fire Danger Rating System (AFDRS) and have appropriate fire safety equipment installed and maintained at all times.

Our Service is committed to ensuring that children's safety, rights and best interests are the paramount consideration in all decisions, actions and practices. Our *Emergency Management Plan* (EMP) ensures all staff are trained to use fire safety equipment and through regular training, understand evacuation procedures in case of an emergency

DEFINITIONS

The Australian climate is frequently hot, dry, and susceptible to drought. The widely varied fire seasons are reflected in the continent's different weather patterns. For New South Wales and southern Queensland, the peak risk usually occurs in spring and early summer.

A 'bushfire-prone area' is an area of land that can support a bushfire or is likely to be subject to bushfire attack. Bushfire-prone maps are prepared by local councils and governments within each state and territory. Baseline data for bushfire-prone areas is referred to as Bushfire Attack Level (BAL).

The Australian Fire Danger Rating System (AFDRS) describes the potential level of danger should a bushfire start. This rating is standardised across all Australian states and territories. The higher the fire danger rating, the more dangerous the conditions. The AFDRS uses 4 tiers of fire danger from *Moderate (green)* to *Catastrophic (red)*. The AFDRS is maintained and updated by emergency services in each state or territory.

Emergency Management Plan (EMP): identifies the nature and range of possible emergencies and hazards to which children and staff may be exposed and the response and procedure in the event of an

emergency. Effective planning and preparation of the EMP within the workplace ensures optimal response to emergencies should they occur. A risk assessment to identify potential emergencies that impact the Service forms the basis of the EMP.

THE APPROVED PROVIDER/MANAGEMENT/NOMINATED SUPERVISOR WILL:

- ensure that obligations under the Education and Care Services National Law and Education and Care Services National Regulations are met
- ensure all actions prioritise children's safety, wellbeing and best interests as the paramount consideration
- ensure educators, staff, students, visitors and volunteers have knowledge of and adhere to this policy and relevant procedures
- ensure all new employees, students and volunteers are provided with a copy of this policy as part of their induction process
- ensure the *Emergency Management Plan* (EMP) is updated regularly and is inclusive of Emergency and Evacuation policies and procedures
- consult with relevant authorities for guidance and advice on the management of bushfire risk and emergencies
- establish an Incident Management Team (IMT) to lead the implementation of the Emergency and Evacuation Plan (e.g., Chief Warden, planning officer, communications officer, operations officer) or in smaller services, assign multiple roles for educators/staff
- ensure a back-up communication device is kept in a permanent location and is always available in an emergency. Example: a designated fully charged service-supplied mobile phone
- conduct a risk assessment to identify a potential bushfire risk to the Service
- review the risk assessment at least **every 12 months** and following any incident
- ensure the risk assessment considers
 - prevention measures the Service will take before and during the bushfire period
 - procedures to be taken when there is a bushfire in the local district, including onsite (shelter-in-place) and offsite evacuation procedures
 - response measures the Service will take if confronted with a bushfire hazard or emergency
 - identified evacuation assembly areas and evacuation routes (it is recommended that the plan contains 2 external (off-site) evacuation assembly areas if practical to do so)
 - emergency communication arrangements in case of power outages (e.g., a designated landline, Emergency Positioning Indicator Radio Beacon (EPIRB), satellite phone, or-service-supplied mobile phone)

- the use of a battery-operated radio in its shelter-in-place location or emergency kit
- what assistance will be required to evacuate children at the Service, including non-ambulant children and infants, with consideration for multi-storey buildings
- whether the identified evacuation place is safe for children, considering factors such as accessibility, size, shelter and its facilities
- educators' responsibilities in preparing children for evacuation, such as putting on children's shoes and gathering their medication and medical management plans (e.g., for children with medical conditions).
- what to do with sleeping children, babies or children with additional needs during the evacuation
- what mechanisms are in place to ensure the transfer of real-time information, such as weather forecasts, bushfire activity, site closures and emergency operations
- how families will know where to locate their child if evacuated
- procedures to ensure children are only released to persons authorised to collect them
- mechanisms to ensure visitors and contractors are aware of the Service's emergency response procedures
- location of flammable substances/materials (gas storage bottles and fixed tanks) - ensure these are secured and controlled
- contact the local council or visit the [NSW Rural Fire Service](#) to determine if the Service is located in a bushfire-prone area
- ensure current emergency and evacuation floor plans are in prominent positions (i.e., near exits including along evacuation routes) of the Service with clear instructions for what to do in an emergency
- ensure exit signs are displayed above emergency exits, emergency exits are free from debris and obstructions and are easy to open
- ensure emergency rehearsals, including a bushfire rehearsal and shelter-in-place on site are practiced with educators and children **every 3 months** [see *Bushfire Response Procedure*], and keep a record of each rehearsal
- ensure the Service and educators are prepared for bushfire conditions and are prepared to respond quickly and appropriately during high fire danger periods
- cancel any outdoor activities on days where the air quality due to bushfire smoke may cause harm to children [see *Bushfire Response Procedure*]
- ensure all fire safety equipment is installed and maintained regularly - (fire extinguishers, fire panels, smoke detectors, long hoses with nozzles, buckets etc.)

- ensure all fire safety equipment is easily accessible, has clear signage with operating instructions displayed, and is clear of vegetation or debris
- ensure all outdoor taps are in working order
- communicate bushfire with staff, educators, and families about bushfire preparation information and provisions
- discuss the *Bushfire Response Procedure* at team meetings and make any amendments as required
- ensure local emergency services have current contact details, including mobile number for emergency contact after hours
- ensure clear and effective communication procedures during an emergency are rehearsed to test their effectiveness in an emergency
- organise and communicate with off-site evacuation sites about emergency arrangements
- ensure the weather forecast, warnings and alerts, including the Australian Fire Danger Rating System (AFDRS), are checked daily through the [Bureau of Meteorology](#) or [Fire Danger Ratings and Total Fire Bans in NSW](#).
- provide a back-up communication device, such as a battery-operated radio for emergencies
- ensure gutters are cleaned out and free from dry leaves and other debris
- trim trees to 2m from the Service building
- ensure boundaries, outdoor areas and driveways are clear of dry grass, long grass, dead vegetation, thick and continuous shrubs, leaves, dead limbs/trees and other combustible materials
- consult with neighbouring properties or the local council if neighbouring properties pose a fire risk
- ensure driveways are accessible for fire emergency vehicles, clear of overhanging branches and archway structures
- ensure rubbish and recycling bins are secure with closed lids, emptied regularly and located away from the Service's shelter-in-place location
- consider the Service's onsite (shelter-in-place) and off-site location, ensuring it is accessible and can accommodate all children and staff, with access to toilets and water
- ensure all emergency exits are clear and accessible at all times
- conduct an emergency evacuation kit review every 6 months to ensure emergency contact information and supplies are current
- ensure all records of attendance of children, staff, visitors and volunteers are accurate each morning
- ensure current emergency phone numbers are near the Service phones, and in the contacts of designated service-supplied mobile phones, this includes contacts for the emergency services and the regulatory authority
- monitor the bushfire situation when the rating is *High (yellow)* or above through the internet or radio

- ensure the [Hazards Near Me app](#) is installed on designated service-supplied mobile phones
- be prepared for closures of the Service on days when *Catastrophic (red)* Fire Danger Rating System (AFDRS) is issued in the NSW Fire Area or upon advice from relevant authorities (e.g., NSW Department of Education, NSW Early Learning Commission or Fire Authority), and if required, close the Service and remain closed until further advice
- inform families of emergency closures as soon as practicable to ensure the immediate collection of children
- advise families, in the event of a planned closure, as reasonably practicable through SMS/social media/phone calls/email to provide details of the planned closure, including the period of closure
- notify the regulatory authority in the event of any closures or damage to premises within 24 hours or as soon as possible via the [NQA ITS](#) or phone if there is no access to the internet
- at a reasonable time after the incident has occurred, consider asking emergency services to review the Service's incident response.

EDUCATORS WILL:

- assist in the development and review of the Service's Emergency Management Plan (EMP)
- examine the Service grounds during their daily indoor and outdoor safety checks to ensure flammable and/or combustible materials (e.g., dead leaves and bark, chemicals) have been removed
- ensure they are familiar with the daily Australian Fire Danger Rating System (AFDRS)
- ensure the emergency evacuation kits are organised and stored in an area that is easily accessible
- become familiar, confident with and implement the Service's emergency evacuation policies and procedures
- participate in emergency rehearsals, including *Bushfire Response* procedures, **at least every 3 months**
- become familiar with the Service's emergency exits, routes, and assembly area/s
- eliminate all papers around the Service, including artwork, posters, displays and empty garbage and recycling bins if advised that bushfires are in the local district
- keep up to date with professional development and training about bushfires, emergency equipment and emergency evacuation procedures
- provide age-appropriate learning experiences that teach children about bushfire safety, fostering safety and emotional support
- be familiar with their role and responsibilities in the event of a bushfire.

CONTINUOUS IMPROVEMENT/REFLECTION

Our *Bushfire Policy* will be evaluated and reviewed on an annual basis or earlier if there are changes to legislation, ACECQA guidance or any incident related to our policy. Feedback will be requested from children, families, staff, educators and management, and notification of any change to policies will be made to families within 14 days.

RELATED RESOURCES

Bushfire Response Procedure	Emergency Evacuation Record
Emergency Evacuation Kit Checklist	Fire and Safety Equipment Checklist
Emergency Evacuation Procedure	Potential Emergencies Risk Assessment Action Plan

RESOURCES

Australian Government Department of Education – [Help in an emergency](#)

Be You resources – [Natural disaster response](#)

Emerging Minds – [Educators’ resource pack: Supporting children after bushfires](#)

Smartphone App: [Hazards Near Me](#)

NSW Department of Education: [Developing your Service’s Emergency Management Plan and Procedures](#)
(updated March 2026)

NSW Department of Education: [Service site bushfire grassfire readiness checklist](#)

[NSW Rural Fire Service](#) for up-to-date information

NSW Rural Fire Service [Development Planning: A guide to developing a Bushfire Emergency Management Evacuation Plan](#)

SOURCES

Australian Children’s Education & Care Quality Authority. (2026). [Guide to the National Quality Framework](#)

Australian Government: Geoscience Australia. Community safety: [Bushfires Children \(Education and Care Services\) National Law \(NSW\)](#)

Community Early Learning Australia. (2020). [Bushfire advice for children’s services Education and Care Services National Regulations \(2025\) \(NSW\)](#)

NSW Government. Education. [Emergency Planning, Management, Response and Recovery](#). (2025)

REVIEW

POLICY REVIEWED BY	Christian Stumpfs	Area Manager	17/06/2026
POLICY REVIEWED	JUNE 2026	NEXT REVIEW DATE	JUNE 2027
VERSION NUMBER	V2		
MODIFICATIONS	• annual policy review • no major updates-spelling of <i>bushfire</i> updated throughout policy • edits for clarity and consistency: e.g., some points are now combined; language changed to reflect the Australian Fire Danger Rating System (AFDRS) • additional information re: paramount consideration and service-supplied device • sources updated as required • hyperlinks checked and repaired as required		
PREVIOUS MODIFICATIONS			

BUSH FIRE RESPONSE PROCEDURE

The Education and Care National Law and National Regulations requires that early childhood education and care services ensure that every reasonable precaution is taken to protect children from foreseeable risk of harm, injury and infection, including responding to potential bush fire risks. (National Quality Standard 2.2.2). The Service is responsible for the preparedness and safety of children and employees in relation to bushfires and reducing children's exposure to smoke. As bushfire smoke can affect children's health and safety, it is critically important to implement procedures to reduce smoke exposure.

Working in conjunction with the *Bush Fire Policy*, this procedure provides detailed steps for educators to follow in the event of a bush fire emergency close to the service and assists the Service to manage the challenges from bushfires and reducing the risk of smoke inhalation.

Education and Care Services National Law or Regulations (R.12, 51, 89, 93, 97, 98 and 168) NQS QA 2: Children's Health and Safety Element 2.1.2 2.2.2 NQS QA 7: Governance and Leadership. Element 7.1.2

Related Policy: *Bush Fire Policy* and *Emergency Evacuation Policy*

SMOKE FROM FIRES

If the day is visibly smoky, educators will set up indoor activities and experiences for children and. If the air conditioner is in use, ensure it is not drawing in air from outside.

The daily air quality during the fire season will be checked Bushfire smoke contains fine particles of debris and gases known to cause health effects. Symptoms may include:

- itchy/burning eyes
- runny nose
- shortness of breath
- cough
- throat irritation and
- may trigger a more severe response such as an asthma attack.

NSW Government: <https://www.dpie.nsw.gov.au/air-quality/current-air-quality>

IN CASE OF EMERGENCY DIAL 000

Step 1: PREPARATION PRIOR TO BUSH FIRE

The approved provider/nominated supervisor will:

1	Review and update the Service's <i>Bushfire Policy</i> and <i>Emergency Management Plan</i> (EMP) each year in consultation with Emergency Services, families, educators and children to ensure appropriate response strategies are in place in the event of a Bushfire emergency	
2	Conduct a risk assessment to identify potential harm or hazards due to poor air quality and potential danger of fire to Service. <i>The risk assessment is to be reviewed at least every 12 months and following any incident or circumstance that may affect the safe evacuation of children</i>	
3	Check the Fire Danger Rating (FDR) daily during bushfire season Check Fires Near Me app (NSW Rural Fire Service); or Vic Emergency app (CFA Emergency services) for information about fires within the area	
4	Ensure fire-fighting equipment (hoses etc.) are prepared and maintained as per routine schedule	
5	Communicate with staff and families about specific information and arrangements to reduce the danger of smoke exposure and inhalation and ensure children's medical management plans/Asthma Action Plans are current and medication is in date	
6	Check the contents of First Aid Kits for emergency asthma equipment- (Ventolin inhaler)	
7	Ensure all staff maintain awareness of emergency asthma management strategies; have read, acknowledged and have access to individual children's medical management plans and medication	
8	Ensure an educator or staff member with current ACECQA approved first aid- including life support and CPR training; emergency asthma management and anaphylaxis management training is in attendance at the service premises at all times children are provided education and care	
9	Ensure families provide the Service with reliable emergency contact numbers upon enrolment	
10	Ensure the Service mobile phone is fully charged and easily accessible	
11	Ensure children's medication is easily accessible and available to obtain in an emergency	
12	Remove any fire hazards from the Service and ensure emergency exits are always free from objects and obstruction	
13	Check weather strips to seal gaps around doors and windows to prevent air leaks and to prevent smoke and dust from entering the buildings	

Step 2: DURING A BUSH FIRE EMERGENCY

The approved provider/nominated supervisor will:

1	Follow the Service's <i>Emergency Management Plan</i> and any instructions as provided by emergency services	

2	Monitor fire ratings through relevant authorities on a daily or hourly basis- Fires Near Me app (NSW Rural Fire Service); or Vic Emergency app (CFA Emergency services) for information about fires within the area.	
3	Contact buses, transport suppliers for potential use during bush fire emergency in case of emergency evacuation	
4	Inform families when the Fire Danger Rating is SEVERE , Extreme or Catastrophic by sending an email/alert on Service app/communication letter and posting a notice on the family communication board	
5	Monitor air quality and follow health messages by accessing the following website: https://www.dpie.nsw.gov.au/air-quality/current-air-quality) Move children to indoor environment if conditions deteriorate, the lockdown procedure is to be implemented if required	
Staff, educators and educator assistants will:		
1	Keep informed of current up to date emergency information through the internet, local emergency services or radio near the service	
2	Identify children who have diagnosed asthma If a child with asthma shows signs of breathing difficulty (wheeze, persistent cough) educators will follow their medical management plan/Asthma Action Plan and contact parents and monitor them closely. IF SYMPTOMS PERSIST, OR WORSEN, CALL AN AMBULANCE ON 000 IMMEDIATELY	
3	Bring pets inside	
4	Close all windows and doors and turn off air conditioners	
5	Place towels underneath doorways to prevent smoke entering the Service	
6	Use an air purifier with a high efficiency particle air (HEPA) filter to reduce the number of fine particles indoors if possible	

Step 3: DURING AN EMERGENCY EVACUATION

The approved provider/nominated supervisor will:

1	Confirm the severity of the bush fire by contacting emergency services and evaluate the possible threat impacting the Service	
2	Discuss the situation with all staff and educators and activate the emergency evacuation procedure whilst outlining staff and educator's evacuation duties	
3	Contact families of the Service and advise them of the emergency evacuation and closure effective immediately via email/text/phone and if already evacuating, notify them to collect their child at the safe assembly area designated in the <i>Emergency Management Plan</i> (EMP) or emergency evacuation centre if required	
4	Ensure all children, staff, educators and visitors are accounted for prior to departure and on arrival to the safe location/ assembly area/evacuation centre	
5	If a parent/guardian is unable to pick up their child, notify the child's emergency contact person to collect. If no contacts are able to collect an educator will stay with children at the Service or in the assembly area if evacuated	
6	Use a record of attendance, staff sign in and visitor register to ensure all children, staff, educators and visitors are accounted for	

7	Maintain contact with Emergency Services and inform them of evacuation and confirm again with Emergency Services when completely evacuated the Service, providing them with the number of persons evacuated	
8	Notify the Regulatory Authority within 24 hours of the incident and service closure via NQA ITS	
Staff, educators and educator assistants will:		
1	Ensure medications and emergency evacuation bags are collected during the emergency evacuation	
2	Ensure if parents/guardians or emergency contacts are unable to collect children from the Service-an educator will stay with children at the Service or in the assembly area/evacuation centre if evacuated	
3	Move all children to the assembly area for evacuation	
4	Ensure if the fire prevents anyone from leaving the Service, educators will stay with the children and remain calm until the situation has been assessed and advised by emergency services	
5	Ensure no person re-enters the evacuated building or area until advised by emergency services	

REVIEW OF PROCEDURE			
Date procedure created	18.11.2025	To be reviewed	November 2026
Approved by	Tracy Gill		
Procedure Reviewed Date	Modifications/Changes		

CHILDREN'S BELONGINGS POLICY

We acknowledge that children will bring or carry with them certain personal belongings to the Service and as such, it is important to clarify responsibilities, and ensure items brought to the Service are safe and appropriate. This policy therefore outlines the types of belongings that children may bring with them on a regular basis and the level of associated responsibility.

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 2: CHILDREN'S HEALTH AND SAFETY		
2.2	Safety	Each child is protected.
2.2.1	Supervision	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.
QUALITY AREA 5: RELATIONSHIPS WITH CHILDREN		
5.1	Relationships between educators and children	Respectful and equitable relationships are maintained with each child.
5.1.1	Positive educator to child interactions	Responsive and meaningful interactions build trusting relationships, which engage and support each child to feel secure, confident and included.
5.1.2	Dignity and rights of the child	The dignity and rights of every child are maintained.

EDUCATION AND CARE SERVICES NATIONAL REGULATIONS	
155	Interactions with children
156	Interactions in groups
168	Education and care services must have policies and procedures

RELATED POLICIES

Dealing with Complaints Policy Enrolment Policy Family Communication Policy	Orientation of Families Policy Respect for Children Policy

PURPOSE

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

SCOPE

This policy applies to children, families, staff, educators, management, approved provider, nominated supervisor, students, volunteers and visitors of the Service.

IMPLEMENTATION

It can be distressing for children to misplace their toys from home whilst attending an education and care Service. At times, toys brought from home can also cause conflict between children at the Service.

Children often want to share or show other children or educators their special items from home, however, these 'treasures' may be inadvertently broken or lost. To save the upset and heartache, families are requested to encourage children to leave their toys at home, unless they are essential to a child's emotional wellbeing and/or sense of belonging (security items). We have numerous stimulating and challenging toys and resources catering to children's interests that are available to play with each day.

Children enrolled at our Service are not permitted to bring electronic devices to the Service, unless an exception has been discussed with the approved provider or nominated supervisor where the device may be required to support a diagnosed medical condition or disability. If a child brings an electronic device to the Service, it will be switched off and stored in a locked cupboard.

THE APPROVED PROVIDER, NOMINATED SUPERVISOR, EDUCATORS AND STAFF WILL:

- allow children to bring personal belongings for news, including special items from gifts, holiday souvenirs, or items relating to a current interest -provided parents /guardians approve these items to be brought to the Service and are considered safe for all children to hold or view
- facilitate opportunities for children to participate in news as a way to encourage children to talk about their special toy or personal belonging during group time. This practice encourages:
 - children's social development
 - the development of language skills- assisting children to verbalise thoughts, fears, and feelings
 - the cultural and social understandings of all children involved in group time activities and
 - opportunity for development of special interests for the group
- store children's items in a safe place throughout the day, retrieving them for news time, and then returning them to a safe place
- remind parents, that if they choose to leave belongings in the Service during the day, it is completely **at their own risk** as the Service does not take responsibility for any damaged, lost or stolen items

- re-iterate our policy, that if personal belongings are particularly valuable, fragile, or hold irreplaceable emotional value, it is recommended that the child bring in the item, show it to friends and educators, and then have the parent take it with them. This allows for the child to share the excitement and experience without the risk of loss or damage.
- provide appropriate storage for lost property that will be available to children and families at all times
- manage any grievances or concerns related to lost, damaged, or stolen property of the children in accordance with the *Dealing with Complaints Policy* and procedure
- ensure that personal belongings are returned to the correct family
- encourage children who bring special belongings into care to place them in a special '*toys from home*' box to reduce the prospect of them becoming lost or broken. For added security this box will be placed in a position that requires the assistance of an educator to access.
- allow children to wear dress-up clothes to the Service, however, they will need to be appropriately attired for safe play and meet sun safe requirements
- seek family assistance in preventing their children bringing accessories or violent toys from home such as guns, knives, swords, or other weaponry. Such items can encourage violent play and may present a danger to the child and others within our child care environment. Any such toys will be removed from the child immediately and placed in the reception area/front entry for parental collection at the end of the day.
- actively encourage children to care for their belongings by:
 - reminding children appropriately when belongings need to be placed in storage. For example, hat into bag.
 - providing suitable storage to keep belongings safe
 - negotiating a secure and safe position with families for any item or personal belonging that is either special, expensive, or at risk of being damaged but is nevertheless being left at the Service
- inform families through relevant newsletters and publications such as the *Family Handbook* of appropriate personal belongings required at the Service each day
- encourage families to check their child's bag to ensure no inappropriate personal belongings are accidentally brought from home or left in their child's bag including:
 - medication
 - lotions or creams
 - plastic bags
 - items with button cell batteries or batteries in general

- sharp items such as scissors or inappropriate items/items intended for use outside the service
- any other item that may be considered dangerous to other children in the Service.

FAMILIES WILL:

- be responsible for providing their child with appropriate belongings and property required for active participation in all Service activities and experiences. This property may include (but is not limited to):
 - enclosed footwear
 - weather appropriate clothing
 - sun safe clothing
 - wide brim hat
 - suitable school bag (backpack)
 - container/flask for water
- ensure all personal property and belongings are clearly named or labelled or have been shown to an educator upon arrival if labelling is not possible
- check children's bags before arriving at the Service to ensure their child's bag does not contain unsafe items for an education and care service.

COMFORT TOYS/ SECURITY ITEMS

Many children have a 'security' item that soothes them and helps them to cope throughout a busy day. Security items may include items such as a special blanket, dummy, soft toy, or even a strip of satin ribbon from a blanket etc.

Please note all security items such as raffy/soft toys will be removed from the child's bed/cot

We recommend that if children have a comfort toy or security item that it is labelled and brought to the Service each day. When not required or in use we will ensure that it has a designated storage space that is known to the child.

Parents are encouraged to regularly discuss the use of comfort toys/security items with educators as their child's needs change.

CONTINUOUS IMPROVEMENT/REFLECTION

Our *Children's Belongings Policy* will be evaluated and reviewed on an annual basis or earlier if there

are changes to legislation, ACECQA guidance or incidents related to our policy. Feedback will be requested from children, families, staff, educators and management and notification of any change to policies will be made to families within 14 days.

SOURCES

Australian Children’s Education & Care Quality Authority. (2024). [Guide to the National Quality Framework](#)
Early Childhood Australia Code of Ethics. (2016).
Education and Care Services National Law Act 2010. (Amended 2023).
[Education and Care Services National Regulations](#). (Amended 2023). *Privacy Act 1988*.

REVIEW

POLICY REVIEWED BY	Tracy Gill	Nominated Supervisor	15/12/2025
POLICY REVIEWED	December 2025	NEXT REVIEW DATE	December 2026
VERSION NUMBER	V1		
MODIFICATIONS			
POLICY REVIEWED	PREVIOUS MODIFICATIONS	NEXT REVIEW DATE	

CLOTHING POLICY

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

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 2: CHILDREN'S HEALTH AND SAFETY		
2.2	Safety	Each child is protected.
2.2.1	Supervision	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.
QUALITY AREA 5: RELATIONSHIPS WITH CHILDREN		
5.1	Relationships between educators and children	Respectful and equitable relationships are maintained with each child.
5.1.1	Positive educator to child interactions	Responsive and meaningful interactions build trusting relationships which engage and support each child to feel secure, confident and included.
5.1.2	Dignity and rights of the child	The dignity and rights of every child are maintained.

EDUCATION AND CARE SERVICES NATIONAL REGULATIONS	
168	Education and care services must have policies and procedures
168(2)(ii)	Policies and procedures are required in relation to sun protection
170	Policies and procedures are to be followed

RELATED POLICIES

Children's Belongings Policy Family Communication Policy Health and Safety Policy Multi-Cultural Policy Nappy Change and Toileting Policy	Respect for Children Policy Sleep and Rest Policy Sun Safety Policy Supervision Policy

PURPOSE

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

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

SCOPE

This policy applies to children, families, staff, educators, management, approved provider, nominated supervisor, students, volunteers and visitors of the Service.

IMPLEMENTATION

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

THE APPROVED PROVIDER/MANAGEMENT/NOMINATED SUPERVISOR WILL:

- ensure that a *Sun Safety Policy* is developed and reviewed regularly
- ensure that educators are provided with Personal Protective Equipment (e.g., gloves etc.) as required to facilitate cleaning and protect their health and safety
- provide information for educators about suitable clothing and footwear expectations for the education and care work environment during induction
- provide information for families about suitable clothing and footwear for their child to wear at the service. This information will also be shared with families using a variety of communication strategies including newsletters, brochures, websites, and posters
- ensure educators are aware and abide by the *Sun Safety Policy*
- ensure a culturally inclusive environment by conveying respect and understanding of families' cultural traditions regarding clothing
- provide information to educators and staff about children's cultural dress requirements.

EDUCATORS WILL:

- consult and communicate with families about the individual needs of children with respect to different values and beliefs associated with clothing and footwear
- consult with families about the clothing needs of children with sensory and tactile sensitivities, (free of seams, tags, buttons or textures)
- monitor children's clothing and footwear to ensure compliance with the *Sun Safety Policy* and to support the safety, comfort, and wellbeing of every child

- consider clothing and footwear needs associated with excursions or planned learning experiences and communicate clearly with families about the need for extraordinary protective clothing requirements
- provide protective clothing, such as aprons, for messy play experiences and painting. Children will be encouraged by educators to wear protective clothing during messy and water play
- encourage children to remove shoes and heavy or excess layers of clothing during rest times to reflect the room temperature, as recommended practice by Red Nose
- take off children's jumpers and jackets with hoods during rest time to ensure children's safety
- encourage children to use their self-help skills where appropriate to put on and remove clothing and shoes to meet their needs. Educators will observe and monitor younger children to ensure their clothing and footwear is appropriate for the environment and weather conditions
- monitor the UV rating to ensure children are dressed appropriately for the weather and are adequately protected (e.g., long sleeve shirts, appropriate footwear)
- discuss clothing with children: for example, the need to wear hats for sun protection
- model appropriate clothing: for example, wearing hats and sun safe clothing
- encourage children to make choices in relation to getting dressed and the clothing they wear
- respect children's privacy and modesty when having children change their clothes or dressing themselves, ensuring that individual and/ or cultural needs and preferences are understood and catered for
- show respect for children and appreciate their individuality by allowing them to make some decisions about the clothes they wear.

FAMILIES WILL:

- communicate with educators about their child's individual clothing needs- (e.g.: cultural diversity, disability, clothing sensitivity – labels or fabrics, fine motor skills)
- provide spare clothing in children's bags to allow for dirty or soiled clothing and changing weather conditions. (This includes supplying a spare set of socks, and shoes if possible)
- dress children appropriately for play and the weather, including footwear and an appropriate hat
- ensure their child is clothed in an appropriate manner which will allow them to explore and play freely and not restrict them using equipment while at play
- ensure clothing also allows easy access for toileting: i.e., elasticised trousers or track pants rather than buttons, zips, belts, etc.
- not dress their child in good/expense clothing where there is a chance, they will get dirty or stained
- ensure children are appropriately protected from the sun - please refer to *Sun Safety Policy* for further directives on clothing and sun safe hats (bucket, broad-brimmed or legionnaire's hat)
- ensure children's clothing accommodates the weather conditions. For example, be loose and cool in summer to prevent overheating and warm enough for cold weather, including outdoor play. At all times educators will monitor children to ensure they are appropriately dressed for all weather, play experiences, rest and sleep routines
- ensure children have appropriate footwear that enables them to play comfortably and not cause safety concerns. For example, thongs, clogs or backless shoes have a trip factor and do not allow children to use equipment safely
- ensure all clothing and belongings are clearly labelled with the child's name (not just initials)
- be familiar with their child's clothing fabric to minimise possible allergies and reactions.

CLOTHING CHOICES

Clothing is a way of expressing our culture, personality and individuality. The clothes children wear can affect the development of their independence, self-help skills and participation in play-based activities in early education and care services.

We understand that young children are developing their self-concept and individuality and may be intent on wearing particular accessories or clothing items to our Service. We respect their choices and encourage their independence; however, some clothing types or accessories may be dangerous and hinder their participation in physical activities. For example, dresses or skirts that have long hems may cause tripping when children attempt to use play equipment or bikes. Long necklaces, drawstrings on jumpers and long ribbons can also be hazardous to children's safety if they become caught in equipment.

We request that parents talk to their child about the choice of clothes and activities they will be involved in at our Service and help them to choose clothes that will be practical. Parents may decide to send additional clothes in their child's bag to assist educators ensure their safety when they are participating in physical activities that require clothing to be more practical.

SPECIAL CLOTHES/DRESS UP

To facilitate pretend play and celebrate different cultural experiences, children may be invited to dress up according to a theme or particular cultural celebration.

Our educators will communicate with families to ensure all children have the opportunity to engage in these activities by wearing appropriate clothing.

When dressing their child in 'dress up' clothes, parents are asked to ensure their child's footwear is appropriate for play-based learning at the Service and ensure clothing is sun safe.

FOOTWEAR FOR CHILDREN UNDER 2 YEARS

Where it is safe, hygienic and appropriate, we encourage children under 2 years of age to have opportunities for barefoot play indoors. Barefoot play can support natural movement, sensory awareness, balance and early walking development by allowing children to feel and respond to the surface beneath them. When footwear is required for safety, hygiene or outdoor conditions, families are encouraged to provide soft, lightweight and flexible shoes that allow children's feet to move naturally and comfortably.

CONTINUOUS IMPROVEMENT/REFLECTION

Our *Clothing Policy* will be reviewed on an annual basis in consultation with children, families, staff, educators and management.

SOURCES

Australian Children’s Education & Care Quality Authority. (2025). [Guide to the National Quality Framework](#)

Australian Children’s Education & Care Quality Authority. (2024). [Starting Blocks. What children wear to early childhood education and care.](#)

[Cancer Council Australia](#)

[Education and Care Services National Regulations.](#) (Amended 2023).

National Health and Medical Research Council. (2024). [Staying Healthy: preventing infectious diseases in early childhood education and care services \(6th Ed.\).](#) NHMRC. Canberra.

[Raising Children Network](#)

[Red Nose](#)

[Western Australian Legislation Education and Care Services National Regulations \(WA\) Act 2012](#)

Work Health and Safety Act 2011

REVIEW

POLICY REVIEWED BY	Tracy Gill	Nominated Supervisor	20/05/2025
POLICY REVIEWED	May 2026	NEXT REVIEW DATE	May 2027
VERSION NUMBER	V2		
MODIFICATIONS	- annual policy maintenance - sources checked and updated as required - Footwear suggestions for children under 2 added		
POLICY REVIEWED	PREVIOUS MODIFICATIONS		NEXT REVIEW DATE

CYSTIC FIBROSIS MANAGEMENT POLICY

Cystic fibrosis is a genetic disorder that predominantly affects the lungs and digestive system (Cystic Fibrosis Australia, 2017). Our Service will make every effort to fully include children/babies with cystic fibrosis in our program and provide a safe and healthy environment for them.

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 2: CHILDREN'S HEALTH AND SAFETY		
2.1.1	Wellbeing and comfort	Each child's wellbeing and comfort is provided for, including appropriate opportunities to meet each child's needs for sleep, rest and relaxation.
2.1.2	Health practices and procedures	Effective illness and injury management and hygiene practices are promoted and implemented.
2.2	Safety	Each child is protected.
2.2.1	Supervision	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.
2.2.2	Incident and emergency management	Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practiced and implemented.

EDUCATION AND CARE SERVICES NATIONAL LAW AND NATIONAL REGULATIONS	
S.167	Offence relating to protection of children from harm and hazard
77	Health, hygiene and safe food practices
87	Incident, injury, trauma and illness record
90	Medical conditions policy
90(1)(iv)	Medical conditions communication plan
91	Medical conditions policy to be provided to parents
92	Medication record
93	Administration of medication
95	Procedure for administration of medication
136	First aid qualifications
162	Health information must be kept in enrolment record
168	Education and care service must have policies and procedures

170	Policies and procedures to be followed
171	Policies and procedures to be kept available

RELATED POLICIES

Administration of First Aid Policy	Immunisation Policy
Administration of Medication Policy	Incident, Injury, Trauma and Illness Policy
Dealing with Infectious Disease Policy	Medical Conditions Policy
Enrolment Policy	Nutrition and Food Safety Policy
Hand Washing Policy	Supervision Policy

PURPOSE

We aim to create and maintain a safe and healthy environment for all children enrolled at the Service. This policy aims to provide a basic understanding and awareness of the possible needs of children with cystic fibrosis. It does not constitute a replacement for medical advice or instructions provided by an individual child's family or health care professionals.

SCOPE

This policy applies to children, families, staff, educators, management, approved provider, nominated supervisor, students, volunteers and visitors of the Service.

DUTY OF CARE

Our Service has a legal responsibility to provide-

- i. a safe environment and;
- j. adequate supervision for all children at all times.

Staff members, including relief staff, must have adequate knowledge of cystic fibrosis and the individual needs of a child/children in attendance with cystic fibrosis.

BACKGROUND

Cystic fibrosis is a genetic disorder present at birth that affects cells in the body that make mucus, sweat, and digestive fluids, causing the lungs and digestive system to get clogged with mucus. This frequently results in recurrent infections. Different people exhibit symptoms to different degrees and while there is no known cure, treatment can help manage the condition (Cystic Fibrosis Australia, 2020). A child with cystic fibrosis is likely to have many health professionals working with him/her which may include:

- clinical nurse
- gastroenterologist
- dietitian
- physiotherapist
- respiratory physician
- social worker

Symptoms of cystic fibrosis include:

- a phlegmy persistent cough
- wheezing
- constantly runny nose
- sinusitis
- repeated lung infections
- foul-smelling, greasy and/or bulky stools
- diarrhoea and/or constipation
- poor growth and low body weight (despite a healthy appetite)
- inability to engage in physical play or exercise.

TREATMENT

The treatment for cystic fibrosis is ongoing and lifelong and varies from child to child. However, it generally involves:

- daily physiotherapy to clear the lungs
- exercise to assist in clearing the airways and build core strength
- the use of a nebuliser to assist in opening the airways
- a nutritious diet high in calories, salt and fat: In some cases, extra calories/salt/fats are required, but not always – the dietitian and families will provide individual information of dietary requirements.
- medications including (as required):
 - Enzyme replacement microspheres or capsules taken with food to aid digestion:
Children/babies with cystic fibrosis vary in their ability to digest food naturally – some may need these while others will not.
 - Antibiotics as required to treat lung infections
 - Anti-inflammatory medication to prevent airway passage inflammation

- Mucus thinners to assist the child in coughing up mucus and decreasing the risk of lung infection
- Bronchodilators to open up and relax the muscles around the bronchia (lungs).

DEHYDRATION

If a child/baby is lacking in salt they can quickly become dehydrated. Signs of dehydration include:

- fewer wet nappies than normal
- dark sunken eyes
- dry lips or skin
- crying without tears
- dark yellow urine
- rapid breathing
- drowsy and/or lethargic
- salt crystals on the skin

EARLY WARNING SIGNS OF A LUNG INFECTION

As children with cystic fibrosis are likely to frequently develop lung infections it is important to be aware of the early warning signs, which include:

- coughing more than normal, or a 'different' sounding cough
- coughing up more mucus than normal or a change in the colour of coughed-up mucus
- wheezing sounds while breathing, or unable to breathe while feeding
- reduced appetite
- decreased energy
- fevers

INFECTION CONTROL

Minimising the risk of infection for children with cystic fibrosis is imperative for their ongoing health.

Precautions to take include:

- frequent and thorough hand washing
- encouraging the child to wash hands after coughing, and at all other usual times (after toileting, before eating etc.)
- keeping a child/baby with cystic fibrosis away from other children with a cold or are otherwise ill
- ensuring children's immunisations are up to date
- cleaning and drying all medical equipment thoroughly

- not allowing the child with cystic fibrosis to share cups or eating utensils
- not leaving containers of water lying around where germs that cause lung infections can breed
- keeping the classrooms dry and well-aired.

IMPLEMENTATION

We will involve all educators, families, and children in regular discussions about medical conditions and general health and wellbeing throughout our curriculum. The Service will adhere to privacy and confidentiality procedures when dealing with individual health needs.

THE APPROVED PROVIDER/MANAGEMENT AND NOMINATED SUPERVISOR WILL ENSURE:

- obligations under the *Education and Care Services National Law and National Regulations* are met
- all staff, educators, students, visitors and volunteers have knowledge of and adhere to this policy and the Service's *Medical Condition Policy*
- upon employment at the Service all staff will read and be aware of all medical condition policies and procedures, including the *Cystic Fibrosis Management Policy*
- any child enrolled at the Service with cystic fibrosis will require a medical management plan completed by the child's medical practitioner/ specialists before commencing at the Service
- all staff are aware of the medical management plan and have procedures in place for ensuring the child's safety, health and wellbeing
- a risk minimisation plan has been developed in consultation with the parents of the child prior to commencing education and care at the Service
- a communication plan is developed in consultation with the parents of the child and encourage ongoing communication regarding the status of the child's medical condition, this policy, and its implementation
- staff primarily responsible for caring for the child participate in specific training about cystic fibrosis and are aware of strategies to support children and manage their cystic fibrosis
- staff preparing food are trained in food preparation and food requirements for the child with cystic fibrosis
- families of all children with cystic fibrosis provide all necessary medications/treatments showing the expiry date and clearly labelled with the child's name
- the immunisations of all children attending the Service are kept up to date (see *Immunisation Policy*)
- classrooms and areas occupied by children are kept dry and well ventilated
- that all staff adhere to high levels of hygiene at all times

- that all staff maintain written records of medications/treatments administered to a child with cystic fibrosis (see *Administration of Medication Policy*)
- communication between management, educators, staff and parents/guardians regarding the Service's *Cystic Fibrosis Policy* and strategies are reviewed and discussed regularly to ensure compliance and best practice reflecting latest research
- all staff members are able to identify the early warning signs of lung infection for children with cystic fibrosis attending the Service
- children with cystic fibrosis are not discriminated against in any way
- children with cystic fibrosis can participate in all activities safely and to their full potential
- to communicate any concerns with parents/guardians regarding the management of children with cystic fibrosis at the Service.

EDUCATORS WILL ENSURE:

- they are aware of the Service's *Cystic Fibrosis Management Policy* and medical management plan for each individual child with cystic fibrosis
- they complete education and training to learn about how cystic fibrosis affects children and the best ways to support them whilst at the Service
- they are able to identify the early warning signs of a lung infection
- they are able to identify the signs of dehydration
- children/babies with a cold or other illness are isolated from children/babies with cystic fibrosis while waiting to be collected from the Service by their parent/guardian
- that children's personal enzymes treatments are taken on excursions or other offsite events, including emergency evacuations and drills
- to adhere strictly to the child's cystic fibrosis medical management plan and the *Administration of Medication Policy*
- to complete an *Administration of Medication Record following administration of medication*
- to adhere to the highest levels of hygiene when dealing with a child/baby with cystic fibrosis. For example, high levels of hand hygiene, close supervision during meal and snack times to prevent sharing of cups etc.
- extra hygiene precautions are taken when there is an outbreak of an illness, including the common cold, such as additional cleaning of surfaces, door handles, tables, toys, and equipment and wearing of face masks
- to consult with the parents/guardians of children with cystic fibrosis in relation to the health and safety of their child, and the supervised management of the child's condition

- communicate any concerns to parents/guardians if a child's cystic fibrosis is limiting his/her ability to participate fully in all activities.
- that children with cystic fibrosis are not discriminated against in any way
- that children with cystic fibrosis can participate in all activities safely and to their full potential, ensuring an inclusive program, whilst ensuring a high level of supervision to ensure children with cystic fibrosis do not over-exert themselves
- families are advised of any early warning signs of a lung infection as soon as practicable.

FAMILIES WILL:

- ensure all details on their child's enrolment form are completed prior to commencement at the Service
- read the Service's *Cystic Fibrosis Management Policy* and *Medical Conditions Policy*
- inform staff, either on enrolment or on initial diagnosis, that their child has cystic fibrosis
- provide a copy of their child's medical management plan to the Service, ensuring it has been prepared in consultation with, and signed by, a medical practitioner
- consult with management to develop a risk minimisation plan and communication plan to assist in managing their child's medical condition
- provide an adequate supply of cystic fibrosis medications/treatments (as required)
- notify staff in writing of any changes to their child's medical management plan (medications, actions)
- communicate regularly with educators/staff in relation to the ongoing health and wellbeing of their child, and the management of their child's cystic fibrosis
- encourage their child to learn about their cystic fibrosis, and to communicate with Service staff if they are experiencing discomfort or difficulty in breathing.

FURTHER RESOURCES

Cystic Fibrosis Australia. (2019). [A guide to cystic fibrosis for early childhood educators](#)
[Cystic fibrosis: Infection control in schools](#)
[Starting school with CF](#)

CONTINUOUS IMPROVEMENT/REFLECTION

Our *Cystic Fibrosis Management Policy* will be reviewed on an annual basis in consultation with children, families, staff, educators and management.

SOURCES

Australian Children's Education & Care Quality Authority. (2025). [Guide to the National Quality Framework](#)

Australian Children's Education & Care Quality Authority (ACECQA). 2021. [Policy and Procedure Guidelines. Dealing with Medical Conditions in Children Policy Guidelines.](#)

CF Smart: Cystic fibrosis education program: <https://cfsmart.org/>

Cystic Fibrosis Australia. (2014). A guide to cystic fibrosis for early childhood educators

Cystic Fibrosis Australia. (2017). Infection control in schools

Education and Care Services National Law Act 2010. (Amended 2023).

[Education and Care Services National Regulations.](#) (Amended 2023).

REVIEW

POLICY REVIEWED BY	Tracy Gill	Nominated Supervisor	17/11/2025
POLICY REVIEWED	November 2025	NEXT REVIEW DATE	November 2026
VERSION NUMBER	V1		
MODIFICATIONS	•		
POLICY REVIEWED	PREVIOUS MODIFICATIONS		NEXT REVIEW DATE
	•		

DENTAL HEALTH POLICY

Early childhood is an important time for developing good dental hygiene practices. From the time a baby starts teething, keeping gums and teeth clean can safeguard against cavities in the ‘baby’ teeth which can also cause damage to the permanent teeth underneath. Our Service promotes the importance of good dental health to children and families.

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 2: CHILDREN’S HEALTH AND SAFETY		
2.1	Health	Each child’s health and physical activity is supported and promoted.
2.1.2	Health practices and procedures	Effective illness and injury management and hygiene practices are promoted and implemented.
2.1.3	Healthy Lifestyles	Healthy eating and physical activity are promoted and appropriate for each child.

EDUCATION AND CARE SERVICES NATIONAL LAW AND NATIONAL REGULATIONS	
78	Food and beverages
87	Incident, injury, trauma and illness record

RELATED POLICIES

Administration of First Aid Policy Bottle Safety and Preparation Policy Health and Safety Policy	Incident, Injury, Trauma and Illness Policy Nutrition and Food Safety Policy

PURPOSE

We aim to promote children’s general wellbeing by creating an environment that supports healthy dental and oral health habits and practices that can be maintained throughout the child’s life. Our Service will provide food and drinks with consideration to the sugar content and ensure that drinking water is always available.

SCOPE

This policy applies to children, families, staff, educators, management, approved provider, nominated supervisor, students, volunteers and visitors of the Service.

IMPLEMENTATION

Our Service believes it is important for all children to practice a high level of dental hygiene. We follow the recommendations from the [Australian Dental Association](#) and the NSW Department of Health

We provide information and guidelines on good dental health practices, which are implemented into the daily routine, including swish and swallow after mealtimes, providing information about brushing teeth and tooth friendly snacks and drinks, and going to the dentist.

To minimise the risk of cavities forming we encourage children to eat nutritious foods and to avoid sticky and sugary foods. All food served and prepared at our Service comply with these guidelines by providing a variety of recommended vegetables, fruit, and dairy products. Children will be encouraged to drink water.

THE APPROVED PROVIDER/ MANAGEMENT/ NOMINATED SUPERVISOR WILL:

- ensure that obligations under the Education and Care Services National Law and National Regulations are met
- ensure educators, staff, students and volunteers have knowledge of and adhere to this policy and associated procedure
- ensure that food and drinks provided by the Service adhere to recommendations from organisations such as [Munch and Move](#) (NSW) and the Department of Health and Age Care program [Get Up and Grow](#), and other recognised authorities. The Service recommends that children should avoid foods and drinks such as:
 - Chocolate
 - Lollies
 - Sweetened breakfast cereals
 - Biscuits
 - Fruit bars
 - Dried fruit
 - Muesli bars
 - Soft drink
 - Flavoured milk
 - Juice
 - Sports drinks
 - Cordial

- Flavoured water
- always ensure children have access to safe drinking water
- ensure the routine incorporates 'swish and swallow' after each mealtime
- provide information to families about the [Child Dental Benefits Schedule \(CDBS\)](#)
- ensure enrolment form contains up to date information about each child's family dentist (in case of emergency)

EDUCATORS WILL:

- provide opportunities to discuss dental health education and food and drink choices to support dental health with children
- provide resources to support dental health learning such as books, posters, 'giant' teeth and toothbrushes, etc.
- pay particular attention to meal and snack times to ensure healthy food is being eaten
- encourage 'swish and swallow' after each mealtime
- give children bottles *before* they go to bed. When children take a bottle to bed it allows the lactose (sugar) in the milk to sit on their teeth which can cause tooth decay
- never dip dummies in sweet foods such as honey or jams as this could cause severe tooth decay
- arrange visits by dental professionals so that children and families can learn correct brushing techniques and oral care
- provide dental care information to families through newsletters, posters, professional visits, web links and brochures
- provide information to families about the problems that caused by the prolonged use of dummies
- promote Dental Health Week with children and families each year.

DENTAL EMERGENCIES

It is important for educators to be aware of how to manage dental accidents and emergencies. Our Service will:

- ensure there is an educator on duty at all times with current first aid qualifications to follow dental accident procedures
- ensure the *Administration of First Aid Procedure* is adhered to (including completing an *Incident, Injury, Trauma and Illness Record*)
- ensure families are notified of any injury as soon as is reasonably practicable
- ensure that the phone number of an emergency dentist is located near the office phone
- ensure children are supervised at all times to minimise accidents and incidents.

CONTINUOUS IMPROVEMENT/REFLECTION

Our *Dental Health Policy* will be reviewed on an annual basis or earlier if there are changes to legislation, ACECQA guidance or any incident related to our policy. Feedback will be requested from children, families, staff, educators and management and notification of any change to policies will be made to families within 14 days.

CHILDCARE CENTRE DESKTOP- RELATED RESOURCES

Administration of First Aid Procedure Dental Health Procedure	Incident Injury Trauma and Illness Record

SOURCES

Australian Children's Education & Care Quality Authority. (2025). [Guide to the National Quality Framework](#)

Australian Government Services Australia [Child Dental Benefits Schedule](#)

Dental Health Services Victoria: <https://www.dhsv.org.au/oral-health-advice/Professionals/early-childhood>

Education and Care Services National Law Act 2010. (Amended 2023)

[Education and Care Services National Regulations](#). (Amended 2023)

National Childcare Accreditation Council (NCAC) (2006). Ask a child care adviser: Dental health. *Putting Children First*, 18, 10-12

REVIEW

POLICY REVIEWED BY	Tracy Gill	Nominated Supervisor	17/11/2025
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	•		

DENTAL HEALTH AND DENTAL ACCIDENT PROCEDURE

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

A dental emergency may occur whilst a child is being educated and cared for by the Service from a fall or collision with another child or a knock to the face. Knowing the correct first aid may save the tooth.

Working in conjunction with the *Dental Health Policy*, this procedure provides detailed steps for educators to promote the importance of good dental health to children and families and detailed steps for educators to follow in the event of a dental accident at the Service.

Education and Care Services National Law or Regulations (R.78 and 87) NQS QA 2: Element 2.1.2 and 2.1.3 Health practices and procedures

Related Policies: Dental Health Policy, Administration of First Aid Policy and Incident, Injury, Trauma and Illness Policy

DENTAL HEALTH		
1	The approved provider, nominated supervisor and educators will review and update the Service's <i>Dental Health Policy</i> each year to ensure appropriate response strategies are in place in the event of a dental emergency	
2	The Service will consult with public health dental therapists, during the review of the <i>Dental Health Policy</i>	
3	The nominated supervisor will display dental hygiene posters at regular intervals at the Service	
4	The nominated supervisor and educators will actively seek, maintain and provide families with current oral health and nutrition brochures, information and resources from recognised authorities via newsletters and meetings	
5	The Service will provide and maintain a healthy food policy that is consistent with advice from recognised authorities	
6	Educators will role model, actively discuss and incorporate oral health practices and nutrition into children's learning program	
7	Educators will provide appropriate dental and oral health education and health promotion programs (including oral health literature for children, families and staff in home languages)	
8	Educators will encourage and support families in seeking dental care where appropriate	
9	Educators will report to families any sign of tooth caries, any accident, injury or suspected injury to teeth and gums, gum swelling, infection of the mouth, or problems, pain or discomfort the child has with chewing, eating or swallowing.	
10	Educators will avoid the use of bottles containing sweetened milk, fruit juices, cordials or soft drinks	
11	Educators will avoid using food as behavioural rewards or dipping pacifiers (dummies) in sweet substances (honey, jam)	

12	Educators will ensure meal planning incorporates low sugar intake and high calcium intake to support dental health	
13	Educators will provide direct access to and encourage the drinking of fresh water frequently throughout the day and after mealtimes	
14	Educators will encourage children who are old enough to rinse their mouth through a swish and swallow technique with water after each meal	
15	The nominated supervisor or events coordinator will organise the local Dentist to come visit the Service annually or encourage families to visit their local dentist on a regular basis.	

IN CASE OF EMERGENCY DIAL 000

SIGNS AND SYMPTOMS OF A MOUTH/TOOTH INJURY

The child may have bleeding from the mouth, lips or gums
Pain around the mouth
Loose or broken tooth (from impact)
Swelling of lips or jaw
Inability to open or close their mouth/jaw

PROCEDURE FOR MOUTH OR DENTAL INJURY

1	Educators will respond to the child immediately and implement first aid procedures while remaining calm	
2	Educators will implement DRSABCD following an incident	
3	Call an ambulance immediately if: - the child is having trouble breathing or - there is a lot of blood going down the throat, or - if there is swelling of the tongue or throat that could affect breathing	
4	If there is a lot of blood in the mouth/gum, apply firm but gentle pressure to stem bleeding	
5	An educator will try to find the tooth and place in a container. A dental professional may want to see the tooth and/or the tooth fragment(s).	
6	It is vital to know if the tooth or tooth fragment(s) has been inhaled. Inhaled teeth are a medical emergency, and the child MUST be taken immediately to the Emergency Department of a hospital for a check-up and a possible chest x-ray	
7	Educators are to gently place the tooth or tooth fragments in milk or saline to avoid dehydrating and damaging the delicate cells on the root	
8	The nominated supervisor or educator will notify the parent/guardian or emergency contact to collect the child as soon as possible to seek dental or medical advice as soon as possible	
9	Educators will accurately document the child's symptoms on the <i>Incident, Injury, Trauma and Illness Record</i>	

10	If emergency services attend, the nominated supervisor will ensure the regulatory authority are notified as soon as possible and within 24 hours of the injury, illness or trauma.	

REVIEW OF PROCEDURE			
Date procedure created	19.11.2025	To be reviewed	November 2026
Approved by	Tracy Gill		
Procedure Reviewed Date	Modifications/Changes		

ECZEMA MANAGEMENT POLICY

Eczema (also known as Atopic Dermatitis or Atopic Eczema) is a chronic inflammatory skin condition causing dry and itchy skin which can affect children and adults. It affects approximately 30% of children and usually starts in the child's first twelve months of life. For most children, eczema tends to resolve itself by age five (Royal Melbourne Children's Hospital, 2019).

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 2: CHILDREN'S HEALTH AND SAFETY		
2.1.1	Wellbeing and comfort	Each child's wellbeing and comfort is provided for, including appropriate opportunities to meet each child's needs for sleep, rest and relaxation.
2.1.2	Health practices and procedures	Effective illness and injury management and hygiene practices are promoted and implemented.
2.2	Safety	Each child is protected.
2.2.1	Supervision	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.
2.2.2	Incident and emergency management	Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practiced and implemented.

EDUCATION AND CARE SERVICES NATIONAL LAW AND NATIONAL REGULATIONS	
S. 2A	Paramount consideration—safety, rights and best interests of children
S. 3A	Paramount consideration
S.167	Offence relating to protection of children from harm and hazards
S.174	Offence to fail to notify certain information to Regulatory Authority
90	Medical conditions policy
91	Medical conditions policy to be provided to parents
92	Medication record
93	Administration of medication
94	Exception to authorisation requirement—anaphylaxis or asthma emergency
95	Procedure for administration of medication
136	First aid qualifications

162	Health information to be kept in enrolment record
168	Education and care service must have policies and procedures
170	Policies and procedures to be followed

RELATED POLICIES

Administration of First Aid Policy Administration of Medication Policy Hand Washing Policy	Incident, Injury, Trauma and Illness Policy Medical Conditions Policy Supervision Policy

PURPOSE

We aim to create and maintain a safe and healthy environment for all children enrolled at the Service where all children can participate in as many experiences as their medical condition will safely allow.

Our Service is committed to ensuring that children's safety, rights and best interests are the paramount consideration in all decisions, actions and practices. We ensure that staff members, including relief staff, have adequate knowledge of the preventative treatment and management of flare ups required for children with eczema and adhere to their duty of care to provide a safe environment for children and provide adequate supervision at all times.

SCOPE

This policy applies to children, families, educators, staff, management, approved provider, nominated supervisor, students, volunteers and visitors of the Service.

BACKGROUND

Eczema affects the skin, causing redness, itching and sometimes infections. When eczema worsens, this is called an eczema flare. Usually there is no single trigger for an eczema flare.

Eczema occurs when the skin does not retain moisture very well, which causes it to dry out easily. This makes the skin more susceptible to allergens and irritants. These can trigger the skin to release chemicals that

make the skin itchy. Scratching itchy skin causes more chemicals to be released, making the skin feel itchier. This cycle can cause discomfort, disrupt sleep and affect quality of life. Studies show that infants

with eczema and a family history of allergy are more likely to develop food allergy. Managing eczema well in infants may reduce the chance of children developing a food allergy (ASCIA, 2023).

Common eczema triggers include:

- being overheated
- dry skin
- environmental irritants such as pet fur, pollen, grasses or dust mites
- physical irritants (things contacting the skin), such as prickly fabrics, dirt/sand caught in socks, soap, bubble baths, and antiseptic washes
- saliva and foods coming into contact with skin, which can cause flares around the mouth, neck and upper chest
- viruses and other common infections (Children's Health Queensland, 2023).

Managing eczema involves:

- regularly applying creams or ointments throughout the day, as allowing the skin to dry out can cause 'flare ups' and infections
- avoiding triggers and irritants
- preventing and treating infections (ASCIA, 2023).

IMPLEMENTATION

We will involve all educators, families, and children in regular discussions about medical conditions and general health and wellbeing throughout our curriculum. The Service will adhere to privacy and confidentiality procedures when dealing with individual health needs.

THE APPROVED PROVIDER AND NOMINATED SUPERVISOR WILL ENSURE:

- all actions prioritise children's safety, wellbeing and best interests as the paramount consideration
- upon employment, all staff will read and understand all medical condition policies and procedures, including the *Eczema Management Policy*
- families are provided with information about *Eczema Management Policy* and *Administration of Medication Policy* at time of enrolment
- they identify children with eczema during enrolment or on initial diagnosis, and inform staff
- families provide a medical management plan, detailing the treatment for their child (i.e., the name and quantity of the cream to be applied and the frequency of application) prior to enrolment of their

child or as soon as they are aware of the diagnosis. An ASCIA [Action Plan for Eczema](#) may also be provided.

- a communication plan and risk management plan are developed in consultation with parents/guardians and service management
- communication between management, educators, staff and parents/guardians regarding the *Eczema Management Policy* and strategies are reviewed and discussed regularly to ensure compliance and best practice reflecting latest research
- families of all children with eczema provide creams and soap substitutes for use whilst their child is attending the Service
- all staff are informed of the individual child's eczema treatment and only use topical ointments and moisturisers provided by the family
- all staff adhere to high levels of hygiene when applying creams or ointments to children with eczema (see *Administration of Medication Policy and Handwashing Policy*)
- all staff maintain an *Administration of Medication Record* of when they apply creams or other treatments to a child with eczema
- Eczema treatment procedures are consistent with current national recommendations
- all staff can identify and minimise eczema triggers for children attending the Service where possible
- children with eczema are not discriminated against in any way
- children with eczema can participate in all activities safely and to their full potential

EDUCATORS WILL ENSURE:

- they are aware of and understand the Service's *Eczema Management Policy* and treatments required for each-child with eczema
- they can identify and, where possible, minimise eczema triggers as outlined in the child's medical management plan (ASCIA Action Plan for Eczema)
- they take children's eczema treatments on excursions or other offsite events, including emergency evacuations and drills
- to apply prescribed eczema creams or treatments in accordance with the child's medical management plan (or ASCIA Action Plan for Eczema) and the Service's *Administration of Medication Policy* and complete the *Administration of Medication Form*
- to adhere to the highest levels of hygiene when applying creams or ointments. For example, washing hands thoroughly prior to putting gloves on; not using fingers to scoop out creams, but using single-use spatulas (if the cream is not in a pump-action bottle; washing hands after taking gloves off)

- a communication plan is developed in collaboration with parents/guardians of children with eczema in relation to the health and safety of their child, and the supervised management of the child's eczema
- to communicate any concerns to parents/guardians if a child's eczema is limiting his/her ability to participate fully in all activities
- children with eczema are not discriminated against in any way
- that children with eczema can participate in all activities (or alternatives) safely and to their full potential
- if a child with eczema needs a bath or shower (for example, due to a toileting accident, the following precautions will be taken:
 - bath or shower water will be tepid – no more than 30° C
 - the child will remain under/in the water for as little time as required
 - soap and shampoo substitutes (if required) will be used:
 - skin will be gently patted, not rubbed, with a clean towel (that has been laundered with a fragrance-free washing powder).
 - creams provided by the family will be immediately applied
 - topical ointments (if provided) will be applied **before** applying the moisturising cream
- any eczema flare ups are treated according to the child's medical management plan and documented, advising parents/guardians as soon as practicable.

FAMILIES WILL:

- read and adhere to the Service's *Eczema Management Policy*
- inform staff, either on the enrolment form or on initial diagnosis, that their child has eczema
- provide a copy of their child's medical management plan or ASCIA Action Plan for Eczema ensuring it has been prepared in consultation with, and signed by, a medical practitioner
- have the medical management plan (ASCIA Action Plan for Eczema) reviewed and amended as required
- collaborate with management and educators to develop a communication plan and risk minimisation plan for their child and communicate regularly with educators/staff about their child's health and wellbeing, and the management of their eczema
- provide an adequate supply of eczema creams, topical ointments (as required) and soap substitutes for their child at all times
- ensure all creams and soap substitutes show the expiry date and be clearly labelled with the child's name. If any creams are prescribed by a medical practitioner, it must be in the original

container/tube, bearing the original label and instructions with the name of the child clearly displayed and before the expiry date.

- provide adequate and appropriate spare clothing for their child each day that will not cause a flare up or discomfort (e.g., no woollen fabrics)
- notify staff in writing, of any changes to the information on the medical management plan (ASCIA Action Plan for Eczema), enrolment form, or medication record
- encourage their child to learn about their eczema, and to communicate with Service staff if they are experiencing discomfort or a flare up.

ONLINE RESOURCES

Australian Society of Clinical Immunology and Allergy. [ASCIA](#)

National Eczema Society [Eczema and school](#)

The Royal Children's Hospital Melbourne [Knowing your child's eczema](#)

CONTINUOUS IMPROVEMENT/REFLECTION

The *Eczema Management Policy* will be evaluated and reviewed on an annual basis or earlier if there are changes to legislation, ACECQA guidance or any incident related to our policy. Feedback will be requested from children, families, staff, educators and management, and notification of any change to policies will be made to families within 14 days.

SOURCES

Australian Children's Education & Care Quality Authority. (2026). [Guide to the National Quality Framework](#)

Australasian Society of Clinical Immunology and Allergy (ASCIA). (2023). [Eczema \(Atopic Dermatitis\) Fast Facts](#)
[Children \(Education and Care Services\) National Law \(NSW\)](#)

[Education and Care Services National Law Act 2010](#)

[Education and Care Services National Regulations 2011](#)

[Education and Care Services National Regulations \(NSW\) \(2025\)](#)

The Royal Children's Hospital Melbourne. [Eczema management](#)

The Skin Hospital retrieved from: <https://skinhospital.edu.au/eczema/>

The Sydney Children's Hospitals Network.(2026) [Fact sheet- eczema](#)

REVIEW

POLICY REVIEWED BY	Christian Stumpfs	Area Manager	11/06/2026
POLICY REVIEWED	MAY 2026	NEXT REVIEW DATE	MAY 2027
VERSION NUMBER	V2		
MODIFICATIONS	• annual policy review • added paramount consideration for child safety • updated background information about eczema • small edits within policy to improve inclusivity and professionalism • sources updated as required		
PREVIOUS MODIFICATIONS			

EPILEPSY MANAGEMENT POLICY

Epilepsy refers to recurring seizures where there is a disruption of normal electrical activity in the brain that can cause momentary lapses of consciousness, or sudden loss of body control (Epilepsy Australia, 2019). The effects of epilepsy can vary; some children will suffer no adverse effects while epilepsy may impact others greatly. Some children with epilepsy may have absence seizures where they are briefly unconscious. Our Service will implement inclusive practices to cater for the additional requirements of children with epilepsy in a respectful and confidential manner.

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 2: CHILDREN'S HEALTH AND SAFETY		
2.1.1	Wellbeing and comfort	Each child's wellbeing and comfort is provided for, including appropriate opportunities to meet each child's needs for sleep, rest and relaxation.
2.1.2	Health practices and procedures	Effective illness and injury management and hygiene practices are promoted and implemented.
2.2	Safety	Each child is protected.
2.2.1	Supervision	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.
2.2.2	Incident and emergency management	Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practiced and implemented.

EDUCATION AND CARE SERVICES NATIONAL LAW AND NATIONAL REGULATIONS	
S. 165	Offence to inadequately supervise children
S. 167	Offence relating to protection of children from harm and hazards
S.172	Failure to display prescribed information
12	Meaning of a serious incident
85	Incident, injury, trauma and illness policies and procedures
86	Notification to parents of incident, injury, trauma and illness
87	Incident, injury, trauma and illness record
89	First aid kits
90	Medical conditions policy

90(1)(iv)	Medical Conditions Communication Plan
91	Medical conditions policy to be provided to parents
92	Medication record
93	Administration of medication
95	Procedure for administration of medication
101	Conduct of risk assessment for excursion
136	First aid qualifications
162	Health information to be kept in enrolment record
168	Education and care service must have policies and procedures
170	Policies and procedures to be followed
171	Policies and procedures to be kept available
175	Prescribed information to be notified to Regulatory Authority

RELATED POLICIES

Acceptance and Refusal of Authorisations Policy Administration of First aid Policy Administration of Medication Policy Excursion/ Incursion Policy Enrolment Policy Family Communication Policy	Incident, Injury, Trauma and Illness Policy Medical Conditions Policy Nutrition Food Safety Policy Privacy and Confidentiality Policy Record Keeping and Retention Policy Supervision Policy

PURPOSE

The *Education and Care Services National Regulations* requires approved providers to ensure their services have policies and procedures in place for medical conditions. Our Service is committed to providing a safe and healthy environment that is inclusive for all children, staff, volunteers, visitors, and family members who have been diagnosed with epilepsy. The aim of this policy is to ensure that educators and staff are aware of their obligations in supporting children with epilepsy and work in partnership with families and health professionals to manage seizures by following the child's medical management plan.

SCOPE

This policy applies to children, families, staff, management, the approved provider, nominated supervisor, students, volunteers and visitors of the Service.

DUTY OF CARE

Our Service has a legal responsibility to take reasonable steps to ensure that the health needs of all children enrolled in the service are met. This includes our responsibility to provide

- k. a safe environment free from foreseeable harm and
- l. adequate supervision for all children at all times.

Our Service will ensure that all staff members, including relief staff, have adequate knowledge about epilepsy and the management of seizures to ensure the safety and wellbeing of the children.

Management will ensure all staff are aware of children's medical management plan and risk management plans. This policy supplements our *Medical Conditions Policy*.

BACKGROUND

Epilepsy is a common, serious neurological condition characterised by recurrent seizures due to abnormal electrical activity in the brain. While about 1 in 200 children live with epilepsy, the impact is variable – some children are greatly affected while others are not. Epilepsy is unique. There are virtually no generalisations that can be made about how epilepsy may affect a child. There is often no way to accurately predict how a child's abilities, learning, and skills will be affected by seizures. Because the child's brain is still developing, the child, their family and doctor will be discovering more about the condition as they develop.

The most important thing to do when working with a child with epilepsy is to get to know the individual child and their condition. All children with epilepsy should have a medical management plan. It is important that all those working with children living with epilepsy have a thorough understanding of the effects of seizures, required medication and appropriate first aid.

IMPLEMENTATION

We will involve all educators, families and children in regular discussions about medical conditions and general health and wellbeing throughout our curriculum. The Service will adhere to privacy and confidentiality procedures when dealing with individual health needs including having families provide written authorisation to display the child's medical management plan in prominent positions within the Service.

Children diagnosed with epilepsy will not be enrolled into the Service until the child's medical management plan is completed and signed by their medical practitioner. A risk minimisation and communication plan must be developed with parents/guardians to ensure risks are minimised and strategies developed for minimising any risk to the child.

It is imperative that all educators and volunteers at the Service follow a child's medical management plan in the event of an incident related to a child's specific health care need, allergy or medical condition.

THE APPROVED PROVIDER/ NOMINATED SUPERVISOR WILL ENSURE:

- obligations under the *Education and Care Services National Law and National Regulations* are met
- a copy of this policy is provided and reviewed during each new staff member's induction process
- all staff, educators, students, visitors and volunteers have knowledge of and adhere to this policy and the Service's *Medical Condition Policy*
- that as part of the enrolment process, **all** parents/guardians are asked whether their child has been diagnosed with a medical condition and clearly document this information on the child's enrolment record
- if the answer is yes, the family will meet with the Service and its educators to begin the communication process for managing the child's medical condition in adherence with the registered medical practitioner or health professional's instructions
- parents/guardians of an enrolled child who is diagnosed with epilepsy are provided with access to the *Epilepsy Management Policy, Medical Conditions Policy and Administration of Medication Policy*
- at least one educator, staff member or nominated supervisor is in attendance and immediately available at all times children are being cared for by the service who:
 - holds a current ACECQA approved first aid qualification
 - undertaken current ACECQA approved emergency asthma management and
 - current ACECQA approved emergency anaphylaxis management training
- all staff and educators have completed ACECQA approved first aid training at least every 3 years and cardiopulmonary resuscitation (CPR) at least every 12 months
- all children enrolled at the Service with epilepsy must have a medical management plan, seizure record and, where relevant, an emergency action plan, signed by a registered medical practitioner and a copy filed with their enrolment record. Records must be no more than 12 months old and updated regularly by the child's registered medical practitioner and/or neurologist

- that the medical management plan will describe the prescribed medication for that child and the circumstances in which the medication should be administered
- parental authorisation is provided to display a child's medical management plan in key locations at the Service, where educators and staff are able to view these easily whilst ensuring the privacy, safety and wellbeing of the child (for example, in the child's room, the staff room, kitchen, and / or near the medication cabinet)
- a risk minimisation plan is developed in consultation with the parents/guardian of a child diagnosed with epilepsy outlining procedures to minimise the incidence and effect of a child's epilepsy. The plan will cover the child's known triggers and where relevant other common triggers which may cause an epileptic seizure.
- that the risk minimisation plan is specific to our Service environment and the individual child
- risk assessments are developed prior to any excursion or incursion consistent with Reg. 101
- they collaborate with parents/guardians to create and implement a communication plan and encourage ongoing communication between parents/guardians and staff regarding the current status of the child's medical condition, this policy, and its implementation
- that no child who has been prescribed epilepsy medication attends the Service without the medication
- all staff attend regular training on the management of epilepsy and, where appropriate, emergency management of seizures using emergency epileptic medication, when a child with epilepsy is enrolled at the Service
- all staff members are trained to identify children displaying the symptoms of a seizure and are aware of the child's medical management plan and required medication (if applicable)
- updated information, resources and support is regularly given to families for managing epilepsy
- that a staff member accompanying children on excursions or to events outside the Service carries the prescribed medication and a copy of the epilepsy medical management/action plan and for children diagnosed with epilepsy
- that they notify the regulatory authority of any serious incident of a child while being educated and cared for at the service within 24 hours.

EDUCATORS WILL:

- read and comply with the *Epilepsy Management Policy*, *Medical Conditions Policy* and *Administration of Medication Policy*
- ensure a copy of the child's medical management plan is visible and known to staff and volunteers in a Service

- recognise the symptoms of a seizure and treat appropriately and in accordance with the child's medical management plan in the event of a seizure
- record all epileptic seizures according to the medical management plan
- take all personal medical management plans, seizure records, medication records, emergency action plans and any prescribed medication on excursions and other events
- administer prescribed medication when needed according to the medical management plan in accordance with the Service's *Administration of Medication Policy*
- identify and where possible, minimise possible seizure triggers as outlined in the child's medical management plan and risk minimisation plan
- communicate with the parents/guardians of children with epilepsy in relation to the health and safety of their child, and the supervised management of the child's epilepsy
- ensure that children with epilepsy can participate in all activities safely and to their full potential
- increase supervision of a child diagnosed with epilepsy on special occasions such as excursions, incursions, parties and family days
- maintain a record of the expiry date of the prescribed epilepsy management medication so as to ensure it is replaced prior to expiry

FAMILIES WILL:

- provide information upon enrolment or on diagnosis, of their child's medical condition-epilepsy
- provide staff with a medical management plan developed and signed by a registered medical practitioner
- develop a risk minimisation plan in collaboration with the nominated supervisor and service staff
- develop a communication plan in collaboration with the nominated supervisor and service staff
- provide staff with prescribed medications each day their child attends care
- maintain a record of the expiry date of medication and ensure it is replaced prior to expiry
- notify staff in writing via email or through the *Notification of Changed Medical Status* form of any changes to their child's medical condition including the provision of a new medical management plan to reflect these changes as needed
- communicate all relevant information and concerns to staff, for example, any matter relating to the health of the child
- review the risk minimisation plan annually with the nominated supervisor/responsible person and other service staff

IF A CHILD IS KNOWN TO HAVE AN EPILEPTIC CONDITION AND HAS A SEIZURE, STAFF WILL:

- Follow the child's medical management plan
- Protect the child from injury- remove any hazards that the child could come into contact with
- Not restrain the child or put anything in their mouth
- Gently roll them on to the side in the recovery position as soon as possible (not required if, for example, child is safe in a wheelchair and airway is clear)
- Monitor the airway
- Call an ambulance immediately by dialling 000 if:
 - a seizure continues for more than three minutes
 - another seizure quickly follows the first
 - it is the child's first seizure
 - the child is having more seizures than is usual for them
 - certain medication has been administered
 - they suspect breathing difficulty or injury
- Continue first aid measures
- Contact the parent/guardian when practicable
- Contact the emergency contact if the parents or guardian can't be contacted when practicable
- If the incident presented imminent or severe risk to the health, safety and wellbeing of the child or if an ambulance was called in response to the emergency (not as a precaution) the regulatory authority will be notified within 24 hours of the incident through the [NQA IT System](#) (as per regulations)

THE ABOVE PROCEDURE SHOULD BE FOLLOWED IF A CHILD WHO IS NOT DIAGNOSED AS EPILEPTIC EXPERIENCES A SEIZURE WHILST ATTENDING THE SERVICE.

DEFINITIONS

FOCAL SEIZURES

Focal seizures without impaired consciousness:

Formerly called simple partial seizures, these arise in parts of the brain not responsible for maintaining consciousness, typically the movement or sensory areas.

Consciousness is NOT impaired, and the effects of the seizure relate to the part of the brain involved. If the site of origin is the motor area of the brain, bodily movements may be abnormal (e.g., limp, stiff, jerking). If sensory areas of the brain are involved the person may report experiences such as tingling or numbness, changes to what they see, hear or smell, or very unusual feelings that may be hard to describe. Young children might have difficulty describing such sensations or may be frightened by these.

Focal Seizures with impaired consciousness:

Often the person's actions are clumsy, and they will not respond normally to questions and commands. Behaviour may be confused, and they may exhibit automatic movements and behaviours e.g., picking at clothing, picking up objects, chewing and swallowing, trying to stand or run, appearing afraid and struggling with restraint. Colour change, wetting and vomiting can occur in complex partial seizures. Following the seizure, the person may remain confused for a prolonged period and may not be able to speak, see, or hear if these parts of the brain were involved. The person has no memory of what occurred during the complex partial phase of the seizure and often needs to sleep.

Focal Seizures becoming bilaterally convulsive:

Focal seizures may progress due to spread of epileptic activity over one or both sides of the brain. Formerly called secondarily generalised seizures, bilaterally convulsive seizures look like generalised tonic-clonic seizures.

GENERALISED SEIZURES

Tonic-clonic seizures: produce sudden loss of consciousness, with the person commonly falling to the ground, followed by stiffening (tonic) and then rhythmic jerking (clonic) of the muscles. Shallow or 'jerky' breathing, bluish tinge of the skin and lips, drooling of saliva and often loss of bladder or bowel control generally occur.

The seizures usually last one to three minutes and normal breathing and consciousness then returns. The person is tired following the seizure and may be confused. If the seizures last more than five minutes an ambulance should immediately be called.

Absence seizures: (previously called *petit mal* seizures) produce a brief cessation of activity and loss of consciousness, usually lasting less than 10 seconds. Often the momentary blank stare is accompanied by subtle eye blinking and mouthing or chewing movements. Awareness returns quickly and the person continues with the previous activity. Falling and jerking do not occur in typical absences.

Myoclonic seizures: are sudden and brief muscle contractions usually only lasting a second or two, that may occur singly, repeatedly or continuously. They may involve the whole body in a massive jerk or spasm or may only involve individual limbs or muscle groups. If they involve the arms, they may cause the person to spill what they were holding. If they involve the legs or body the person may fall.

Tonic seizures: are characterised by generalised muscle stiffening, lasting 1-10 seconds. Associated features include brief cessation of breathing, colour change and drooling.

Tonic seizures often occur during sleep. When tonic seizures occur suddenly with the child awake, they may fall violently to the ground and injure themselves. Fortunately, tonic seizures are rare and usually only occur in severe forms of epilepsy.

Atonic seizures: produce a sudden loss of muscle tone that, if brief, may only involve the head dropping forward ('head nods'), but may cause sudden collapse and falling ('drop attacks').

Source: *Epilepsy Australia (2019)*.

RESOURCES/POSTERS

[Animated Seizure First-Aid video for children](#)

[Seizure first aid posters](#)

CONTINUOUS IMPROVEMENT/REFLECTION

Our *Epilepsy Management Policy* will be reviewed on an annual basis in consultation with children, families, staff, educators and management.

CHILDCARE CENTRE DESKTOP- RELATED RESOURCES

Administration of Medication Form	Medication Update Letter to parents
Authorisation to Display Medical Management Plan	Medical Conditions Register
Managing a Medical Condition Procedure	Medical Management Plan
Medical Communication Plan	Medical Risk Minimisation Plan
	Notification of Changed Medical Status

SOURCES

Australian Children's Education & Care Quality Authority. (2021). [Dealing with Medical Conditions in Children Policy Guidelines](#)

Australian Children's Education & Care Quality Authority. (2025). [Guide to the National Quality Framework](#)

Early Childhood Australia Code of Ethics. (2016).

Education and Care Services National Law Act 2010. (Amended 2023).

[Education and Care Services National Regulations](#). (Amended 2023).

Epilepsy Australia. (2021). <https://epilepsyaustralia.net>

Epilepsy Action Australia. (2020). <https://www.epilepsy.org.au/>

National Health and Medical Research Council. (2024). [Staying Healthy: preventing infectious diseases in early childhood education and care services \(6th Ed.\)](#). NHMRC. Canberra.

The Royal Children's Hospital Melbourne: http://www.rch.org.au/neurology/patient_information/about_epilepsy/
[Western Australian Legislation Education and Care Services National Regulations \(WA\) Act 2012](#)

[Western Australian Legislation Education and Care Services National Law \(WA\) Act 2012](#)

POLICY REVIEWED BY	Tracy Gill	Nominated Supervisor	17/11/2025
POLICY REVIEWED	November 2025	NEXT REVIEW DATE	November 2026
VERSION NUMBER	V1		
MODIFICATIONS			
POLICY REVIEWED	PREVIOUS MODIFICATIONS		NEXT REVIEW DATE
	•		

FLOOD MANAGEMENT POLICY

Floods are a natural phenomenon that occur when water covers land that is usually dry. Flooding most commonly occurs from heavy rainfall when natural watercourses cannot carry the excess water. Flooding can also be caused by storm surges as a result of a tropical cyclone, or severe storm, a tsunami or even due to a dam release or fail.

Extensive flooding in 2011, led the Australian Government to introduce a [standard definition of flood](#) for certain insurance policies. For this purpose, a flood is defined as:

The covering of normally dry land by water that has escaped or been released from the normal confines of: any lake, or any river, creek or other natural watercourse, whether or not altered or modified; or any reservoir, canal, or dam.

According to Geoscience Australia, floods can have both positive and negative impacts. They can bring welcome relief for people and ecosystems suffering from prolonged drought, but also are estimated to be the costliest natural disaster in Australia.

Appropriate emergency preparedness and mitigation strategies need to be developed to ensure flooding can be a manageable hazard, especially in flood prone communities. Changes in rainfall intensity and the occurrence of severe storms and rising sea levels, however, have made many parts of Australia, especially coastal areas, a flood risk. The Australian Warning System is a new national approach to information and warnings during emergencies including flooding and tsunamis.

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 2: CHILDREN'S HEALTH AND SAFETY		
2.2	Safety	Each child is protected.
2.2.1	Supervision	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard
2.2.2	Incident and emergency management	Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practised and implemented.
QUALITY AREA 7: GOVERNANCE AND LEADERSHIP		
7.1.2	Management Systems	Systems are in place to manage risk and enable the effective management and operation of a quality service
7.1.3	Roles and responsibilities	Roles and responsibilities are clearly defined, and understood, and support effective decision-making and operation of the service.

EDUCATION AND CARE SERVICES NATIONAL LAW AND REGULATIONS	
S. 174(2)(a)	Serious incident - Any emergency for which emergency services attended
S. 174(2)(c)	Any incident that requires the approved provider to close, or reduce the number of children attending the service for a period
S. 174(2)(c)	Any circumstance at the service that poses a risk to the health, safety or wellbeing of a child attending the service
4	Definitions “multi-storey building” and “storey”
12(d)	Meaning of a serious incident- any emergency for which emergency services attended
97	Emergency and evacuation procedures
98	Telephone or other communication equipment
99	Children leaving the education and care service premises
136	First aid qualifications
168	Education and Care Services must have policies and procedures
170	Policies and procedures are to be followed
171	Policies and procedures to be kept available
175	Prescribed information to be notified to regulatory authority

RELATED POLICIES

Acceptance and Refusal Authorisation Policy Cyclone Management Policy Delivery of Children to and from EEC Service Policy Emergency and Evacuation Policy Family Communication Policy	Health and Safety Policy Incident, Injury, Trauma and Illness Policy Lockdown Policy Record Keeping and Retention Policy Supervision Policy

PURPOSE

We aim to maintain children’s safety and wellbeing by developing an *Emergency Management Plan* that includes flood emergency plans and proactive responses to minimise the potential risks faced by children and staff of the Service during a flood.

SCOPE

This policy applies to children, families, educators, staff, management, approved provider, nominated

supervisor, students, volunteers and visitors of the Service.

IMPLEMENTATION

Management will take effective action to ensure that the Service is as flood safe as possible. We will identify possible flood risks, engage members of the community for advice and help and ensure all staff are aware of their responsibilities and roles if required to respond to a flood emergency. Our Emergency Management Plan (EMP) is developed and updated in consultation with children, families, educators, management and emergency services.

FLOODS IN AUSTRALIA

Floods are categorised according to the speed at which floodwaters rise:

Slow-onset flood: Occur by slow rise and fall of water level and usually lasts for a relatively longer period. Slow-onset floods may last one or more weeks, or even months. Due to the flood lasting for a longer period, it can lead to loss of livestock, agricultural products, roads, railroads etc.

Rapid onset floods: Occur by a rapid rise in water level which lasts for a shorter period. The damage rapid onset floods can cause are often more destructive and pose a greater risk to life and property as people usually have less time to take preventive action prior to the flood.

Flash-Floods: Occur by a rapid rise in water level, within minutes or a few hours after heavy rainfall, tropical storm, failure of dams or levees. Flash-Flooding poses the greatest threat to life and may result in significant damage to property.

TSUNAMIS IN AUSTRALIA

Tsunamis are essentially a series of ocean waves that send surges of water onto land. Where regular waves are caused by wind, tsunamis are caused by the large-scale vertical displacement of the water.

Tsunami warnings may be issued by the Joint Australian Tsunami Warning Centre who monitor real-time tsunamigenic potential such as volcanic eruptions, earthquakes submarine landslides and other events that could generate tsunamis.

THE AUSTRALIAN WARNING SYSTEM (AWS)

The Australian Warning System (AWS) is a nationally consistent, three-tiered approach designed to make warnings clearer and lead people to take action ahead of severe weather events including flood and tsunami warnings. The warning system comprises of levels, action statements, hazard icons, colours and shapes. <https://www.ses.nsw.gov.au/about-us/our-warnings/>

The three warning levels are:

Advice Yellow: An incident has started. There is no immediate danger. Stay up to date in case the situation changes. Monitor conditions.

Watch and Act (Orange): There is a heightened level of threat. Conditions are changing and you need to start taking action now. Prepare to leave/evacuate. Do not enter flood water.

Emergency Warning (Red): An Emergency Warning is the highest level of warning. You need to take action immediately. Leave/evacuate (immediately by am/pm/hazard timing).

The AWS are issued by Emergency Services. The predicted extent of the flood and the amount of time available before it arrives will determine the course of action to be taken.

When there is an Emergency Warning, educators need to prepare for possible emergency evacuation and implement the procedures effectively to ensure the safety of all children, staff, families and visitors in the Service.

THE APPROVED PROVIDER/ NOMINATED SUPERVISOR/ MANAGEMENT AND EDUCATORS WILL ENSURE:

- ensure obligations under the *Education and Care National Law and Regulations* are met and understood by all educators and staff
- ensure all educators, including casual/relief educators and staff members, are familiar with our *Flood Management Policy*, procedures and regulatory requirements and comply accordingly
- all staff have a thorough understanding of the [Australian Warning System \(AWS\)](#)
- a comprehensive risk assessment to identify local risks associated with the impact of flooding is completed annually in collaboration the **PENRITH SES 132 500** (State Emergency Services) and an Emergency Management Plan (EMP) is developed
- hazards within the Service that may be harmful to children or staff during a flood are identified in the risk assessment
- families are made aware of the *Flood Management Policy* and emergency evacuation procedures
- emergency evacuation plans are displayed in prominent positions near each exit and in the indoor and outdoor learning environments

- clear procedures are in place for when a flood warning occurs to ensure the safety of educators, children and families
- emergency evacuation rehearsals (drills) will be practiced every **three months**, including identifying a designated assembly point and place of refuge in case of flooding.
- a range of possible flood scenarios are included in evacuation drills
- each emergency evacuation drill is documented (Reg. 97) and reviewed to ensure continuous improvement
- emergency telephone numbers will be clearly displayed in prominent positions within the Service
- emergency contact details of all children are updated regularly
- refer to the *Emergency and Evacuation Policy* for steps to be followed when the Service needs to close in response to an emergency, including when to notify the regulatory authority and department of education of service closure
- a serious incident notification is submitted to the regulatory authority within 24 hours when there has been an emergency that has posed a risk to the safety and wellbeing of the children
- the regulatory authority is notified within 24 hours if the Service is required to close for a period of time as a result of a local emergency (evacuation due to flood, or to repair damage caused by a flood) (Reg.175 (2)(b))
- the Department of Education is notified within 24 hours if the Service is temporarily closed via CCS Software or Provider Entry Point (PEP)
- strategies to implement emergency plans are discussed and documented at each staff meeting
- consideration is made to how to save critical records- (current records, historical artefacts and archives)
- counselling services are provided to employees and their family members affected by flooding
- the Service insurance policy is current and covers the Service for flood damage.

BEFORE A FLOOD

MANAGEMENT AND EDUCATORS WILL:

- continue to visit Bureau of Meteorology to check current flood and weather warnings
<http://www.bom.gov.au/>
- visit the Bureau of Meteorology flood watch- [Flood warning system](#)
- refer to the SES State Flood Plans which outline arrangements for responding to floods to our area
- be familiar with the warning levels and what action needs to be taken during a flood
- ensure the removal of leaves, debris and other items that can enhance flooding (e.g.: check gutters and drains)

- become familiar with the emergency evacuation plan identifying routes and safe locations if evacuation is required (note: this may be different for a flood situation)
- prepare the *Emergency Evacuation Kit*
- ensure an up-to-date emergency contact list for all children is included in the *Emergency Evacuation Kit*
- organise sandbags and sand
- follow the advice by emergency services
- place chemicals on a high shelving to reduce contamination of flood water
- talk to the children about the flood, using simple words that children can understand
- ensure there is a procedure for out of hours decision making
- ensure plans are made to include removal of animals (if safe to do so).

DURING A FLOOD

MANAGEMENT AND EDUCATORS WILL:

- act quickly
- monitor current flood warnings in the local area
- liaise with Emergency Services instructions and react to changing conditions
- contact families to come and collect their child/ren once emergency services have issued a Watch and Act warning for your area
- turn off electricity, water and gas
- place sandbags in the toilet bowls and over shower and bath outlets to prevent backflow of sewerage into the Service
- lock all doors and take recommended evacuation routes for the local area
- contact emergency services to ensure the relocation area is safe before proceeding and follow all advice
- evacuate the Service immediately and relocate to clearly defined area as discussed with emergency services and clearly identified in the Service's Emergency Evacuation Plan and Procedure
- keep families updated regularly of the relocation site.

IF IT'S TOO LATE TO LEAVE DURING A FLOOD

MANAGEMENT AND EDUCATORS WILL:

- continue to seek advice from emergency services
- remain calm

- move to higher ground and avoid standing in flowing or rising water
- if time permits, stack possessions, equipment and resources onto benches and tables
- ensure that if flowing water is above the ankles, STOP! Turn around and go another way
- avoid entering flood waters.

AFTER THE FLOOD

MANAGEMENT AND EDUCATORS WILL:

- stay tuned to local radio stations for official warnings and advice
- wait until emergency services have declared the area safe before entering the flood zone
- do not enter the Service until the water has dropped below floor level
- do not let children play in or near floodwater
- stay away from drains
- wear rubber boots or rubber soled footwear and rubber/leather gloves when entering the Service
- check with electricity, gas and water establishments to determine if the supplies to the Service and local area has been affected and if it safe for them to be turned on
- be aware of damaged power lines, bridges, buildings, trees surrounding the Service
- contact families or emergency contacts to confirm the location and safety of the children
- if possible, take photographs for insurance claims
- when safe and convenient, clean or discard contaminated toys and equipment
- complete a serious incident notification to the regulatory authority within 24 hours when there has been an emergency that has posed a risk to the safety and wellbeing of the children [NQA ITS](#)
- notify the regulatory authority if the Service is required to close for a period of time as a result of a local emergency (evacuation due to flooding or to repair damage caused by flooding)
- notify the Department of Education if the Service is temporarily closed via CCS Software or the [Provider Entry Point \(PEP\)](#)
- notify families about absences and Child Care Subsidy (CCS) due to a local emergency.

PREPARING FOR AN EMERGENCY

Go to the services below

Australian Government Department of Education. [Help in an Emergency](#)

[Australian Government Bureau of Meteorology](#)

Australian Government- Emergency Management Australia-[What to do before and after a flood](#)

[Australian Government National Emergency Management Agency Australian Disaster Resilience Knowledge Hub- Flood](#)

[NSW Department of Education: Flood planning for Early Childhood Education and Care \(ECEC\)](#)

RESOURCES TO ASSIST SERVICES AFTER AN EMERGENCY/NATURAL DISASTER

BeYou- [Trauma informed practice](#)

[BeYou Educator Wellbeing after a natural disaster](#)

STATE SPECIFIC INFORMATION

New South Wales

New South Wales State Emergency Service SES

Council Flood Plans <https://www.ses.nsw.gov.au/flood-resources/before-a-flood/know-your-risk/>

Phone: 132 500 SES

CONTINUOUS IMPROVEMENT/REFLECTION

The *Flood Management Policy* will be reviewed on an annual basis in conjunction with children, families, educators and staff.

CHILDCARE CENTRE DESKTOP RESOURCES

Emergency Evacuation Kit Checklist	Emergency Management Plan (EMP)
Emergency Evacuation Procedure	Potential Emergencies - Risk Assessment
Emergency Evacuation Record	Action Plan
Emergency Evacuation Calendar	
Emergency Evacuation I Evaluation	

SOURCES

Australian Children's Education & Care Quality Authority. (2025). [Guide to the National Quality Framework](#)

Australian Government. Bureau of Meteorology. Joint Australian Tsunami Warning Centre.

<http://www.bom.gov.au/tsunami/>

Australian Government Department of Education (2020). Help in an emergency

Australian Government: Geoscience Australia. (2022). [Flood](#)

Education and Care Services National Law Act 2010. (Amended 2023).

[Education and Care Services National Regulations](#). (Amended 2023).

Australian Government Bureau of Meteorology <http://www.bom.gov.au/tsunami/>

Australian Government National Emergency Management Agency *Australian Warning System*

<https://www.australianwarningsystem.com.au>

Australian Government tsunami Awareness https://www.ga.gov.au/_data/assets/pdf_file/0003/86493/Tsunami-Awareness-brochure.pdf

Floods: Warning, Preparedness and Safety

http://www.bom.gov.au/australia/flood/EMA_Floods_warning_preparedness_safety.pdf

Queensland Government Get Ready Queensland <https://www.getready.qld.gov.au/understand-your-risk/types-disasters/tsunami>

SES – NSW State Emergency Services <https://www.ses.nsw.gov.au>

REVIEW

POLICY REVIEWED BY	Tracy Gill	Nominated Supervisor	17/11/2025
POLICY REVIEWED	Novemembr 2025	NEXT REVIEW DATE	Novemembr 2026
VERSION NUMBER	V1		
MODIFICATIONS			
POLICY REVIEWED	PREVIOUS MODIFICATIONS		NEXT REVIEW DATE
	•		

FLOOD EMERGENCY PROCEDURE

Emergency and evacuation situations in early education and care services may arise for a variety of reasons, often suddenly and unexpectedly. It is vital that if a flood emergency arises, staff are confident to manage the situation effectively and efficiently, maintaining the safety and wellbeing of children, families and visitors.

Working in conjunction with the *Flood Management Policy* and *Emergency Evacuation Policy*, this procedure provides detailed steps for educators to confidently manage flood emergency situations effectively and efficiently, maintaining the safety and wellbeing of children, families and visitors during a flood event.

Education and Care Services National Law or Regulations (R.1(d), 97, 98, 99, 136 and 168) NQS QA 2 Element 2.2.1, 2.2.2 Children's Health and Safety QA 7 Element 7.1.2 and 7.1.3 Governance and Leadership
Related Policy: Flood Management Policy and Emergency Evacuation Policy

STEP 1: PREPARATION FOR FLOOD EVENTS		
1	The Approved Provider, Nominated Supervisor will ensure all staff and educators review and update the service's <i>Flood Management Policy</i> on a regular basis, every 12 months. The Policy will be reviewed in consultation with relevant authorities (SES, Local Council), families and educators.	
2	A Risk Assessment and Emergency Management Plan (EMP) has been completed and is reviewed every 12 months or following an emergency event	
3	The Risk Assessment will provide provisions for safe removal and transport of animals during a flood event	
4	Families are aware of the services Flood Management Policy and EMP	
5	Procedures regarding emergency evacuation are followed including emergency evacuation drills practiced every 3 months and emergency procedures displayed in prominent positions near each exit.	
6	Consideration for how and where critical records are stored, for example if records are likely to be impacted during an emergency event	
7	The service keeps up to date with current emergency, flood and weather warnings	
8	Staff are familiar with the warning levels and what action needs to be taken during a flood	
9	Staff are familiar with the emergency evacuation plan identifying routes and safe locations if evacuation is required	
10	An emergency evacuation kit is fully stocked and easily accessible at all times	

STEP 2: EVACUATION DUE TO A FLOOD RISK EVENT

1	The Approved Provider, Nominated Supervisor and educators will ensure instructions are followed by Emergency Services at all times	
2	The Approved Provider, Nominated Supervisor or Responsible Person will ensure families are kept up to date regarding emergency and flood warnings for the area	
3	Staff are to initiate protective actions where possible including moving furniture to higher ground, ensure chemicals are placed on a high shelf, place sandbags where required, over toilet bowls and over shower and bath outlets to prevent backflow of sewerage into the Service	
4	The Approved Provider, Nominated Supervisor or Responsible Person will contact families to arrange collection of children once an Emergency Evacuation order has been issued for the area	
5	The <i>Emergency Evacuation Procedure</i> will be followed during emergency flood events where children, staff and visitors are required to evacuate the service during operating hours	
6	Staff will ensure copies of Medical Management Plans, required medication and portable first aid kit are collected during evacuation of the Service	
7	Educators will support and supervise children until children are collected by families	
8	Staff are advised to avoid entering flood waters	

STEP 3: RECOVERY AND RESPONSE FOLLOWING A FLOOD EVENT

1	Staff will wait until emergency services have declared the area safe before entering the flood zone	
2	Staff will wear rubber boots or rubber soled footwear and rubber/leather gloves when entering the Service	
3	The Approved provider will check with electricity, gas and water establishments to determine if the supplies to the Service and local area has been affected and if it safe for them to be turned on	
4	Staff will be aware of damaged power lines, bridges, buildings, trees surrounding the Service	
5	The Approved Provider will, if possible, take photographs for insurance claims	
6	The Approved Provider will contact the regulatory authority within 24 hours when there has been an emergency that has posed a risk to the safety and wellbeing of the children or if the service is required to close for a period of time, including closed due to a result of a local emergency	
7	The Approved Provider, Nominated Supervisor or Responsible Person will liaise with any attending emergency service for debrief and feedback on emergency procedure	
8	The Approved Provider will notify families when it is safe to return and alternative options for education and care in the area if the Service is not able to continue to operate	

REVIEW OF PROCEDURE			
Date procedure created	14.01.2026	To be reviewed	14.01.2027
Approved by	Tracy Gill	Position	Nominated Supervisor
Procedure Reviewed Date	Modifications/Changes		Version

FURNITURE AND EQUIPMENT SAFETY POLICY

Adequate and safe furnishings and equipment are an essential component of quality early childhood education and care. Under the Education and Care Services National Law and Regulations, we have a responsibility to protect the health and safety of children enrolled at the Service. Whilst this is reflected in our health and safety policies, nursery furniture and equipment require careful consideration to minimise risks to all those entering the Service.

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 2: CHILDREN'S HEALTH AND SAFETY		
2.2	Safety	Each child is protected.
2.2.1	Supervision	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.
QUALITY AREA 3: PHYSICAL ENVIRONMENT		
3.1.1	Fit for Purpose	Outdoor and indoor spaces, buildings, fixtures and fittings are suitable for their purpose, including supporting the access of every child.
3.1.2	Upkeep	Premises, furniture and equipment are safe, clean and well maintained.

EDUCATION AND CARE SERVICES NATIONAL REGULATIONS	
103	Premises, furniture and equipment to be safe, clean and in good repair
105	Furniture, materials and equipment
111	Administrative space
112	Nappy change facilities
168	Education and care service must have policies and procedures
170	Policies and procedures must be followed
175	Prescribed information to be notified to Regulatory Authority
176	Time to notify certain information to Regulatory Authority

RELATED POLICIES

Child Safe Environment Policy	Physical Environment Policy
Health and Safety Policy	Safe Sleep Policy
Incident, Injury, Trauma and Illness Policy	Supervision Policy

PURPOSE

Management and educators have a responsibility and duty of care to ensure the building, furniture, grounds, and equipment are safe and hygienic. We aim to ensure that all furniture and equipment at the Service adheres to recognised safety standards and is age appropriate for the children.

SCOPE

This policy applies to children, families, staff, educators, management, approved provider, nominated supervisor, students, volunteers and visitors of the Service.

IMPLEMENTATION

Our Service understands the importance of children experiencing and learning about risk through safe and creative play. All children have the right to be safe. The provision of safe environments for children is essential to prevent injury and enable them to grow and develop. We will only use furniture and equipment that has been made in accordance with Australian mandatory design standards.

THE APPROVED PROVIDER/ NOMINATED SUPERVISOR WILL ENSURE:

- that obligations under the *Education and Care Services National Law and National Regulations* are met
- educators, staff, students, visitors and volunteers have knowledge of and adhere to this policy and associated procedures
- a proactive process of risk management is implemented, and clear processes are in place for the identification of hazards, risk minimisation and other control measures
- daily/weekly routine visual inspections are made to identify obvious hazards in surfacing, fixed and mobile equipment, moving parts, swings, ropes, chains, tyres, fences, sandpits
- a qualified person is employed on an annual basis to complete comprehensive inspections of outdoor equipment including:
 - timber structures
 - swings
 - ropes, chains, tyres
 - metal frames
 - slides and linking items
 - playground surfacing and impact areas

- entrapment hazards
- records are kept of inspections and maintenance of furniture, playgrounds and equipment
- educators and staff are aware of their responsibility to identify hazards and potential risks, conduct safety checks of all equipment and furniture and abide by Work Health and Safety requirements
- mandatory Australian Safety Standards are always adhered to when
 - purchasing new equipment or furniture, in particular in relation to cots, prams and strollers, baby dummies and dummy chains, baby walkers, bicycle helmets, and child restraints
 - installing equipment (for example: equipment footings, clustering equipment, free height fall, swings)
- the Service joins Product Safety Recall mailing lists and/or registers products where possible, to keep up to date with any recalled products (e.g., electronics/furniture)
- any banned products will be removed immediately from the Service as required
- to adhere to the Education and Care Services National Law and Regulations and licensing requirements that relate to the safety of children at the Service
- the equipment and furniture used in providing education and care at the Service is safe clean and in good repair
- there is sufficient furniture and developmentally appropriate equipment so each child can take part in the educational program depending on their interests, ages and abilities
- the age recommendation in relation to the age and developmental stage of the children using the furniture and equipment is adhered to
- educators are aware of appropriate instructions for use and supervision for all equipment and furniture
- furniture in the Service is securely built so it will not collapse, is easy to clean, and non-toxic
- an administrative space or area is provided to conduct administrative functions, consult with parents of children and conduct private conversations (Reg. 111)
- to implement recommendations from organisations, such as Kidsafe, on fall zones and suitable heights of furniture, equipment and playground equipment (minimum height of equipment requiring fall zone is 600 mm)
- entrapment hazards are identified and appropriate measures to reduce the risk of harm implemented. (It is easy for small fingers and limbs to get caught in gaps. Head and upper body entrapments can cause death by asphyxiation. Be aware that fingers can get caught in holes or openings between 5-12mm, limbs in gaps between 30-50mm and heads in gaps over 85mm.)
- all equipment and furniture are kept in a clean and hygienic state, particularly before and after food service

- furniture and equipment do not contain any lead (This is most likely to occur with second-hand furniture)
- they carefully consider all aspects regarding the use of furniture and equipment and how it suits the age and stage of the children's development
- all cupboards have safety locks and remain locked when not in use
- regularly testing is conducted on locking devices to ensure they are functioning correctly
- the regulatory authority is notified of any serious incident involving serious injury or trauma to a child within 24 hours.

EDUCATORS WILL:

- provide effective supervision of children, including the supervision of infants at all times to minimise the risk of accidents and injuries that could result from the furniture and equipment within the learning indoor and outdoor learning environment and nursery
- regularly check furniture and equipment for stability and wear and tear- (corners, surface- splinters, missing bike handle grips, faulty cleats in boards or ladders, heavy objects on climbing frames that destabilise the equipment)
- keep records of daily/weekly inspection of indoor/outdoor equipment
- keep an accurate record of any furniture or equipment that needs maintenance in the *Equipment and Maintenance Record* and ensure this is reported to management
- ensure non-toxic, easy to clean surfaces will be sourced for all equipment
- reflect on common accidents and incidents in the learning environment and implement an action plan to ensure the safety of children and minimise accidents at the Service
- provide a safe physical environment that allows children to play safely
- remain up to date with health and safety changes within the early childhood sector by attending appropriate professional development
- ensure the furnishings and equipment within the program support and stimulates children's development.

NURSERY FURNITURE

- all equipment will comply with compulsory Australian safety standards- (AS/NZS 2172 for cots AS 4684 for highchairs)
- locking devices and stability of cots and highchairs will be checked daily/weekly
- inspections will be made regularly and a record kept checking bolts and nuts on cots to ensure they are maintained as per instructions supplied with the cot

- nappy change facilities should be properly constructed benches and designed and located in an area that prevents unsupervised access by children
- the nursery will be free from small objects or items that can break and become a potential hazard
- cots will be positioned away from heaters, power points, windows or curtain and blind cords
- cots will be stored in our cot rooms and met the National safety Standards
- our beds will be stored in a locked cupboard when not in use
- cot rooms will not be used as storage areas
- our Service will always use furniture and equipment that is free of rough surfaces, sharp edges, points, projections and/or small pieces that can break off
- the use of unsafe equipment such as baby walkers will be avoided
- to reduce the risk of harm, collapsible furniture and furniture that presents possible entrapment hazards will not be used in the Nursery (e.g., toy boxes with heavy lids)
- infants will never be left unattended at any time
- all infants will be safely secured in their highchair when eating
- educators will ensure that the sides of cots are put up when occupied by children

BATTERY SAFETY

Button Batteries- Button batteries pose significant risks to children due to their small size and potential to cause serious internal injuries if swallowed or inserted into the body. To reduce the likelihood of these risks, management and educators must review all purchases to avoid, where possible, buying equipment or toys powered by button batteries

If equipment or toys requiring button batteries are purchased, they must be assessed to ensure the batteries are secured in a child-resistant compartment to minimise or prevent access. Educators are responsible for keeping all button batteries out of reach of children at all times, flat batteries must be disposed of correctly immediately. Families and children are advised that toys or items requiring button batteries are not permitted within the Service, with exceptions made for essential medical aids such as hearing aids.

In the event a child swallows, inserts, or is suspected of swallowing or inserting a button battery, educators must immediately contact the **Poisons Information Centre** on **13 11 26** and follow first aid procedures.

Lithium-ion Batteries- Portable rechargeable lithium-ion batteries pose significant safety risks if not handled properly. These batteries may catch fire, explode or release toxic gases when damaged, improperly stored or incorrectly charged.

Our Service will ensure products containing lithium-ion batteries are purchased from reputable suppliers. Batteries are to be stored according to manufacturer instructions - in a cool, dry place, out of direct sunlight and never left in cars. Batteries are to be cooled before charging, if the battery is showing any sign of damage or failure it is not to be used, charged or repaired but will be disposed of safely.

Educators will take precautions to ensure lithium-ion batteries are not charged on flammable materials, such as beds, carpet or clothing. Batteries are not to be left on charge overnight to minimise the risk of overheating or fire.

CONTINUOUS IMPROVEMENT/REFLECTION

Our *Furniture and Equipment Safety Policy* will be reviewed on an annual basis in consultation with children, families, staff, educators and management.

- RELATED RESOURCES

Clean, Maintenance and Risk Audit Report and Procedure Maintenance Record Opening and Closing Checklist	Outdoor Environment and Playground Safety Audit Physical Environment Audit

SOURCES

Australian Children's Education & Care Quality Authority. (2025). [Guide to the National Quality Framework](#)

Australian Competition & Consumer Commission. (2013). Keeping baby safe – a guide to infant and nursery products: <https://www.productsafety.gov.au/publication/keeping-baby-safe-a-guide-to-infant-and-nursery-products>

Australian Competition & Consumer Commission. (n.d.). Product safety Australia: Mandatory standards: <https://www.productsafety.gov.au/product-safety-laws/safety-standards-bans/mandatory-standards>

Australian Government Department of Education. [Belonging, Being and Becoming: The Early Years Learning Framework for Australia. V2.0, 2022](#)

Early Childhood Australia Code of Ethics. (2016).

Education and Care Services National Law Act 2010. (Amended 2023).

[Education and Care Services National Regulations](#). (Amended 2023).

Kidsafe NSW Inc. Home and community safety information sheets:

<https://www.kidsafensw.org/resources/information-sheets/>

REVIEW

POLICY REVIEWED BY	Tracy Gill	Nominated Supervisor	17/11/2025
POLICY REVIEWED	September 2025	NEXT REVIEW DATE	September 2026
VERSION NUMBER	V1		
MODIFICATIONS			

HANDWASHING POLICY

Having and encouraging effective hygiene practices in early childhood is essential for reducing the risk of infection. Helping children to develop appropriate personal hygiene habits, such as hand hygiene, will become embedded as they grow and develop. It is important to work with families to ensure children follow simple hygiene rules by incorporating effective hygiene strategies in both the Service and home environment.

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 2: CHILDREN'S HEALTH AND SAFETY		
2.1	Health	Each child's health and physical activity is supported and promoted.
2.1.2	Health practices and procedures	Effective illness and injury management and hygiene practices are promoted and implemented.
2.2	Safety	Each child is protected.
2.2.1	Supervision	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.

EDUCATION AND CARE SERVICES NATIONAL LAW AND NATIONAL REGULATIONS	
S. 2A	Paramount consideration—safety, rights and best interests of children
S. 3A	Paramount consideration
77	Health, hygiene and safe food practices
88	Infectious diseases
93	Administration of medication
106	Laundry and hygiene facilities
109	Toilet and hygiene facilities
168	Education and care service must have policies and procedures
170	Policies and procedures to be followed

RELATED POLICIES

Administration of Medication Policy Animal and Pet Policy Bottle Safety and Preparation Policy	Incident, Injury, Trauma and Illness Policy Nappy Change and Toileting Policy Pregnancy in Early Childhood Policy

Dealing with Infectious Diseases Policy Health and Safety Policy	Supervision Policy Work Health and Safety Policy

PURPOSE

Our Service is committed to ensuring the health and safety of all educators, staff, volunteers, families, and children by providing a safe and healthy environment. Effective hand hygiene significantly reduces the risk of infection and is therefore of the utmost importance. We aim to implement specific hand hygiene practices regularly to minimise the risks associated with cross infection of viral and bacterial borne diseases.

SCOPE

This policy applies to children, families, staff, educators, management, approved provider, nominated supervisor, students, volunteers and visitors of the Service.

IMPLEMENTATION

Infection can be spread through direct physical contact between people, airborne droplets from coughing and sneezing or from contact with surfaces and objects. Children come into contact with many other children and adults, toys, eating utensils, and equipment whilst being cared for in early education and care services. This high degree of physical contact with people and the environment creates a higher risk of children being exposed to and spreading infectious illnesses. Whilst it may not be possible for services to prevent the spread of all infections, we aim to create a hygienic environment to minimise the spread of diseases and infections.

Effective hand washing is a vital strategy in the prevention of spreading many infectious diseases.

Research emphasises effective and frequent handwashing as the single most important way to reduce the spread of bacteria, germs, viruses, and parasites that may infect educators, staff and children in early childhood services and in our general population.

Micro-organisms such as bacteria, germs, viruses, and parasites are present on the hands at all times and live in the oil that is naturally produced on our hands. The use of soap or detergent and water removes most of these organisms and decreases the risk of cross-infection.

Our Service will adhere to National Regulation requirements, standards and guidelines to support the effectiveness of our *Hand Hygiene Policy*. We aim to educate and encourage children to wash their hands frequently and effectively which will help to reduce the incidence of infectious diseases, adhering to

guidelines provided in [*Staying healthy: Preventing infectious diseases in early childhood education and care services* 6th edition](#) and recommendations from the Department of Health- Australian Health Protection Principal Committee (AHPPC) to guide best practice.

TO ENSURE THE GREATEST LEVEL OF PERSONAL HYGIENE OUR SERVICE WILL ENSURE:

- employees, parents/guardians, children and visitors wash their hands upon arrival at the Service or use the alcohol-based sanitiser; children will only use sanitisers under adult supervision
- hands are thoroughly dried using hand towel and disposed of in the bin provided
- disposable tissues are used to wipe noses, eyes or mouths and disposed of in the bin provided immediately after use
- hands are washed following the use of tissues
- hands are washed thoroughly using soap and water after using the toilet
- signage is provided to prompt visitors and children to wash their hands regularly and effectively when visiting our Service.

THE APPROVED PROVIDER/ MANAGEMENT/NOMINATED SUPERVISOR WILL:

- ensure the safety, health and wellbeing of children is the paramount consideration in all hygiene practices
- meet obligations under the Education and Care Services National Law and Education and Care Services National Regulations
- require educators and staff wash their hands:
 - before and after eating and handling food
 - before and after preparing bottles for infants
 - before and after applying sunscreen or other lotions to children
 - after using the toilet
 - after wiping a child's nose
 - after blowing their own nose
 - after helping children use the toilet
 - after touching animals
 - after cleaning high-touch surfaces (e.g., tables, light switches, door handles, computers, iPads)
 - after cleaning or mopping floors
 - after changing learning environments – rooms, indoor/outdoor
 - whenever their hands are visibly dirty (e.g., after gardening, mud play, painting)

- before leaving the Service at the end of the day
- support educators and staff to adhere to effective food preparation and food handling procedures
- require educators and staff wash their hands before and after wearing disposable gloves when:
 - nappy changing/toileting, including preparation (e.g., cleaning the nappy change area)
 - preparing food
 - administering medication
 - administering first aid (e.g., managing cuts/bleeding)
 - cleaning spills (e.g., urine, faeces, vomit or blood)
 - cleaning with disinfectant or chemicals
 - after handling garbage and/or contaminated materials (nappies and other waste products)

EDUCATORS WILL:

- support children with hand hygiene in a respectful and age-appropriate manner that upholds their dignity, rights and autonomy
- explicitly teach children the correct process of hand washing
- actively supervise children when hand washing/cleaning
- remind children to wash their hands frequently throughout the day
- model effective hand washing procedures
- ensure the required equipment and resources are easily accessible and appropriate to use (e.g., liquid soap, running water, paper towels/cloth towels/warm air dryers)
- share information about routines and songs for hand washing ~~are shared~~ with families to encourage routines at home
- participate in professional learning to maintain effective hygiene practices and support safe environments for all children.

We believe the hygiene practices of children being cared for should be as rigorous as those of staff and educators. Our environment supports the creation of appropriate healthy hygiene habits during early childhood to ensure lifelong healthy decisions and actions.

STRATEGIES EDUCATORS WILL USE TO ENCOURAGE EFFECTIVE HAND HYGIENE PRACTICE INCLUDE:

- talking about the importance of hand hygiene
- talking about when hand washing is appropriate and why (in an age-appropriate manner)

- singing a song or reciting a poem/rap as a guide to how long it should take to wash hands (e.g. singing "Happy Birthday" twice is a sufficient time frame)
- using a clear visual poster with step-by-step instructions
- using encouraging, positive language, such as *"Let's get our hands nice and clean!"*
- ensuring equipment is accessible (where appropriate), e.g., placing soap at the child's level with an easy-to-use pump
- providing clear, simple, and repetitive routines
- giving children sufficient time to practice and develop their skills
- ensuring adequate supervision and assistance is available when required
- use STEM opportunities to teach about germs and prevention (i.e., pepper and soap experiment)

HAND DRYING

Effective hand drying is just as important as comprehensive hand washing. Research states that wet hands can pick up and transfer up to 1000 times more bacteria than dry hands. Drying hands thoroughly also helps remove any germs that may not have been rinsed off.

Our Service provides children, staff, and educators with disposable paper towels/cloth towels/warm air dryers to ensure effective hand hygiene. Bins are provided with foot control lids to dispose of used paper towel. Where possible, our Service aims to find sustainable alternatives to traditional paper towels, e.g., use biodegradable ones or cloth towels.

HAND WASHING PROCEDURE

Wet hands with clean, running water, turn off the tap.

Rub soap all over your hands

Rub hands together for as long as it takes to sing "Happy Birthday" twice, or "Twinkle Twinkle Little Star" "Row Row Row your Boat".

Don't forget the backs of your hands, your wrists, between your fingers and under your fingernails

Rinse the soap off your hands under running water

Dry your hands using paper/cloth towels or under a warm air dryer.

ALCOHOL-BASED HAND SANITISER

Where possible, staff will use soap and water to clean their hands however, if this is not possible and hands are not greasy or visibly dirty, and an alcohol-based hand sanitiser may be used.

Hand sanitiser must be kept out of reach of children at all times, as it can be very dangerous if swallowed.

Directions should be followed on how to use the sanitiser correctly. The effectiveness of an alcohol-based hand sanitiser to kill microorganisms or prevent their growth should be at least 60% alcohol.

As per National Regulations, a safety data sheet will be kept on file for any alcohol-based hand sanitiser used in the Service.

HAND SANITISER PROCEDURE

Apply the recommended amount of liquid (as per the manufacturer) to the palm of one hand

Rub it all over both hands until the sanitiser dries

This takes about 20 seconds

Be careful not to wipe the sanitiser off before it is dry.

RESOURCES

Better Health [Be a Soapy Hero!](#)

NSW Department of Health [Handwashing poster](#)

Play School [Hello Friends! \(A COVID-19 Special\)](#)

The Wiggles: [The Handwashing Song](#)

CONTINUOUS IMPROVEMENT/REFLECTION

Our *Hand Hygiene Policy* will be evaluated and reviewed on an annual basis or earlier if there are changes to legislation, ACECQA guidance or any incident related to our policy. Feedback will be requested from children, families, staff, educators and management, and notification of any change to policies will be made to families within 14 days.

RELATED RESOURCES

Hand Washing Poster	Supervision Guidelines and Procedure
Hand Washing Procedure	Stop Sanitise Poster

SOURCES

Australian Children's Education & Care Quality Authority. (2026). [Guide to the National Quality Framework](#)

Early Childhood Australia. (2016). *Code of Ethics*

[Education and Care Services National Law Act 2010](#)

[Education and Care Services National Regulations 2011](#)

National Health and Medical Research Council. (2024). *Staying Healthy: preventing infectious diseases in early childhood education and care services (6th Ed.)*.

Victoria State Government Better Health Channel [Handwashing-why it's important](#)

REVIEW

POLICY REVIEWED BY	Christian Stumpfs	Area Manager	17/06/2026
POLICY REVIEWED	JUNE 2026	NEXT REVIEW DATE	JUNE 2027
VERSION NUMBER	V2		
MODIFICATIONS	• annual policy review- updated name of policy in line with Staying Healthy terminology • edits to improve clarity and consistency • child safety principles added- paramount consideration • added information in line with Staying Healthy guidelines • sources updated • hyperlinks checked and repaired as required		
PREVIOUS MODIFICATIONS			

HAND WASHING PROCEDURE

EFFECTIVE HAND HYGIENE TECHNIQUES		
Educators, children, families and visitors are encouraged to wash their hands at the following key times:		
1	upon entry to the Service	
2	before and after eating and handling food	
3	before and after preparing bottles for infants	
4	before and after applying sunscreen or other lotions to children	
5	before and after wearing gloves	
6	before and after changing nappies	
7	before administering medication	
8	after using the toilet or helping children to use the toilet	
9	after wiping a child's nose or blowing their own nose or touching mucus (snot)	
10	after touching animals	
11	after cleaning high touch surfaces- (tables, light switches, door handles, computers, iPads)	
12	after cleaning or mopping floors, including cleaning the nappy change area	
13	after cleaning bodily fluids (faeces, urine, vomit or blood)	
14	after changing learning environments – rooms, indoor/outdoor	
15	whenever their hands are visibly dirty (after gardening, mud play, painting)	
16	before leaving the Service at the end of the day	

HAND WASHING PROCEDURE		
1	Wet hands with clean, running water, turn off the tap	
2	Rub soap all over your hands	
3	Rub hands together for as long as it takes to sing "Happy Birthday" twice, or "Twinkle Twinkle Little Star" "Row Row Row your Boat"	
4	Don't forget the backs of your hands, your wrists, between your fingers and under your fingernails	

5	Rinse the soap off your hands under running water	
6	Dry your hands using paper towel or under a hand dryer	

HAND SANITISER PROCEDURE

1	Apply liquid to the palm of one hand	
2	Rub it all over both hands, ensuring cover between fingers, around thumbs and under nails, until the sanitiser dries	
3	This takes about 20 seconds	
4	Be careful not to wipe the sanitizer off before it is dry	

REVIEW OF PROCEDURE

Date procedure created	13/1/2026	To be reviewed	January 2027
Approved by	Tracy Gill	Signature	<i>Tracy Gill</i>
Location of procedure	QR codes and OWNA		
Procedure reviewed date	Modifications/Changes		

HEAD LICE POLICY

Head lice continue to cause concern and frustration for families, educators and children. Although head lice are not considered a health hazard, and do not spread disease, infestations can cause anxiety for all stakeholders. Head lice affect all socioeconomic groups and are not a sign of poor hygiene. They have no preference for ethnic background, hair colour, hair type or age. This policy is intended to outline roles, responsibilities and expectations of the Service to assist with early identification, treatment and control of head lice in a consistent and coordinated manner.

Whilst families have the primary responsibility for the detection and treatment of head lice, our Service will work in a cooperative and collaborative manner to assist all families to manage head lice effectively.

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 2: CHILDREN'S HEALTH AND SAFETY		
2.1	Health	Each child's health and physical activity is supported and promoted.
2.1.1	Wellbeing and comfort	Each child's wellbeing and comfort is provided for, including appropriate opportunities to meet each child's needs for sleep, rest and relaxation.
2.1.2	Health practices and procedures	Effective illness and injury management and hygiene practices are promoted and implemented.
2.2	Safety	Each child is protected.
2.2.1	Supervision	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.

EDUCATION AND CARE SERVICES NATIONAL REGULATIONS	
77	Health, hygiene and safe food practices
88	Infectious Diseases
168	Education and care service must have policies and procedures

RELATED POLICIES

Family Communication Policy Health and Safety Policy Privacy and Confidentiality Policy	Respect for Children Work Health and Safety Policy

PURPOSE

To ensure parents, staff and educators are well informed about the early identification of head lice and managing infestations through effective treatment and communication with families.

OUR SERVICE AIMS TO

- outline the roles and responsibilities of families, educators and management who are involved in early detection, treatment, and control of head lice
- document effective treatment and management strategies and
- provide information and support for families.

SCOPE

This policy applies to children, families, staff, management, the approved provider, nominated supervisor, students, volunteers and visitors of the Service.

HEAD LICE

Pediculus Capitis or head lice are insects that live in hair and suck blood from the scalp, usually causing itching of the scalp. Female head lice lay their eggs and glue them to the base of hair shafts. The eggs (nits) are pale cream to yellowish brown in colour and hatch after 7–10 days. The immature lice grow into adults over 6–10 days and start biting the scalp to feed on blood. Adult lice mate, the females lay more eggs, and the cycle continues.

People get head lice from direct head-to-head contact with another person who has head lice. This can happen when people play, cuddle, or work closely together. Head lice do not have wings or jumping legs so they cannot fly or jump from head-to-head. They can only crawl.

Head lice do not live or breed on animals, bedding, furniture, carpets, clothes, or soft toys. They are rarely spread by sharing hats.

While head lice are not known to carry disease, they are a nuisance for parents and children. The social stigma associated with head lice infestation can affect children's comfort and confidence.

Head lice can be controlled through a consistent, systematic community approach.

FINDING HEAD LICE

Head lice do not necessarily cause an itch and may be difficult to observe. Look for eggs by shining a strong light on the hair near the scalp, or by using the conditioner and combing technique. (See Treatment section below).

Head lice are found on the hair shaft itself and move to the scalp to feed. They can be brown or grey in colour. Head lice have six legs, which end in a claw, and they rarely fall from the head. Louse eggs (also called nits) are laid within 1.5cm of the scalp and are firmly attached to the hair. They resemble dandruff but can't be brushed off.

IMPLEMENTATION

THE APPROVED PROVIDER/ NOMINATED SUPERVISOR/ EDUCATORS WILL:

If one child at the Service has head lice, it is likely that several others also have them. To help prevent the spread of head lice our Service will:

- remind parents to be vigilant in checking for head lice weekly
- confidentially notify the parent/caregiver of a child who is suspected of having live head lice and request that the child is treated and all lice are dead before returning to the Service the following day
- keep families informed if there is someone at the Service with head lice, ensuring confidentiality is not breached by disclosing the child's name who has head lice
- reduce head-to-head contact between all children when the Service is aware that someone has head lice
- support parents and children who have head lice by providing factual information, reducing parental anxiety and not singling out individual children with head lice
- ensure that the child or children with head lice are not isolated or excluded from learning
- provide families with suggestions of effective treatment for head lice
- encourage parents to tie back children's hair when attending the Service
- record all cases confidentially so an outbreak can be avoided or minimised
- encourage children to learn about head lice so as to help them understand the issue and how to prevent further outbreaks- e.g.: avoid sharing hairbrushes and hats

FAMILIES WILL:

- check your child's head once a week for head lice
- notify the Service immediately if head lice are found on your child's head

- ensure you check all members of your family if one person has head lice (there is no need to treat the whole family, unless they also have head lice)
- ensure your child does not attend the Service with untreated head lice. If you find any live lice or eggs (nits), begin treatment immediately and notify the Service if your child is affected so the Service can monitor the number of cases and act responsibly.
- check for effectiveness of the treatment every 2 days until no live lice are found for 10 consecutive days. Remove eggs (nits) from your child's hair using the conditioner method and head lice comb.
- once treatment has started, your child can attend the Service
- if your child has long hair, ensure this is tied back
- only use safe and recommended practices to treat head lice
- maintain a sympathetic attitude and avoid defaming/blaming families who are experiencing difficulty with control measures.

TREATMENT

The two most common methods used for the treatment of head lice are the conditioner/combing technique and chemical treatments.

Conditioner and Combing Technique

Conditioner stuns lice and blocks their breathing pores. This, together with the slippery effect of the conditioner, makes it easier to mechanically remove the lice.

1. Untangle dry hair with an ordinary comb
2. Apply hair conditioner to dry hair (white conditioner makes it easier to see the eggs). Use enough conditioner to cover the whole scalp and all the hair from roots to tips.
3. Use an ordinary comb to evenly distribute the conditioner and divide the hair into four or more sections using hair clips.
4. Starting with a section at the back of the head, place the teeth of a head lice comb flat against the scalp. Comb the hair from the roots through to the tips.
5. Wipe the comb clean on a tissue after each stroke and check for head lice or eggs on the tissue.
6. Comb each section twice until you have combed the whole head. If the comb becomes clogged, use an old toothbrush, dental floss or a safety pin to remove the head lice or eggs.
7. Wash out the conditioner.
8. Clean the comb using hot soapy water and rinse off with hot water.
9. Repeat the conditioner and combing method after seven days to ensure that any immature head lice that have hatched are removed before they can lay more eggs.

Chemical treatments

There are four main categories of head lice products available in Australia which may include an active compound which kills head lice and some eggs (nits). Any head lice treatment product used should carry an Australian Registered (AUST R) number on the outer packaging indicating the product is accepted by the Therapeutic Goods Administration for supply in Australia. No treatment kills all eggs so the hair must be retreated after 7 to 10 days to kill any head lice that may have hatched or survived the first treatment.

There are many different chemical products available to use for children aged over six months- check with a pharmacist to help choose a product. No single chemical treatment will work for everyone and lice can develop resistance to the chemicals.

NEW SOUTH WALES (NSW)

NSW Department of Education- [Head Lice](#)

CONTINUOUS IMPROVEMENT/REFLECTION

Our *Head Lice Policy* will be reviewed on an annual basis in consultation with children, families, staff, educators and management.

SOURCES

Australian Children's Education & Care Quality Authority. (2025). [Guide to the National Quality Framework](#)

Better Health Channel. (2019). Head lice (nits) [Fact Sheet].

<https://www.betterhealth.vic.gov.au/health/conditionsandtreatments/head-lice-nits?viewAsPdf=true>

Early Childhood Australia Code of Ethics. (2016).

Education and Care Services National Law Act 2010. (Amended 2023).

[Education and Care Services National Regulations](#). (Amended 2023).

National Health and Medical Research Council. (2024). [Staying Healthy: preventing infectious diseases in early childhood education and care services \(6th Ed.\)](#). NHMRC. Canberra.

Privacy Act 1988.

United Nations Convention on the Rights of the Child

[Western Australian Legislation Education and Care Services National Regulations \(WA\) Act 2012](#)

REVIEW

POLICY REVIEWED BY	Tracy Gill	Nominated Supervisor	18/12/2025
POLICY REVIEWED	November 2025	NEXT REVIEW DATE	November 2026
VERSION NUMBER	V1		
MODIFICATIONS			
POLICY REVIEWED	PREVIOUS MODIFICATIONS	NEXT REVIEW DATE	
	•		

HEALTH AND SAFETY POLICY

Early Childhood Services can be a high-risk environment for incidents and accidents to children, families, educators, and visitors. Our Service is committed to maintaining a safe and healthy environment through comprehensive policies and procedures and managing risks and hazards appropriately and effectively.

NATIONAL QUALITY STANDARD (NQS)

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

EDUCATION AND CARE SERVICES NATIONAL LAW AND NATIONAL REGULATIONS	
S. 165	Failure to adequately supervise children
S. 167	Failure to take reasonable precautions to protect children from harm and hazards
73	Educational programs
74	Documenting of child assessments or evaluations for delivery of educational program
75	Information about the educational program to be kept available
76	Information about educational program to be given to parents
80	Weekly menu
82	Tobacco, drug and alcohol-free environment

86	Notification to parents of incident, injury, trauma and illness
99	Children leaving the education and care service premises
102	Authorisation for excursions
103	Premises, furniture and equipment to be safe, clean and in good repair
104	Fencing and security
105	Furniture, materials and equipment
106	Laundry and hygiene facilities
107	Space requirements—indoor
108	Space requirements—outdoor space
109	Toilet and hygiene facilities
110	Ventilation and natural light
111	Administrative space
113	Outdoor space—natural environment
114	Outdoor space—shade
115	Premises designed to facilitate supervision
156	Relationships in groups
158	Children's attendance records to be kept by approved provider
168	Education and care service must have policies and procedures
171	Policies and procedures to be kept available

RELATED POLICIES

Administration of Medication Policy Child Protection Policy Clothing Policy Dealing with Infectious Diseases Policy Delivery of, and collection from Education and Care Service Premises Emergency and Evacuation Policy Furniture and Equipment Safety Policy Governance Policy Hand Washing Policy Immunisation Policy	Incident, Injury, Trauma and Illness Policy Nappy Change and Toileting Policy Nutrition and Food Safety Policy Orientation of-Families Policy Physical Environment Policy Safe Storage of Hazardous Chemicals Policy Safe Transportation Policy Sleep and Rest Policy Sun Safety Policy Student, Volunteer and Visitor Policy Water Safety Policy

PURPOSE

The *Education and Care Services National Regulations* requires approved providers to ensure their services have policies and procedures in place to ensure the health, safety and wellbeing of children, staff and families. We aim to protect the health, safety and welfare of children, educators, families, and visitors of the Service by complying with current health and safety laws and legislation as outlined in this policy.

SCOPE

This policy applies to children, families, staff, management, the approved provider, nominated supervisor, students, volunteers and visitors of the Service.

IMPLEMENTATION

The National Quality Framework establishes the standards and learning frameworks to provide high quality inclusive education and care in early and middle childhood settings, which can only occur in a safe and healthy work environment. The NQF makes few references to work, health and safety legislation as it underpins this framework. *“Quality Area 2.... reinforces children’s right to experience quality education and care in an environment that provides for their health and safety.”* p: 138, 2020.

Thorough work health and safety policies, procedures and practices ensure that:

- management fulfils its responsibility to provide a safe workplace, without any negative impact on the health and wellbeing of employees;
- employees meet their health and safety obligations and are safe in the workplace; and
- the work environment supports quality early education and care.

We are dedicated to ensuring that all health and safety needs are met through the implementation of a high standard of hygiene practices to control the spread of infectious diseases, the prevention and management of injuries and illness, and to provide a safe and secure physical environment for children. In any occurrences where children show any signs of illness, accident, injury or trauma, educators will refer to the *Incident, Injury, Trauma and Illness Policy*.

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

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

We believe in quality education and care in an environment that provides for all children's protection through adequate supervision, safe experiences and environments, and vigilance to potential risks. Educators at the Service are dedicated to understanding their legal and ethical responsibility to protect the children enrolled at the Service. Our *Work Health and Safety Policy* provides further detail about Hazard Reduction and Risk Minimisation.

CHOOSING APPROPRIATE RESOURCES AND EQUIPMENT

- The Service will maintain an up-to-date register of equipment at the Service.
- The approved provider will be ultimately responsible for any purchases of equipment.
- Educators will document any equipment that needs maintenance on a prioritised basis in the maintenance register.
- Management will keep up to date with any recalled products by joining Product Safety Recall mailing lists and/or registering products where possible (e.g., electronics/furniture)
- Any banned products will be removed immediately from the Service as required
- Resources and equipment will be chosen to reflect the cultural diversity of the Service's community and the cultural diversity of contemporary Australia.
- The Service will actively pursue the contribution of families regarding toys and equipment at the Service.
- All new equipment will be checked against Australian Safety Standards and added to the equipment and resources register
- Playgrounds meeting Australian Standards 4685.0 will be inspected annually
- Children will be carefully introduced to new toys and pieces of equipment and taught how to use and care for them appropriately
- Equipment or toys that require button batteries will be thoroughly assessed to ensure their necessity and safety
- If equipment or toys requiring button batteries are purchased, they must be checked to ensure the batteries are secured in a child-resistant compartment to minimise or prevent access
- Equipment that should only be used under supervision will be stored in a safe place out of children's reach
- Equipment will be checked regularly by the educators to ensure it is in a clean and safe condition which will be recorded on the appropriate indoor cleaning and outdoor cleaning and safety checklist

- The approved provider will advise educators and parents about the purchase of new equipment and ensure a risk assessment has been conducted.

THE CHILDREN'S LEARNING ENVIRONMENT

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

ON-GOING MAINTENANCE

- The Service will reflect on the environment and establish a plan ensuring that the environment continuously complies with our philosophy of providing a safe and secure environment, that is stimulating and engaging for all who interact with it.
- The approved provider/nominated supervisor will also ensure that the Service and its grounds comply with Local Government regulations, and regulations regarding fire protection, ventilation, natural and artificial lighting and safety glass.
- Should the Service undertake major renovations, management plans will be put in place to ensure that the safety of educators, children, families, and others at the Service is not compromised.

SAFETY CHECKS

A daily inspection of the premises will be undertaken which will include the:

- Service perimeters
- Fences/Fence Line
- Gates
- Paths
- Buildings
- All rooms accessible by children
- Fixed equipment
- Sand Pit/Mud pit
- any standing water after rainfall.
- Splashpad

This must be done in order to identify any dangerous objects in the grounds ranging from sharps to poisonous or dangerous plants and animals. To ensure best practice, the daily safety checks will be conducted prior to the children arriving at the Service.

In the event of a sharp object being found (for example a syringe) educators will follow the *Safe Disposal of Sharps Procedure* and wear gloves and use tongs to pick up the object and place it in the 'closed container and place in the bin outside. This box will be disposed of as per the recommendations of our local council.

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

Non-fixed play equipment in the Service grounds can be no more than 1500mm high and must be supervised at all times by an educator. (AS 4685)

The Service will have regular pest inspections carried out by an accredited pest control company. Documentation of these inspections will be kept and any findings from the pest control check will be carried out in line with the recommendation of the pest control company.

The approved provider must ensure all fences and barriers that enclose outdoor spaces used by children are of a height and design that children cannot go through, over or under. (Reg. 104).

The Service will ensure laundry facilities are provided that are located and maintained in a way that does not pose a risk to children. The laundry room will be locked at all times. Where hazardous materials are stored in the laundry relevant signage is displayed. (Reg. 106).

The *Outdoor Cleaning/Safety Checklist* will be used as the procedure to conduct these safety checks. A record of these will be kept by the Service. Any required maintenance will immediately be reported to the approved provider/nominated supervisor who will make the appropriate arrangements to have repairs carried out.

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

CHECKLIST: OUTDOOR

- ☐ **Building maintenance** – regularly maintain and check for hazards, check building is in a safe, clean and hygienic condition. Records of any damages and subsequent repairs are kept.
- ☐ **Doors** have finger jam protectors
- ☐ **Fences** securely and effectively fence all sides of outdoor play areas from roads, water hazards, and driveways, and are of appropriate height. Childproof self-locking devices are installed on gates.
- ☐ **Garbage** – safe and prompt disposal. Use lidded secure bins that prevent child access and maintain in a clean and safe condition. Encourage recycling.
- ☐ **Garden** and renovation debris removed. Regularly trim branches and bushes.
- ☐ **Garages and sheds** - keep locked.
- ☐ **Heating, cooling, ventilation, lighting** – comfortable, safe, maintained, guarded and are kept out of reach of children.
- ☐ **Non-slip** stairs, steps, and ground surfaces.
- ☐ **Renovation** dangers e.g. lead, asbestos, holes and excavations – reduce risks.
- ☐ **Pesticide** residue - dangerous chemicals should not be used to remove vermin.
- ☐ **Safety glass** is installed according to the Australian Standards on all glass doors and windows accessible to children, and safety decals on both sliding doors and plate glass doors at child and adult eye level.
- ☐ **Security** - minimising unauthorised access with appropriate fencing and locks.
- ☐ **Under Service access** (including buildings on stilts and footings) – lock or block access.
- ☐ **Window fly screens** securely fitted, maintained and permanent.
- ☐ **Hazards and driveways**. Maintain fences, have correct height, install childproof self- locking devices on gates.
- ☐ **‘Bikes’ and wheeled toys** – it is recommended that correctly fitted helmets be worn every time children use ‘bikes’ and wheeled toys. Helmets should meet Australian Standard (AS/NZ 2063).
- ☐ **Centre car park** – ensure family members are aware of pedestrian safety rules such as holding their child’s hand and alighting children from the safety door. Encourage families to always supervise their children in the car park to prevent accidents and injuries, which could occur as a result of reversing vehicles.
- ☐ **CPR chart**- ensure chart is prominently displayed in outdoor area
- ☐ **Finger entrapment** – all holes or openings in playground equipment must be between 8-25 mm.
- ☐ **First aid kit is approved**, maintained, and accessible throughout outdoor play.
- ☐ **Hazardous Plants** – identify and remove or make inaccessible to children.

- ☐ **Machinery, tools and equipment** – ensure all engine operated or other hazardous equipment, tools or machinery are stored securely and are inaccessible to children.
- ☐ **Pet and animal droppings** cleared or inaccessible to children in outdoor areas, exclude dogs from children's play areas, finger proof pet enclosures, supervise pet interactions with children.
- ☐ **Pool safety, fencing and gate compliance**, paddling pools emptied immediately after use, turn upside down, disinfected if soiled.
- ☐ **Safe play rules and adequate safe play areas** - talk with children about how to play safely. Maintain safe layouts for outdoor play areas to avoid collisions between children.
- ☐ **Sandpits** - cover when not in use, regularly clean, rake, and remove sand soiled by faeces or blood. Hose sandpits at end of day after removing contaminated sand and material.
- ☐ **Soft fall** - appropriate ground cover under outdoor climbing and play equipment, meets standards. [AS/NZS 4422: Playground surfacing- specifications, requirements and test methods]
- ☐ **Sun protection** clothing, hats, and sunscreen, for unshaded areas - minimise play at peak sun exposure times. Install a sunshade over sandpits and play areas.
- ☐ **Ensure children are visible and supervised at all times**. High-risk areas and climbing and other outdoor play equipment. Make hazardous equipment, machinery, chemicals, and any other materials inaccessible to children.
- ☐ **Water hazards** - any body of water with a depth greater than 3cm is inaccessible to children and guarded with an effective barrier at all times, e.g. ponds, dams, spas, creeks, nappy buckets.
- ☐ **Water troughs** are to be used under adult supervision only and will not be used without a stand, keeping it off the ground. Children are to remain standing on the ground whilst using the water trough
- ☐ **Play equipment** that is higher than 600mm must have soft fall installed underneath at least 25cm in depth under and 1.9m from the perimeter of the equipment. Place outdoor play equipment away from paths and solid garden edging. [AS 4685 Playground equipment]
- ☐ **Surfacing** used underneath and around equipment complies with Australian Standard AS/NZS 4422 and is maintained regularly; materials may need to be raked, redistributed and checked weekly for spiders, sharp objects or animal litter.
- ☐ **Wild animals/snakes** – grounds will be searched during the safety check.

CHECKLIST: INDOORS

- ☐ **Access for children and adults with disability** - ensure safe access into, within and out of the Service, security, toilet and washing facilities, and check for hazards for wheelchairs and people with impaired sight, hearing or mobility.
- ☐ **Barriers** - age appropriate, child proof, self-locking barriers to balconies, stairways, kitchen, bathroom, laundry, garage, other levels in the Service, front and back garden.
- ☐ **Children at risk** – maintain extra security and supervision for children at special risk.
- ☐ **Choking hazards** - e.g., small toy parts, beads, nuts, blind and curtain cords, plastic bags, sandwich bags and balloons.
- ☐ **Decorations and children's artwork** – do not place near ceiling fans, air conditioners or heaters. Avoid use of tacks, pins, and staples.
- ☐ **Emergency evacuation** – develop an evacuation plan and emergency contact numbers display, inform families, and practice evacuation procedures. Ensure exit pathways are kept clear at all times.
- ☐ **Fire** – fire blanket, extinguisher, fire exits, smoke detectors, electrical safety switch are easily accessible and regularly serviced.
- ☐ **First aid** kit with approved contents is maintained and accessible. Ensure First Aid certificates are current for relevant educators.
- ☐ **Furniture and nursery equipment** - stable, maintained and meets Australian safety standards.
- ☐ **Guard and make inaccessible to Children-** heaters, coolers, fireplaces, stoves, microwaves, power points, and office equipment. Ensure heaters are away from children's cots.
- ☐ **Hazardous indoor and outdoor plants-** identify, remove or make inaccessible to children.
- ☐ **Heaters** – ensure that children cannot come in contact with hot surfaces. It is preferable to use heating where combustion products are ducted outside. If gas heating is used ensure there is adequate ventilation while the heater is operating.
- ☐ **Hot water** - ensure the hot water supply is regulated so as to keep it below the temperature at which a child can be scalded (the current KidSafe recommendation is below 50°C).
- ☐ **Machinery, tools and equipment** – ensure all engine operated or other hazardous equipment, tool or machinery are stored securely and are inaccessible to children.
- ☐ **Noise** – reduce excessive exposure.
- ☐ **Non-slip, non-porous** floors, stairs.
- ☐ **Pets and animals** – inform families of pets being kept on premises and plans to obtain new pets. Ensure pets are vaccinated, wormed, don't have fleas, and are clean, and healthy. Keep pet accessories such as pet food, litter boxes, pet toys away from children. Exclude dogs from children's play areas. Keep children-pet interactions minimal and supervise interaction times.

- ☐ **Power points**- check for safety plugs in used electrical outlets/power points
- ☐ **Record details** and notify parents of any child accident.
- ☐ **Safe play rules and adequate play spaces**: discourage running indoors and safe furniture layout to avoid collisions.
- ☐ **Safety glass used and installed** according to Australian Standards, and Australian Building Codes on all glass doors and windows accessible to children, safety decals on sliding doors and plate glass doors at child and adult eye level.
- ☐ **Security** – ensure all entry doors are locked at all times and place bells on doors.
- ☐ **Smoke, vape and drug free environment** in all areas.
- ☐ **Educators personal items** – ensure educator’s personal items such as bags, sharp instruments, toiletries and medicines are kept secure and are inaccessible to children.
- ☐ **Stairways**, ramps, corridors, hallway, external balcony must be enclosed to prevent a child falling.
- ☐ **Store in locked cabinet** any unsafe items, e.g. chemicals, medicines, razors, knives and electrical equipment.
- ☐ **Supervision and visibility of children** – ensure children are visible and supervised at all times. High risk areas are children in high chairs, playpens, and play areas, on change tables, and in nappy change and toilet areas. Have at least two educators on the premises at all times within sight of each other and the children, have two educators present or within sight when changing nappies or washing children.
- ☐ **Toys** – meet safety standards, age appropriate, maintained, and non-toxic.

CLEANING OF BUILDINGS, PREMISES, FURNITURE AND EQUIPMENT

GENERAL CLEANING

- The Service will use structured cleaning schedules to ensure that all cleaning is carried out regularly and thoroughly.
- High touch surfaces will be cleaned and disinfected at least twice daily
- Educators will clean the Service at the end of each day and throughout the day as needed, signing off on all cleaning duties that have been completed.
- Accidents and spills will be cleaned up as quickly as possible to ensure that the Service always maintains a high level of cleanliness, hygiene, and safety.

When purchasing, storing and/or using any dangerous chemicals, substances, medicines or equipment, our Service will:

- adhere at all times to manufacturer's advice and instructions when using products to clean furniture and equipment at the Service
- store all dangerous chemicals, substances, and medicines in their original containers provided by the manufacturer. All labels and/or use by dates should be kept intact at all times
- ensure any substance found to be stored in a different container than originally provided, or with destroyed labels and/or unknown use by dates where appropriate will not be used under any circumstances
- ensure containers are disposed of correctly following local council guidelines, and not reused under any circumstances
- ensure all dangerous chemicals, substances and equipment is stored in a locked place or facility which is labelled, secure and inaccessible to children. These materials may include, but are not limited to, all cleaning materials, detergents, poisonous or dangerous substances, dangerous tools and equipment including those with sharp and razor edges, and toiletries
- follow the instructions of manufacturers, particularly of any product which may need to be stored in a refrigerated environment
- refrigerate substances that must be stored in a labelled, child resistant container, preferably in a separate compartment or in a part of the refrigerator inaccessible to children
- ensure all hazardous chemicals are supplied with a Safety Data Sheet (SDS). Our Service will adhere to the manufacturer's instructions for use, storage, and first aid instructions recorded on the SDS.
- ensure there is a register of all hazardous chemicals, medications, substances and equipment used at the Service. Information recorded should include where they are stored, their use, any risks, first aid instructions, and the current SDS. The register will be readily accessible
- ensure appropriate personal protective clothing is worn in accordance with the manufacturer's instructions when using and disposing of hazardous substances or equipment.
- seek medical advice immediately if poisoning or potentially hazardous ingestion, inhaled, skin or eye exposure has occurred, or call the Poisons Information Line on 13 11 26, or call an Ambulance on 000
- ensure emergency, medical and first aid procedures are carried out, with relevant notification given to the appropriate authority that administers workplace health and safety and any other person or authority as required by regulations or guidelines
- in any major emergency involving a hazardous chemical or equipment, a hazardous gas, or a fire or explosion hazard, call the emergency services: Dial 000 and also notify the appropriate authority that administers workplace health and safety and any other person or authority as required by regulations or guidelines

- the Chemical Safety Checklist will be used in order to ensure we are consistently meeting requirements.

HAND WASHING

Effective handwashing is a vital strategy in the prevention of spreading many infectious diseases. Our Service will ensure signs and posters remind employees and visitors of the importance of handwashing to help stop the spread of infectious diseases. All adults and children should wash their hands thoroughly with soap and water and/or alcohol-based sanitiser:

- upon arrival at the Service
- when hands are visibly dirty
- when coming inside from being outside
- before and after eating and handling food
- before putting on disposable gloves
- after touching raw meats such as chicken or beef
- after toileting children and coming into contact with any body fluids such as blood, urine or vomit
- before and after wearing gloves
- after touching animals or pets
- after blowing your nose or sneezing and after assisting a child to blow their nose
- after meals
- after going to the toilet
- before and after administering first aid
- before and after administering medication
- before and after preparing children's bottles
- after cleaning high touch surfaces- (tables, light switches, door handles, computers, iPads)
- after cleaning or mopping floors
- after removing protective gloves
- after using any chemical or cleaning fluid

MINIMISING POTENTIALLY DANGEROUS SUBSTANCES

Our Service minimises the use of potentially dangerous substances. Ordinary detergents will be used to help remove dirt from surfaces. Colour-coded sponges (e.g. pink for the kitchen, yellow for the bathroom) will be used in order to eliminate cross contamination. Different rubber gloves will also be used in each room then hung out to air-dry. Before returning to the children educators will wash and dry hands.

DISINFECTANTS

Disinfectants are usually unnecessary as very few germs can survive exposure to fresh air and natural light. In an outbreak situation, such as gastroenteritis or other infectious virus (COVID-19) the Public Health Unit or SafeWork Australia, may specify the use of a particular disinfectant and increased frequency of cleaning. In this situation, for the disinfectant to work effectively, there still needs to be thorough cleaning using a detergent beforehand.

Essentially, there is no ideal disinfectant. Disinfectants cannot kill germs if the surface is not clean. It is more important to ensure that surfaces have been cleaned with detergent and warm water than to use a disinfectant. In the event of an outbreak of gastroenteritis, a disinfectant such as bleach solution may be used following the manufacturer's directions. Gloves must be worn at all times when handling and preparing bleach.

To kill germs, any disinfectant needs:

- A clean surface to be able to penetrate the germ
- To be able to act against those particular germs
- To be of the right concentrate
- Enough time to kill the germs, which is generally at least 10 minutes

DETERGENTS

To work in accordance with *Staying healthy: Preventing infectious diseases in early childhood education and care services (6th edition)* proper cleaning with detergent and warm water, followed by rinsing and air-drying kills most germs from surfaces as they are unable to multiply in a clean environment. Cleaning equipment should be stored and taken care of so it can dry between uses and not allow germs to multiply.

NAPPY CHANGE AREA

Nappy change areas must be cleaned after each use with detergent and warm water and dried with paper towel. Placing paper towel on the change mat and removing this after each nappy change is recommended. Nappy change mats should be placed in the sunlight after being cleaned. Refer to *Nappy Changing Policy and procedure*.

ARRANGEMENTS FOR LAUNDERING OF SOILED ITEMS

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

child's bag. Soiled clothing is to be kept out of reach of children. For more information refer to the *Nappy change and toileting* procedure.

CLOTHING

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

TOY CLEANING

Educators are required to clean the children's equipment and toys on a regular basis, and on a daily basis in rooms with younger children, in order to minimise cross contamination and the spread of illnesses.

Educators will wash a toy immediately if it has been sneezed on, mouthed, and/or soiled or if it has been discarded after play by a child who has been unwell. The Service will have washable toys for younger children. Toys and equipment must be cleaned more often in the event of an infectious disease or virus is present in the service or community.

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

RECOMMENDED CLEANING MATERIALS

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

WOODEN TOYS

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

PLAY DOUGH

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

- encouraging hand washing before and after using play dough
- storing the play dough in a sealed container in the refrigerator between uses
- making a new batch of play dough each week, and

- if there is an outbreak of vomiting and/or diarrhoea, discarding the playdough at the end of each day during the outbreak.

RATTLES AND BABY TOYS

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

RIDE-ON VEHICLES AND OUTDOOR TOYS

- Must be cleaned (children can often help with this activity).
- Please take care not to leave outdoor toys exposed to the elements as this reduces their lifespan.

PUZZLES AND GAMES

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

PUZZLES SUN PROTECTION

Our Service will work in compliance with the NSW SunSmart Program to ensure children's health and safety is maintained at all times whilst at the Service. SunSmart recommends that all early childhood education and care services have a SunSmart Policy to reduce UV damage to those in care, including Educators.

1. OUTDOOR ACTIVITIES

Sun protection is required when UV levels reach level 3 or above. Our Service will monitor UV levels daily through one of the following methods:

- using smart phone SunSmart app
- viewing [Bureau of Meteorology website](#)
- visiting www.myuv.com.au

The Service will use a combination of sun protection measures whenever **UV Index levels reach 3 and above**.

- Care is taken during the peak UV radiation times and outdoor activities are scheduled outside of these times where possible.
- Minimising outdoor activities includes reducing both the number of times (frequency) and the length of time (duration) children are outside.

- All sun protection measures (including recommended outdoor times, shade, hat, clothing and sunscreen) will be considered when planning excursions and incursions.
- educators will check the temperature of surfaces and playground equipment to determine if it is safe for children to play. (Daily Playground Surface Temperature Check)

2. SHADE

The Service will provide and maintain adequate shade for outdoor play. Shade options can include a combination of portable, natural and built shade. Regular shade assessments should be conducted to monitor existing shade structures and assist in planning for additional shade. Play experiences will be monitored throughout the day and moved as required to remain in the shade.

3. HATS

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

- Legionnaire hat- the flap should cover the neck
- bucket hat with a deep crown and angled brim that is size at least 5cm (adults 6cm) and must shade the face, neck and ears
- Broad brimmed hat with a brim size of at least 6cm (adults 7.5cm).

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

4. CLOTHING

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

- Loose fitting shirts and dresses with sleeves and collars or covered neckline.
- Longer style skirts, shorts and trousers.
- Children who are not wearing sun safe clothing can be provided with spare clothing or will be required to play under shade or in an area protected from the sun or provided with spare clothing.

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

5. SUNSCREEN

As per Cancer Council Australia recommendations: All staff and educators and children will apply SPF50+ broad-spectrum water-resistant sunscreen 20 minutes before going outdoors and reapply every 2 hours or more frequently if wiped or washed off. Sunscreen is stored in a cool, dry place and the use-by-date monitored.

6. BABIES

Recommendations for babies from the Cancer Council Australia include:

- babies under 12 months will not be exposed to direct sunlight when the UV index is 3 or above and are to remain in dense shade when outside
- they will wear broad-brimmed hats and sun safe clothing.

If babies are kept out of the sun or well protected from UV radiation by clothing, hats and shade, then sunscreen need only be used occasionally on very small areas of a baby's skin. The widespread use of sunscreen on babies under 6 months old is not recommended.

7. ROLE MODELLING

All educators, staff at the Service are required to role model appropriate sun protection behaviours by:

- wearing a sun safe hat (see Hats)
- wearing sun safe clothing (see Clothing)
- applying SPF50+ broad-spectrum water-resistant sunscreen 20 minutes before going outdoors
- using and promoting shade
- wearing sunglasses that meet the Australian Standard 1067 (optional)
- families and visitors are encouraged to role model positive sun safe behaviour.

DELIVERY AND COLLECTION OF CHILDREN

The following procedure must be adhered to at all times to ensure the safety of the children. (*See Delivery of, and Collection from Education and Care Service Premises Policy, Safe Transportation Policy*)

ARRIVAL

- All children must be signed in by their parent or person who delivers the child to our Service
- An educator is to check the sign in sheet ensuring families have signed their child in. If families have not signed the child in, the educator, or nominated supervisor will sign the child in, complying with Reg. 158.
- An educator will greet and receive each child to ensure the child is cared for at all times.
- A locker, hook or shelf space will be made available to children and their families.

DEPARTURE

- All children must be signed out by their parent or person who collects the child from our Service. If the parent or other person forgets to sign the child out, they will be signed out by the nominated supervisor or an educator.
- Children can only be collected by a parent, an authorised nominee named on their enrolment record, or a person authorised by a parent or authorised nominee to collect the child. Children may leave the premises if a parent or authorised nominee provides written authorisation for the child to leave the premises.
- Children will not be released into the care of a person not authorised to collect the child e.g. court orders concerning custody and access. If an unauthorised person is not willing to leave the premises without the child the educator will call the police.
- Nominated supervisors will ensure that the authorised nominee pick-up list for each child is kept up to date. It is our policy that we do not allow authorised nominees under the age of 18 to collect children.
- No child will be released into the care of anyone not known to educators. Parents must give prior notice where:
 - the person collecting the child is someone other than those mentioned on the enrolment form (e.g., in an emergency) or
 - there is a variation in the persons picking up the child, including where the child is collected by an authorised nominee who is unknown to educators.
- If educators do not know the person by appearance, the person must be able to produce some photo identification. If educators cannot verify the person's identity, they may be unable to release the child into that person's care.
- If the person collecting the child appears to be intoxicated, or under the influence of drugs, and educators feel that the person is unfit to take responsibility for the child, educators will:
 - discuss their concerns with the person, if possible, without the child being present
 - suggest they contact another parent or authorised nominee to collect the child
 - educators will inform the police of the circumstances, the person's name and vehicle registration number if the person insists on taking the child. Educators cannot prevent an incapacitated parent from collecting a child, but must consider their obligations under the relevant child protection laws.
- At the end of each day educators will check all beds and the premises including outdoors and indoors to ensure that no child remains on the premises after the Service closes.

- Children may leave the premises in the event of an emergency, including medical emergencies as outlined in our *Emergency Evacuation Policy*.
- Details of absences during the day will be recorded.

VISITORS

To ensure we meet Work Health and Safety requirements and ensure the safety of our children, individuals visiting our Service must sign in when they arrive at the Service and sign out when they leave. Refer to our *Student, Volunteer and Visitor Policy* for more detailed information. Visitors are not to be left alone with children at any time whilst at the Service. Working with Children Checks will be recorded and verified for any visitor who is not fully supervised at the Service. Visitors to the Service are expected to comply with service policies and procedures, including health and safety policies and report any health and safety issues to management.

WATER SAFETY

Our Service has a dedicated *Water Safety Policy* and procedure in place for managing water safety, including during any water-based activities. The approved provider will identify and assess risks associated with any water hazards and water-based activities and ensure adequate supervision is provided when children are participating in water activities.

Our Service will:

- remove any items or objects that could be used to climb into the fenced area of a pool, trough, or water storage unit e.g. chairs, bins, bikes, any overhanging trees
- conduct a risk assessment to minimise the risk or hazard to children
- make sure no child swims in any water without:
 - written permission/authorisation from a family member to learn water safety and swimming
 - appropriate educators/child ratios in place
 - having sufficient numbers of educators present who have first aid or recognised water safety and rescue procedures
- at all times children near water are closely supervised. A child will never be left unattended near any body of water
- display a Cardiopulmonary Resuscitation (CPR) guide near any Splash pad, trough, or body of water

- ensure that all water containers are made inaccessible to children and make sure children's play areas are safely fenced off from water hazards such as rivers, dams, creeks, lakes, irrigation channels, wells etc.
- immediately empty all wading pools/water troughs etc. after every use, storage should prevent the collection of water e.g., upright/inverted, also check grounds after rain or watering and empty water that has collected in holes or containers.
- ensure water troughs are hygienically cleaned and disinfected appropriately:
 - on a daily basis remove leaves and debris, hose away surface dirt and scrub inside with disinfectant
 - wash away disinfectant before filling trough

KITCHENS

- Children must not gain access to any harmful substance, equipment or amenity.
- The kitchen has a barrier to prevent unsupervised entry by children into the kitchen.
- The preparation of bottles for children is both safe and hygienic at all times and separate from nappy change area.
- Children should not be permitted in the kitchen at any time.

MONITOR AND REVIEW HAZARDS

Risk management is an ongoing process. Risks must be systematically monitored, and management strategies reviewed to ensure that they continue to be effective and contribute to a safe and healthy work environment. New hazards can emerge over time resulting in control strategies becoming ineffective and therefore may require updating.

Hazard identification, Risk Management and Hazard Reduction is specifically addressed within our *Work Health and Safety Policy*.

BACK CARE AND MANUAL HANDLING

- Manual handling is any activity requiring the use of strength used by the person to lift, lower, push, pull, carry or otherwise move, hold or restrain any person or object.
- Manual handling injuries may be caused by the activities listed above. Injuries can include back strains, similar strains and sprains in parts of the body such as the neck, arm, shoulder and knee.

- Manual handling injuries also include overuse injuries or, because of falling during manual handling, bruising or laceration.

FURTHER RESOURCES

NSW: [SafeWork NSW](#) administers the Work Health and Safety legislation and has several codes of practice on specific work safety issues which are available online.

For further information see: <https://www.safeworkaustralia.gov.au/>

CONTINUOUS IMPROVEMENT/REFLECTION

Our *Health and Safety Policy* will be updated and reviewed annually in consultation with families, staff, educators and management.

- RELATED RESOURCES

Car Park Safety Management Guide	Outdoor Cleaning Safety Checklist
Car Park Safety Checklist	Safe Transportation Procedure
Daily Playground Surface Temperature Check	Transportation Attendance Record
Equipment and Maintenance Record	Work Health and Safety Manual
Hazardous Substances Register	

SOURCES

Australian Children's Education & Care Quality Authority. (2025). [Guide to the National Quality Framework](#)

Australian Government Department of Education. [Belonging, Being and Becoming: The Early Years Learning Framework for Australia. V2.0, 2022](#)

Cancer Council NSW. Early childhood and care sun protection policy: <http://www.sunsmartnsw.com.au/wp-content/uploads/2015/11/Childcare-policy1.pdf>

Early Childhood Australia Code of Ethics. (2016).

Education and Care Services National Law Act 2010. (Amended 2023).

Education and Care Services National Regulations. (Amended 2023)

KidSafe Australia: <https://kidsafe.com.au>

[KidSafe Australia: \(2021\). Moveable play equipment](#)

National Health and Medical Research Council. (2024). [Staying Healthy: preventing infectious diseases in early childhood education and care services \(6th Ed.\)](#). NHMRC. Canberra.

[Standards Australia](#). AS 1851-2005 (incorporating Amendment No. 1). Maintenance of fire protection systems and equipment

Work Health and Safety Act 2011

REVIEW

POLICY REVIEWED BY	Tracy Gill	Nominated Supervisor	18/11/2025
POLICY REVIEWED	November 2025	NEXT REVIEW DATE	November 2026
VERSION NUMBER	V1		
MODIFICATIONS	•		

BATHROOM AND NAPPY CHANGE CLEANING PROCEDURE

Our Service is committed to minimise the spread of infectious diseases and viruses by implementing recommendations as stated in the *Staying healthy: Preventing infectious diseases in early childhood education and care services* (Fifth Edition) developed by the Australian Government National Health and Medical Research Council and advice provided from the Australian Health Protection Principal Committee (AHPPC).

Working in conjunction with the *Nappy Change and Toileting Policy* and *Physical Environment Policy*, this procedure provides detailed steps for educators to follow when cleaning the bathroom area to provide a clean, safe, and hygienic place for nappy changes and toileting

Education and Care Services National Law or Regulations (R. 103, 105, 106, 109 and 112) NQS QA 2: Element 2.1.1 and 2.1.2 Health practices and procedures

Related Policy: Nappy Change and Toileting Policy and Physical Environment Policy

BATHROOM CLEANING PROCEDURE		
1	The Director/ Nominated Supervisor and educators will review the Service's <i>Health and Safety Policy</i> and <i>Physical Environment Policy</i> to ensure awareness of appropriate cleaning	
2	Educators will ensure necessary Personal Protective Equipment (PPE) and resources are available before beginning to clean bathroom areas. • Gloves • Paper towel • Cleaning solution - detergent • Broom, mop, mop bucket	
3	Educators are to wear disposal gloves when cleaning bathroom environment areas. Educators will wash and dry hands before using disposable gloves	
4	Educators are to prepare cleaning solution as per manufacturer's advice and instructions on Safety Data Sheet (detergent and/or disinfectant if used)	
5	Educators are to clean surfaces and areas with prepared cleaning solution and paper towel as per <i>Bathroom Cleaning Checklist</i> • Hand basins and surrounding areas • Door, door handles and light switches • Hand dryers • Toilet doors, tiles surrounding toilet paper, top of dividers (if required) • Nappy change bench area • Nappy change mat	
6	Educators will ensure floors within the bathroom are swept and mopped after lunch and at the end of the day	
7	Educators will use different paper towel for each toilet, wipe over the toilet thoroughly using cleaning solution, including cistern, seat and bowl rim, flush the toilet	

8	Educators will use different paper towel as they wipe down the change mat following each nappy change. At the end of the day, educators are to thoroughly wash the nappy change mat and bench area with cleaning solution. Allow the nappy change mat to dry, preferably in the sun.	
9	Educators are to check PPE equipment soap dispensers, paper towel, toilet paper, tissues, gloves, hand sanitiser and refill if necessary	
10	Educators will disinfect the bathroom area with bleach solution in the event of spills (urine/ faeces/ vomit). Additional hygiene measures must be implemented to reduce spread of diseases such as gastroenteritis.	
11	Educators are to empty rubbish bins after lunch and at the end of the day	
17	Educators will complete the <i>Bathroom Cleaning Checklist</i> following the completion of each task	
18	Educators will complete a <i>Hygiene and Cleaning Frequency Record</i> for areas that are touched frequently, such as door handles, tap handles, toilet buttons	
19	Management will ensure a <i>Bathroom Safety Audit</i> is completed on a regular basis to ensure regular cleaning of the Bathroom has been completed to a high standard	

REVIEW OF PROCEDURE			
Date procedure created	18.11.2025	To be reviewed	November 2026
Approved by	Tracy Gill		
Procedure Reviewed Date	Modifications/Changes		

INDOOR LEARNING ENVIRONMENT CLEANING PROCEDURE

Our Service is committed to minimise the spread of infectious diseases and viruses by implementing recommendations stated in *Staying healthy: Preventing infectious diseases in early childhood education and care services* (Fifth Edition) developed by the Australian Government National Health and Medical Research Council and advice provided from the Australian Health Protection Principal Committee (AHPPC).

Working in conjunction with the *Health and Safety Policy and Physical Environment Policy*, this procedure provides detailed steps for educators to follow when cleaning indoor learning environment areas to provide a clean, safe, and hygienic place for all children and adults.

Education and Care Services National Law or Regulations (R.103, 105,106, 109, 112) NQS QA 2: Element 2.1.1 and 2.1.2 Children's Health and Safety

Related Policies: Health and Safety Policy and Physical Environment Policy

INDOOR CLEANING PROCEDURE		
1	The Approved Provider, Nominated Supervisor and educators will review the Service's <i>Health and Safety Policy and Physical Environment Policy</i> to ensure awareness of appropriate cleaning	
2	Ensure necessary Personal Protective Equipment (PPE) and resources are available before beginning to clean indoor learning environment areas. • Gloves • Paper towel • Cleaning solution – detergent and warm water • Broom, mop, mop bucket	
3	Educators are to wear disposal gloves when cleaning indoor learning environment areas. Wash and dry hands before using disposable gloves	
4	Educators are to prepare cleaning solution as per manufacturer's advice and instructions on Safety Data Sheet	
5	Educators are to clean surfaces and areas with prepared cleaning solution and paper towel as per <i>Indoor Cleaning Checklist</i> • Tables after each meal time • High chairs and chairs after each meal time • Door, door handles and light switches • Kitchenette areas • Cots wiped at the end of the day • Laundry areas • Bench tops	
6	Educators will ensure floors within the learning environment, bathroom and kitchenette areas are swept after each meal time and mopped after lunch and at the end of the day	
7	Educators are to vacuum carpets at the end of the day	
8	Educators are to ensure mouthed toys are wiped over with paper towel and hot soapy water daily	

9	Educators are to ensure cushion covers are changed and washed daily	
10	Educators are to ensure dress up clothes are washed at least weekly in hot water and detergent. (Additional washing may be needed if clothes are visibly dirty)	
11	Educators are to ensure all toys and equipment that have been used during the week are washed each week and the <i>toy and equipment register</i> is completed each week. Toys can be dried by sunlight.	
12	Educators are to wipe over cots at the end of the day with paper towel and cleaning solution	
13	Educators are to empty rubbish bins after lunch and at the end of the day	
14	Educators will wipe over frequently touched areas, iPads, cameras, laptops, etc, with cleaning solution or sanitiser	
15	Educators will ensure the kitchenette areas are kept clean and tidy • Plates, cups, utensils stored away • Benches wiped over • Sink area wiped over • Floor swept and mopped at the end of the day • Fridge checked for out of date items • Microwave wiped over with cleaning solution	
16	Educators will check PPE equipment soap dispensers, paper towel, tissues, gloves, hand sanitiser and refill if necessary	
17	Educators will ensure cot and bed sheets are washed each week or in between use of children	
18	Educators will complete the <i>Indoor Cleaning Checklist</i> following the completion of each task	
19	Educators will complete a <i>Hygiene and Cleaning Frequency Record</i> for areas that are touched frequently, such as door handles, iPads, laptops, kitchenette areas	
20	Management will ensure a <i>Clean, Maintenance and Risk Audit</i> is completed on a regular basis to ensure regular cleaning of the learning environment has been completed to a high standard	
21	Educators will ensure Bathroom and Kitchen areas are cleaned as per <i>Bathroom and Nappy Change Cleaning Checklist</i> and <i>Kitchen Cleaning Checklist</i>	

REVIEW OF PROCEDURE

Date procedure created	21.11.2025	To be reviewed	November 2026
Approved by	Tracy Gill	Signature	
Procedure Reviewed Date	Modifications/Changes		

MANAGING SPILLS OF BLOOD AND BODY FLUIDS PROCEDURE

For the safety of educators and children, it is essential to follow the appropriate procedure for managing spills of body fluids. Body fluids include blood, faeces, urine, vomit, saliva, broken skin, mucous membranes and any other fluids that originate from the human body.

Working in conjunction with the *Administration of First Aid Policy, Sick Children Policy and Control of Infectious Disease Policy*, this procedure provides detailed steps for educators to follow if they come into contact with blood or body fluids at the service.

Education and Care Services National Law or Regulations (R.12, 85, 86, 87, 88, 89, 97, 136, 161 and 162) NQS QA 2: Element 2.1.1, 2.1.2, 2.2.1 and 2.2.2 Health practices and procedures

Related Policy: Administration of First Aid Policy, Sick Children Policy, Control of Infectious Disease Policy

MANAGING EXPOSURE TO BLOOD OR BODY FLUIDS PROCEDURE		
1	Educators are to ensure children are supervised at all times	
2	The responding educator is to comfort the child and move them to safety if required	
3	Educators are to avoid contact with blood or body fluids and wear gloves when administering first aid and cleaning spills	
4	The responding educator is to contact the first aid officer to administer first aid if required as per <i>Administration of First Aid Policy</i> and Procedure and utilise a spill kit if available	
5	Educators are to use tissues to wipe children's noses and thoroughly wash hands each time to reduce the spread of colds/germs	
6	Educators are to use disposable gloves if available	
7	The first aid officer is to apply pressure to the bleeding area with bandage or paper towel. When the wound is no longer bleeding, remove gloves, paper towel and place in double sealed bag in a garbage bin away from children.	
8	If an educator comes into contact with blood or body fluid in the eyes, rinse the area gently, but thoroughly with water while the eyes are open. Report the incident to Nominated Supervisor/Responsible Person and complete an <i>Incident, Injury, Trauma and Illness Record</i> and seek medical advice	
9	If an educator comes into contact with blood or body fluid in the mouth, spit it out and rinse the mouth with water several times, spitting the water out each time. Report the incident to Director/ Nominated Supervisor and complete an <i>Incident, Injury, Trauma and Illness Record</i> and seek medical advice	
10	The Nominated Supervisor/ Responsible Person is to follow the <i>Administration of First Aid Policy</i> and Procedure and complete an <i>Incident, Injury, Trauma and Illness Record</i> and notify the parent/guardian	

11	In the case of a serious incident, the Director/Nominated Supervisor will ensure that the parent and regulatory authority is notified as soon as possible and within 24 hours of the injury, illness or trauma (Reg. 176(2)(a)(ii)).	

MANAGING SURFACE CLEANING		
1	Educators are to ensure the blood or body fluid is dealt with as soon as possible	
2	Educators are to manage the risk to other children and staff, if required move children to another area	
3	Educators are to ensure standard precautions are applied, including personal protective equipment (PPE) including disposable gloves, eye protections, plastic apron, face shield etc	
4	Educators are to remove as much blood or body fluid as possible with paper towel, for larger spills, place paper towel over the spill and allow spill to soak into towel	
5	Educators are to carefully remove paper towel and any solid matter, place into a sealed plastic bag with gloves and dispose in garbage bag	
6	Using new disposable gloves, educators are to clean the area with warm water and detergent using paper towel/disposable sponge. Dispose of paper towel/disposable sponge and gloves into a sealed bag and place in garbage bag	
7	Warm water and detergent is adequate to clean surfaces for most small spills however if a spill is from a person who is known to have an infectious disease or involves blood, vomit or faeces, use a disinfectant to clean the surface with warm water and allow to dry. (For larger spills involving blood, a bleach solution is required to be used. Ensuring children are safely away from the area	
8	Educators are to ensure the area is left clean and dry with a caution/wet floor sign or barricaded from children and staff	
9	Disinfectant must remain on the surface for at least 10 minutes before rinsing	
10	For large spills (more than the size of the palm of your hand) • Wear gloves • Cover the area with an absorbent agent (e.g., kitty litter or sand) and allow the spill to soaked in • Use a disposable scraper and pan to scoop up the absorbent material and any unabsorbed blood or body fluids • Carefully remove the paper towel and solid matter and place in plastic bag • Plastic bag should be double bagged and placed in the garbage bin • Remove gloves and place in garbage bin • Mop area with warm water and detergent; wash the mop after use • Using gloves, wipe area with disinfectant for body substances and allow to dry • Dispose of gloves in garbage bin • Wash hands thoroughly with soap and warm water	

	Read and follow the safety and handling directions on the label Dilute all chemicals according to directions Wear gloves when handling and preparing bleach	
	NEVER Use bleach in a spray bottle Use hot water to dilute bleach Mix bleach with other chemicals	

REVIEW OF PROCEDURE			
Date procedure created	19.11.2025	To be reviewed	November 2026
Approved by	Tracy Gill		
Procedure Reviewed Date	Modifications/Changes		

SAFE DISPOSAL OF SHARPS PROCEDURE

This procedure provides instructions for educators if they come across hazardous sharp materials such as syringes, needles, spoons, blades, water vials or other sharp material or items that have the potential to cause a penetrating injury if not handled in a safe manner.

This procedure provides detailed steps for educators to follow to ensure safe disposal of sharps at the Service.

Education and Care Services National Law or Regulations (R.103) NQS QA 2 and 3: Element 2.2.1, 2.2.2, 3.1.1 and 3.1.2 Health and Environment practices and procedures
Related Policy: Emergency Evacuation Policy and Lockdown Policy

SAFE DISPOSAL OF SHARPS PROCEDURE		
1	Educators are to conduct a thorough daily safety check of all areas before children arrive at the service, this check is to be recorded on the <i>Opening and closing Checklist</i>	
2	Ensure the area is safe, If the children are present then an educator should stay with the item to ensure that no child can touch it. If required implement the service lockdown procedure if children are required to be removed from the area	
3	A second educator (or if the children are not present, the educator) is to collect the sharps disposal kit or: • an appropriate PET container or sharps container (non-breakable, no penetrable, sealed container) • Personnel Protective Equipment (PPE): gloves • long handled tongs	
4	The educator who is responsible for disposing of the item will: • wear gloves and use tongs to pick up the item • syringes must be picked up from the non-needle end only • bring the container to the syringe and place next to the syringe • never hold the container whilst inserting the syringe • use the tongs to place the syringe (needle end first) into the container • drop the item in rather than push • cover the container with a lid and take it to a locked, childproof storage cupboard • sterilise the tongs after use • dispose of the gloves • wash your hands.	
5	The Director/ Nominated Supervisor will refer to the local council's Disposal Syringe Service for appropriate disposal of the sharps container	

6	The Nominated Supervisor/Responsible Person is to contact the local police station and inform them of the incident if required	
7	The educator finding the syringe and disposing of it is to complete an Incident Report Form	
8	If a person incurs an injury at the Service from needle stick educators are to: • administer immediate first aid • thoroughly wash the affected area with soap and water • go to a medical practitioner or emergency department as soon as possible	

REVIEW OF PROCEDURE			
Date procedure created	24.11.2025	To be reviewed	November 2026
Approved by	Tracy Gill		
Procedure Reviewed Date	Modifications/Changes		

IMMUNISATION POLICY

When groups of children are together, illness and disease can spread rapidly. Preventable diseases such as measles and whooping cough can have serious health consequences for children, and especially young children. Staff members who work in an early childhood education and care service are also at increased risk of contracting certain infectious illnesses. Immunisation is a simple, safe and effective way of protecting people against harmful diseases. Our Service implements the Australian Federal Government's, 'No Jab No Pay' policy for families to be eligible for Child Care Subsidy (CCS).

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 2: CHILDREN'S HEALTH AND SAFETY		
2.1	Health	Each child's health and physical activity is supported and promoted.
2.1.2	Health practices and procedures	Effective illness and injury management and hygiene practices are promoted and implemented.
2.2	Safety	Each child is protected
2.2.2	Incident and emergency management	Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practiced and implemented.

EDUCATION AND CARE SERVICES NATIONAL LAW AND NATIONAL REGULATIONS	
S. 174(2)(a)	Notification to the Regulatory Authority- (a) any serious incident at the approved education and care service
12	Meaning of serious incident
77	Health, hygiene and safe food practices
86	Notification to parents of incident, injury, trauma and illness
87	Incident, injury, trauma and illness record
88	Infectious diseases
90	Medical conditions policy
162	Health information to be kept in enrolment record
168	Education and care service must have policies and procedures
173	Prescribed information to be displayed

175(2)(c)	Prescribed information to be notified to the Regulatory Authority- (2) any circumstance arising at the service that poses a risk to the health, safety or wellbeing of a child or children attending the service

RELATED POLICIES

Dealing with Infectious Diseases Policy Enrolment Policy Family Communication Policy Incident, Injury, Trauma and Illness Policy	Orientation of Families Policy Pregnancy in Early Childhood Policy Record Keeping and Retention Policy Work Health and Safety Policy

PURPOSE

The purpose of this policy is to provide information to manage and prevent the spread of infectious illnesses and diseases. Our Service has a duty of care to ensure that all children, families, and educators are protected from infectious diseases whilst at the Service. Along with maintaining a clean and hygienic environment, this also includes notifying families and educators when an excludable illness or disease is present in the Service, maintaining a record of children's and educators' immunisation status, complying with relevant health department exclusion guidelines, and increasing educators' awareness of cross-infection.

SCOPE

This policy applies to children, families, staff, educators, management, approved provider, nominated supervisor, students, volunteers and visitors of the Service.

IMPLEMENTATION

Immunisation is a reliable way to prevent many childhood diseases. Immunisation works by giving the person a vaccine (weakened or killed disease-causing bacteria or virus), against a particular disease. This makes the person's immune system respond in a similar way to how it would respond if they actually had the disease, but with less severe, or possibly no symptoms. The vaccine therefore leads to the creation of antibodies that provide future protection if the person comes into contact with the disease.

Immunisation also protects other people who are not immunised, such as children who are too young to be immunised, or people whose immune systems did not respond to the vaccine. This is because the more people who are immunised against a disease, the lower the chance that a person will ever come into contact with someone who has the disease. The chance of an infection spreading in a community

therefore decreases if a large proportion of people are immunised, because the immune people will not become infected and can protect the vulnerable people; this is known as 'herd immunity'.

Children must meet the immunisation requirements to be eligible to receive Child Care Subsidy (CCS) under the No Jab, No Pay rules. The child must be:

- up to date with vaccinations appropriate for their age according to the National Immunisation Program schedule; or
- on an approved catch-up schedule, or
- have an approved medical exemption recorded on the Australian Immunisation Register (AIR).

Vaccination objection is not a valid exemption for CCS eligibility.

THE APPROVED PROVIDER/ NOMINATED SUPERVISOR WILL:

- ensure that obligations under the Education and Care Services National Law and Education and Care Services National Regulations are met
- ensure educators, staff, students, visitors and volunteers have knowledge of and adhere to this policy and associated procedure
- ensure all new employees are provided with a copy of this policy as part of their induction process
- ensure information about immunisation, infectious diseases and exclusion periods is available to families at time of enrolment/orientation and is included in the *Family Handbook*
- advise parents and families about the [National Immunisation Program \(NIP\)](#)
- ensure that evidence is provided for each child prior to enrolment that confirms the child is fully immunised for their age or has a medical reason not be immunised (Immunisation History Statement from the Australian Immunisation Register (AIR) as evidence)
- provide staff and families with information about vaccine-preventable diseases
- display wall charts about childhood immunisation schedules
- review children's immunisation regularly, updating the child's records kept at the Service, and send reminder letters and emails to families as required
- develop a staff immunisation record that documents each staff member's previous infection or immunisations (including dates)
- require all new and current staff to complete the *Employee Immunisation Record*
- update employee immunisation records as staff become vaccinated
- take all reasonable steps to encourage non-immune staff to be vaccinated
- document advice given to educators and other staff, and any refusal to comply with vaccination requests

- notify the Public Health Unit (PHU) of any outbreak of vaccine preventable diseases (1300 066 055) within 24 hours
- notify families when an outbreak of a vaccine-preventable disease occurs through various channels of communication:
 - verbally
 - through a letter from the educator or approved provider
 - posting a note or sign at the entry of the residence
 - via electronic message- text message or email
- notify the regulatory authority of any incidence of a notifiable infectious illness or disease through the [NQA ITS](#) within 24 hours
- exclude any child who is not immunised from the Service if and when an outbreak of a vaccine-preventable disease occurs to protect that child and to prevent further spread of infection. In the instance of the child being immunised but the immunisation record has not been sighted by the Service, the child is to be considered as not being immunised.
- advise female employees of childbearing age to discuss [Cytomegalovirus during pregnancy](#) (CMV) with their doctor if they are planning a pregnancy and inform management so that their individual risk can be assessed and managed. There is NO vaccination to prevent against infection with CMV. Educators working with young children in ECEC services have an occupational risk of contracting CMV [see: *Pregnancy in Early Childhood Policy*].

FAMILIES WILL:

- adhere to the Service's policies regarding *Dealing with Infectious Diseases, Immunisation, Incident, Injury, Trauma and Illness Policies* and exclusion requirements
- provide the Service with a copy of one or more of the following documents:
 - an Australian Immunisation Register (AIR) Immunisation History Statement which shows that the child is 'up to date' with their scheduled vaccinations; or
 - an AIR Immunisation History Form on which the immunisation provider has certified that the child is on a recognised catch-up schedule; or
 - an AIR Immunisation Medical Exemption Form which has been certified by a GP
- provide the Service with an updated copy of their child's current immunisation record every 6 months, or when the next scheduled immunisation has been completed. A current AIR Immunisation History Statement can be accessed at any time by the parent/guardian through logging in to their Medicare online account: [Services Australia](#)

- support their child's exclusion from the Service if there is an outbreak of a vaccine preventable disease at the Service or if they come into contact with a person with a vaccine preventable disease, even if there is no outbreak at the Service.

INFORMATION TO BE DISPLAYED IN SERVICE

INFORMATION	WEBSITE/INFORMATION	PHONE NUMBER
The National Immunisation Program (NIP) Service	https://beta.health.gov.au/initiatives-and-programs/national-immunisation-program	1800 020 103
Notification of an occurrence of an infectious disease/vaccine preventable disease	Notify local Public Health Unit Provide information to families about the infectious disease- Children unimmunised against vaccine preventable diseases must be excluded from care	1300 066 055

New South Wales (NSW)
Children must be fully immunised to attend early childhood education and care services. A current Immunisation History Statement from the Australian Immunisation Register (AIR) showing the child is up to date (or a valid exemption/catch up) must be provided to a service for enrolment to proceed.
The National Immunisation Program (NIP) Schedule TO BE DISPLAYED IN THE SERVICE - NSW Health Phone number: 02 9391 9000 - Local NSW Public Health Unit Contact Details: https://www.health.nsw.gov.au/Infectious/Pages/phus.aspx - NSW Health Immunisation Schedule https://www.health.nsw.gov.au/immunisation/Pages/immunisation-providers.aspx - Australian Government Australian immunisation Register - Australian Government Immunisation history statement

RESOURCES

AIR General Enquiries line 1800 653 809

Australian Government Services Australia [Australian Immunisation Register](#)

[NSW Government Immunisation Enrolment Toolkit](#)

[Time Out Keeping your child and other kids healthy!](#) (Queensland Government)

[No Jab No Play for early childhood education and care services \(VIC\)](#)

CONTINUOUS IMPROVEMENT/REFLECTION

The *Immunisation Policy* will be evaluated and reviewed on an annual basis or earlier if there are changes to legislation, ACECQA guidance or recommendations from Government health departments. Feedback will be requested from children, families, staff, educators and management, and notification of any change to policies will be made to families within 14 days.

- RELATED RESOURCES

Employee Immunisation Record	Immunisation Register

SOURCES

Australian Children's Education & Care Quality Authority. (2026). *Guide to the National Quality Framework*
 Australian Government Department of Health. *National Immunisation Program*
 Australian Government. Services Australia. *Australian Immunisation Register*
 Australian Government. Services Australia. (2025). *Immunisation requirements*
Children (Education and Care Services) National Law (NSW)
 Early Childhood Australia. (2016). *Code of Ethics*
Education and Care Services National Law Act 2010
Education and Care Services National Regulations 2011
Education and Care Services National Regulations (NSW) (2025))
 Federal Register of Legislation *Privacy Act 1988*.
 National Centre for Immunisation Research and Surveillance (NCIRS). (2024) . *No Jab No Play, No Jab No Pay*
 National Health and Medical Research Council. (2024). *Staying Healthy: preventing infectious diseases in early childhood education and care services* (6th Ed.). NHMRC. Canberra.
 Pregnancy Birth and Baby. *Cytomegalovirus (CMV) during pregnancy*.

REVIEW

POLICY REVIEWED BY	Tracy Gill	Nominated Supervisor	02/03/2026
POLICY REVIEWED	MARCH 2026	NEXT REVIEW DATE	MARCH 2027
VERSION NUMBER	V2		
MODIFICATIONS	• annual policy review • eligibility for CCS re-written for clarity • state/territory requirements checked to ensure accuracy of information • sources checked and updated as required		

MANAGING AN AGGRESSIVE PERSON/VISITOR POLICY

Our Service aims to establish and maintain positive and open relationships with all parents of enrolled children. However, we understand that on occasion there may be times when a parent or visitor arrives at our Service displaying aggressive, difficult or challenging behaviour. Our Service is committed to maintain a safe workplace for all staff and visitors and ensure staff have the skills to safely prevent and de-escalate aggressive behaviours. Workplace violence can be any incident where a person is abused, threatened or assaulted whilst engaged in work.

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 2: CHILDREN'S HEALTH AND SAFETY		
2.2	Safety	Each child is protected
QUALITY AREA 6: COLLABORATIVE PARTNERSHIPS		
6.1	Supportive relationships with families	Respectful relationships with families are developed and maintained and families are supported in their parenting role.
6.1.2	Parent views are respected	The expertise, culture, values and beliefs of families are respected and families share in decision-making about their child's learning and wellbeing.
6.2	Collaborative partnerships	Collaborative partnerships enhance children's inclusion, learning and wellbeing.

EDUCATION AND CARE SERVICES NATIONAL LAW AND NATIONAL REGULATIONS	
S. 174	Offence to fail to notify certain information to regulatory authority
168	Education and care services must have policies and procedures
170	Policies and procedures must be followed
173	Prescribed information to be displayed

RELATED POLICIES

Code of Conduct Policy Dealing with Complaints Policy Enrolment Policy	Family Communication Policy Interactions with Children, Family and Staff Policy Privacy and Confidentiality Policy

PURPOSE

Our Service aims to ensure that all staff members have skills and understanding of conflict resolution strategies to manage situations involving angry or aggressive parents or visitors.

SCOPE

This policy applies to children, families, staff, educators, management, approved provider, nominated supervisor, students, volunteers and visitors of the Service.

IMPLEMENTATION

Parents have the right to make a complaint or report a concern to our Service at any time. Complaints may be real or perceived, and of a serious nature or more trivial nature (but important to them) such as not being able to quickly find their child's shoes at the end of the day. However, on occasion a parent's feelings may escalate into anger or aggression, not necessarily due to the concern at hand, but due to other events or situations they have had to already deal with that day, or due to the effect of drugs or alcohol or mental health.

WHAT IS 'AGGRESSIVE BEHAVIOUR' OR 'WORKPLACE VIOLENCE'?

Within this policy, aggressive behaviour or workplace violence could include, but is not limited to:

- verbal abuse and threats
- intimidation and insults
- angry and hostile behaviour
- shouting and swearing
- stamping feet
- physical violence
- threatening behaviours

These behaviours could be caused due to:

- frustration
- intoxication
- substance misuse or abuse
- psychological imbalances or disturbances

THE APPROVED PROVIDER/MANAGEMENT/NOMINATED SUPERVISOR WILL ENSURE THAT:

- obligations under the Education and Care Services National Law and Regulations are met
- violence and aggression toward educators and/or staff are treated like any other hazard

- a risk assessment is conducted to identify possible hazards and identify control measures
- a procedure/plan is developed to de-escalate any aggression or violence and ensure the safety and wellbeing of staff
- all staff are familiar with this policy and are provided with opportunities to review and modify this policy
- staff are provided with training to learn skills to safely prevent and de-escalate aggressive behaviours- such as conflict resolution
- staff involved in a situation involving an angry or aggressive parent or visitor will be provided time for a debrief session following the event with a supervisor and/or offered professional support
- families are clearly informed, that any aggressive behaviour towards staff will not be tolerated
- families are made aware of our *Dealing with Complaints Policy* and *Code of Conduct* at time of enrolment of their child
- notification of a serious incident is submitted to the regulatory authority within 24 hours when there has been an incident that has posed a risk to the safety and wellbeing of the children
- the name and telephone number of the person to whom complaints can be made is clearly visible at the Service.

EDUCATORS/STAFF

Should a situation arise where a staff member is confronted by an aggressive or violent parent or visitor, they will:

- remain calm
- implement strategies to de-escalate the aggressive behaviours
- establish whether or not this is a situation you should deal with on your own, *or*
- advise the parent or visitor that you will get the nominated supervisor/appropriate person to come and speak to them
- offer and encourage the parent or visitor to move into a private space away from children and other families (This may even be outside if the children are inside). If they ignore or refuse the invitation, begin moving slowly towards a private area.
- if moving into a room with the parent or visitor, always ensure you have access to the exit door
- if you are continuing to deal with the situation but feeling uncomfortable, request another staff member to accompany you
- if you are feeling threatened or in danger at any time, request another staff member to ring the police

- calmly tell the parent or visitor that you are prepared to listen, but the interview cannot continue if he/she continues to use a raised voice or inappropriate language
- if the same behaviour continues, leave the room and state that you will give the parent or visitor five minutes to calm down and then return
- ensure children are removed from the area/room if a parent or visitor becomes hostile in an area where children are located

When you feel the parent or visitor has calmed down enough to discuss the issue:

- remain calm
- be aware of what you say and how you say it (tone of voice)
- do not be provoked into getting into an argument
- listen effectively and allow the parent to talk without interrupting
- when the parent or visitor has got the main facts 'off their chest', restate what you believe the problem to be politely and respectfully
- ask relevant questions to clarify any issues
- as soon as the issue has been clarified begin to work on a solution: Note, do not give excuses as to why something may or may not have happened as it may anger the parent again. Instead, focus on moving forward with strategies the parent or visitor will accept to solve the problem.
- when discussing solutions clearly explain any limitations of the Service (regulations, policies and procedures)
- refer to *Dealing with Complaints Policy* for information about procedural fairness, strategies and practices to promote conflict resolution.

Dealing with difficult, challenging and aggressive behaviours can have a huge impact on staff's wellbeing.

Following the incident, management will ensure staff involved will:

- be provided with a 'debriefing' time. This may be talking to a manager or colleague, or simply moving off the floor for a short time.
- document the incident and provide management with a copy
- follow up on anything agreed to with the parent or visitor or monitor that another staff member/management follows up in a timely manner
- be aware of any modifications to care or procedures and have a thorough understanding of the situation
- respect the confidentiality and/or privacy rights of the parent or family
- evaluate the risk assessment for the Service regarding aggression and/or violence.

CONTINUOUS IMPROVEMENT/REFLECTION

The *Managing an Aggressive Person/Visitor Policy* will be reviewed on an annual basis in conjunction with children, families, educators, staff and management.

SOURCES

Australian Children's Education & Care Quality Authority. (2025). [Guide to the National Quality Framework](#)

Bryant, L., & Gibbs, L. (2013). *A director's manual: Managing an early education and care service in NSW*.

Marrickville, NSW: Community Child Care Co-operative Ltd. (NSW).

Education and Care Services National Law Act 2010. (Amended 2023).

[Education and Care Services National Regulations](#). (Amended 2023).

NSW Ombudsman. (2014). Model guidelines – Managing and responding to threats, aggressive behaviour and violence from members of the public.

Waniganayake, M., Cheeseman, S., Fenech, M., Hadley, F., & Shepherd, W. (2012). *Leadership: Contexts and complexities in early childhood education*. South Melbourne, Victoria: Oxford University Press.

REVIEW

POLICY REVIEWED BY	Tracy Gill	Nonimated Supervisor	18/11/2025
POLICY REVIEWED	November 2025	NEXT REVIEW DATE	November 2026
VERSION NUMBER	V1		
MODIFICATIONS			
POLICY REVIEWED	PREVIOUS MODIFICATIONS		NEXT REVIEW DATE
	•		

MANAGING AN UNIDENTIFIED DOG POLICY

There may be occasions when an uninvited dog manages to enter the Service playground. To ensure children are not placed at risk, all precautions will be taken to minimise the likelihood of this situation, and should it occur, all staff will respond immediately in accordance with this policy.

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 2: CHILDREN'S HEALTH AND SAFETY		
2.2	Safety	Each child is protected.
2.2.1	Supervision	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.
2.2.2	Incident and emergency management	Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practiced and implemented.
QUALITY AREA 7: GOVERNANCE AND LEADERSHIP		
7.1.2	Management Systems	Systems are in place to manage risk and enable the effective management and operation of a quality service that is child safe.

EDUCATION AND CARE SERVICES NATIONAL REGULATIONS	
104	Fencing
168	Education and care services must have policies and procedures

RELATED POLICIES

Administration of First Aid Policy	Incident, Injury, Trauma and Illness Policy
Child Safe Environment Policy	Lockdown Policy
Health and Safety Policy	Supervision Policy

PURPOSE

We aim to ensure that all children, educators, families, and visitors remain safe from unexpected situations such as an uninvited dog entering the playground.

SCOPE

This policy applies to children, families, approved provider, nominated supervisor, students, visitors, management and staff of the Service.

DEFINITIONS

A **companion animal** is a dog, cat or other animal prescribed by the regulations and includes pets, working dogs on rural properties, guard dogs, police dogs, and corrective services dog (*Companion Animals Act 1998*).

Approved animal welfare organisation means the Royal Society for the Prevention of Cruelty to Animals (RSPCA), and the Animal Welfare League.

IMPLEMENTATION

There are many reasons why an uninvited dog may enter a Service playground, whether a companion dog, or a stray. It may be that the dog has been frightened by a thunderstorm and escaped his yard and somehow found his way into ours. It could be that a hungry stray has been attracted to the smell of food scraps, or it may be that a friendly but lonely neighbourhood dog has been attracted to the yard by the sounds of children playing. However regardless of the cause, our Service will take immediate action to ensure the children's safety.

In Australia dogs must be registered and micro-chipped. If a dog is then 'lost', the dog can be reunited to its owner by scanning and reading the microchip, which can be done by the local council, a vet, or an approved animal welfare organisation. However, the owner must legally notify the local council within 72 hours of the dog known to be missing so that it can be placed on a 'lost dog register'. It is therefore always best to make the local council the first point of contact should an uninvited dog make its way into a Service playground.

Note some councils will ask you to bring the dog to them. However, as dogs are prohibited to be in some public places, including Education and Care Services, unless they are an approved companion dog; council will come and collect the dog if made aware of the situation. [Section 14 of the Companion Animals Act (1988)].

DOG BODY LANGUAGE: Signs that a dog may be scared or aggressive.

- Shrill barking
- Teeth bared (may or may not be growling)
- Closed, tight mouth
- Stiff, rigid body with legs braced
- Tail held rigid in any position, between the legs, or a slow stiff wag

- Ears back against the head or flattened (ears pricked up or forward demonstrate interest in something – continue to use caution)
- Hackles raised
- Staring directly at you
- Approaching you with head lowered

As a dog's intent and behaviour can change rapidly, it is always best to exercise caution when the safety of children is involved and treat all dogs as dangerous.

Source: Best Friends Animal Society (2018); Dog's Home (2014); Pet Source (2010).

THE APPROVED PROVIDER/ MANAGEMENT AND NOMINATED SUPERVISOR WILL ENSURE THAT:

- daily checks are made of the outdoor learning environment to ensure fencing is intact, gates locked and there is no sign of an unidentified dog or animal on the premises
- any outdoor area that is used by children is enclosed by a fence that prevents the intrusion of unwanted dogs and/or other animals
- following the entry of an uninvited dog into the playground, immediate steps will be taken to secure the fencing to eliminate the possibility of this situation being repeated
- the external rubbish bin is not filled to a point that the lid will not securely close, and all staff are aware to tightly bag all food scraps before placing them in the bin to avoid attracting hungry strays
- educators are proactive in ensuring all children use the playground rubbish bins if eating outside
- all staff follow the policies and procedures of our Service
- a dog safety education program is introduced to children (where available).

IN THE EVENT OF AN UNIDENTIFIED DOG OR OTHER ANIMAL ENTERING THE PREMISES

THE RESPONSIBLE PERSON AND EDUCATORS WILL:

- calmly guide children indoors by approaching groups of children and giving instruction to quietly move inside: Shouting to all children or using a bell could frighten the dog (If a dog has entered the yard during or just after a thunderstorm, the children will likely already be inside)
- if the position of the dog is preventing the children's re-entry to the building, children will be guided quietly via the emergency playground exit to enter the building from the front door
- implement *Lockdown Policy* and implement your Services own *Lockdown Procedure*
- contact local council for assistance

FOR EXTREMELY FRIENDLY DOGS ONLY:

- children will still need to return to inside the Service premises to ensure their safety following the *Lockdown Policy* and implement the Service's own *Lockdown Procedure*
- a friendly dog will generally come running to you if you beckon: Stand still and speak softly to the dog and offer the back of your hand for him to sniff. Remain motionless while you allow the dog time to explore your hand. Always remain wary to ensure he continues to display signs of non-threatening behaviour
- check to see if the dog is wearing a collar and tag. If so, the owner can be contacted. Whilst waiting for the owner to collect the dog, secure the dog in a location away from the playground, ensuring the dog has shade and fresh drinking water. If the owner offers a reward, do not accept it: Part of belonging to a community is doing the 'right thing' without expectation of a reward for doing so
- if the phone number on the tag is incorrect, or the owner does not answer the phone nor return your call within a reasonable time frame, call your local council and advise them of the situation
- if the dog does not have a tag, call your local council and advise them of the situation
- do not allow the dog to be taken into the custody of any staff member or family with the intent of displaying 'found' posters in the community as this frequently attracts persons who dishonestly claim ownership of expensive breeds to then sell.

FOR ALL OTHER DOGS:

- avoid confronting the dog: Do not try to chase it out of the playground or touch it
- contact the local council immediately and advise them of the situation. Ensure that you tell them the dog is in an early education and care service
- ensure the children remain inside until the dog has been collected
- provide support for children who are afraid of dogs.

EDUCATORS WILL:

- discuss with the children how to behave with a dog or puppy (e.g., calmly, no aggressive patting, no pulling tails, use quiet voices, etc.) as part of the curriculum to minimise the risk of provoked dog attacks outside the Service
- develop children's understanding that the owner should always be asked before patting a dog
- teach children how to tell if a dog is happy, scared, or aggressive *but* ensure they know never to approach a strange dog.

IN THE EVENT OF A DOG ATTACK ON A CHILD OR ADULT

- contact emergency services 000 for assistance
- activate the Service *Lockdown Procedure* and ensure children and other adults are not in immediate danger
- stay as calm as possible, try not to scream, shout or be aggressive to the dog
- don't move or move slowly to avoid the dog from attacking further if possible
- try to stay as still as possible or curl into a ball, instruct the child or adult to stay as still as possible or to curl into a ball
- provide emergency first aid to the child or adult as soon as the danger from the dog attack is over
(See *Administration of First Aid Policy and Procedure*)
- complete an *Incident, Injury, Trauma or Illness Record* and ensure parents/authorised nominee date and sign this record on arrival to collect their child
- the approved provider will contact the regulatory authority within 24 hours when there has been an emergency that has posed a risk to the safety and wellbeing of the children
- following any incident involving a dog bite/attack an *Incident Injury Report Register* will be completed to assist with a review of practices following an incident or injury at the Service, including an assessment of areas for improvement.

CONTINUOUS IMPROVEMENT/REFLECTION

The *Managing an Unidentified Dog Policy* will be reviewed on an annual basis in conjunction with children, families, educators, staff and management.

SOURCES

Australian Children's Education & Care Quality Authority. (2025). [Guide to the National Quality Framework](#)

Best Friends Animal Society. (2018). *Dog body language*. <https://bestfriends.org/resources/dog-body-language>

Companion Animals Act 1998. <https://legislation.nsw.gov.au/view/whole/html/inforce/current/act-1998-087>

Dog's Home. (2014). *Don't pet that dog: 3 signs most people don't know*. <https://www.dogshomepa.org/dont-pet-that-dog-3-signs-most-people-dont-know/>

NSW Government. Office of Local Government: [Pet Control](#)

RSPCA Australia: www.rspca.org.au

Royal Society for the Protection of Animals NSW (RSPCA): www.rspcansw.org.au

REVIEW

POLICY REVIEWED BY	Tracy Gill	Nominated Supervisor	18/12/2025
POLICY REVIEWED	November 2025	NEXT REVIEW DATE	November 2026
VERSION NUMBER	V1		
MODIFICATIONS			
POLICY REVIEWED	PREVIOUS MODIFICATIONS		NEXT REVIEW DATE

MULTI-STOREY BUILDING POLICY

Under the Education and Care Services National Regulations, the approved provider must ensure additional safeguards are in place for Services located within multi-storey buildings and who do not have a direct egress to a safe assembly area. Multi-storey building refers to buildings with more than 2 floors including the ground floor.

Services located within multi-storey buildings must carefully consider and plan for safe movement of children and staff during transitions that require the use of stairs, lifts and any form of disability lift device. Babies, young children, and non-ambulant children are especially vulnerable as they are unable to respond independently and rely on early childhood professionals' preparedness and abilities. (ACECQA, 2022)

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 2: CHILDREN'S HEALTH AND SAFETY		
2.1.2	Health practices and procedures	Effective illness and injury management and hygiene practices are promoted and implemented.
2.2	Safety	Each child is protected.
2.2.1	Supervision	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.
2.2.2	Incident and emergency management	Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practiced and implemented.
2.2.3	Child safety and protection	Management, educators and staff are aware of their roles and responsibilities regarding child safety, including the need to identify and respond to every child at risk of abuse or neglect.
QUALITY AREA 7: GOVERNANCE AND LEADERSHIP		
7.1.2	Management Systems	Systems are in place to manage risk and enable the effective management and operation of a quality service.
7.1.3	Roles and responsibilities	Roles and responsibilities are clearly defined, and understood, and support effective decision making and operation of the service.

EDUCATION AND CARE SERVICES NATIONAL LAW AND NATIONAL REGULATIONS	
S. 2A	Paramount consideration
S. 3A	Paramount consideration

S. 5	Meaning of serious incident
S. 51	Conditions on service approval
S.165	Offence to inadequately supervise children
S. 174(2)(a)	Prescribed information to be notified to Regulatory Authority
S.176(2)(a)	Time to notify certain information to Regulatory Authority
4	Definitions
12(d)	Meaning of a serious incident - any emergency for which emergency services attended
86	Notification to parents of incident, injury, trauma and illness
87	Incident, injury, trauma and illness record
89	First aid kits
95	Procedure for administration of medication
97	Emergency and evacuation procedures
98	Telephone or other communication equipment
99	Children leaving the education and care service premises
103	Premises, furniture and equipment to be safe, clean and in good repair
104	Fencing
136	First aid qualifications
168	Education and care service must have policies and procedures
175	Prescribed information to be notified to regulatory authority
176	Time to notify certain information to regulatory authority

RELATED POLICIES

Administration of First Aid Policy Administration of Medication Policy Bush Fire Policy Child Protection Policy Child Safe Environment Policy Delivery of children to, and collection from ECE Premises Policy	Emergency and Evacuation Policy Furniture and Equipment Safety Policy Incident, Injury, Trauma & Illness Policy Lock Down Policy Safe Transportation Policy Supervision Policy Work Health and Safety Policy

PURPOSE

Our Service has a duty of care to ensure the efficient and safe movement of all children, educators, families, staff and visitors between levels of the building during normal operating hours and during emergency situations, ensuring the safe exit of children and other occupants.

Our Service premises are located in a multi-storey building and access to different levels is via a staircase, stairs, lifts, disability lifts, inclinators to access different levels. This policy establishes guidelines to ensure our Service provides an environment that promotes children's health, safety and wellbeing.

SCOPE

This policy applies to children, families, educators, staff, approved provider, nominated supervisor, management, students, volunteers and visitors of the Service.

IMPLEMENTATION

Our Service uses the stairs, lifts, disability lifts, inclinators during the day for regular movement between floors / only for drop off and collection of children, emergency evacuation purposes and excursions.

Our Service implements a comprehensive *Risk Assessment* approach to identify any possible risks and hazards that may be present and take measures to either eliminate or minimise these risks as is reasonably practicable.

DEFINITIONS

Multi-storey buildings are any structures that contain more than 2 storeys or more including the ground floor. Any buildings with split levels or mezzanines are classed as a singular level for this purpose.

Direct Egress is where the building has direct and level access to the outside evacuation assembly area without use of stairs or any obstructions including other occupants of the building. If a building is built on sloped land, then the Service located on the 2nd floor may possibly still have direct access to ground level and have direct egress to the assembly area outside of the building.

THE APPROVED PROVIDER/ MANAGEMENT/NOMINATED SUPERVISOR WILL ENSURE:

- obligations under the Education and Care Services National Law and Education and Care Services National Regulations are met

- that children's safety, rights and best interests are the paramount consideration for all Service operations, decisions and functions
- educators, staff, students, visitors and volunteers have knowledge of and adhere to this policy and associated procedure
- all new employees are provided with a copy of this policy as part of their induction process
- a comprehensive risk assessment is reviewed at least every 12 months, or as soon as practicable after becoming aware of any circumstance that may affect the safe evacuation of children and staff at the Service
- the review should assess if children can be safely evacuated including infants and non-ambulatory children and any risks or hazards identified must be actioned as soon as practicable
- in planning emergency evacuation procedures, all wardens of the building are to be consulted to ensure that in an actual emergency, the plan is well executed by all parties within the building, considering other building occupants emergency evacuation procedures
- emergency evacuation floor plans and procedures are displayed in prominent positions on each level near each exit at the Service premises including both the indoor and outdoor learning areas
- emergency procedures must be followed during an emergency, see *Multi-Storey Building Procedure* and *Emergency Evacuation Procedure*
- emergency evacuation procedures are practised and reviewed **every three months** by the responsible person, all staff members, volunteers, and children present on the day
- emergency procedures consider if a staged evacuation is required, considering the ages of children in attendance, the number and location of storeys located within the building and ensuring the safe evacuation of other building occupants
- emergency evacuation procedures consider other building occupants and ensure children do not come into direct contact with unauthorised person during an evacuation
- designated and safe emergency assembly points are sign posted
- location of exits is not obstructed or hinder evacuation
- clear signage shows the location of fire or evacuation equipment
- emergency plans are well communicated with all educators and staff to ensure extra care is provided for the safe movement of children with additional needs and non-ambulatory infants and children
- local fire safety regulations are met
- requirements for work, health and safety are reflected in this policy and procedure
- supervision and educator to child ratios are considered when children are moving between levels and use of the stairs, lifts, disability lifts, inclinator is required

- all staff are adequately trained regarding how to perform head counts correctly and are aware of appropriate times to conduct a head count
- at least one staff member or one nominated supervisor who holds a current ACECQA approved first aid qualification; approved anaphylaxis management and emergency asthma management training is in attendance at the Service at all times education and care is provided to children
- an alternative evacuation route is available via fire rated stairs or additional evacuations stairs/ramps to suit children's requirements
- a comprehensive *Risk Assessment* for the daily use of any stairs, lifts, disability lifts, inclinator and during an emergency evacuation is developed. The risk assessment will be developed in consultation with educators, families and children.
- any serious incident must be reported by the approved provider or nominated supervisor to the regulatory authority within 24 hours of becoming aware of a serious incident (Reg. 12, 176).

EDUCATORS WILL:

- read and adhere to the *Multi-Storey Building Policy* for the use of the stairs, lifts, disability lifts, inclinator and will take into consideration how children travel between each level during their daily routines
- conduct regular head counts each time children move between multi-storey spaces within the building following training from the approved provider or nominated supervisor
- ensure missing or unaccounted for children are searched for and reported to the approved provider or nominated supervisor and the *Missing Child Procedure* is followed
- consider how children travel between multi-storey spaces when completing behaviour management plans for individual children
- conduct daily safety checks, including regular checks of stairwells and lifts for hazards and danger prior to the use by children
- ensure levels being entered are checked prior to children entering for hazards and danger within the environment
- ensure stairwells and stairs are always kept clean and clear of any potential hazard
- ensure areas of emergency exit routes is not obstructed, at all times
- ensure signage for exit routes is placed within the stairwell and any other exits
- conduct daily inspections on stairwell lighting, including the assessment of emergency lighting provisions
- conduct daily inspection of lifts, disability lifts and inclinators to ensure they are working and in good repair, clean and clear of any debris

- communicate to staff, families, children and visitors that the use of lifts or elevators is strictly prohibited during a fire emergency, signage is to be placed to convey this information clearly
- ensure safety equipment is readily available and not used for other purposes
- ensure staff, children, families and visitors use stairs, lifts, disability lifts and inclinator with caution and care to not cause injury to themselves or others
- report any damage to stairs, lifts, disability lift and inclinator immediately to the approved provider for maintenance
- ensure that medication of a child always remains on the same level as the child
- ensure only individuals known to them are granted entry to the Service. All visitors, volunteers and tradesman must await approval to enter from management before entering.

RISK ASSESSMENT FOR EVACUATION OF MULTI-STOREY BUILDINGS

The approved provider, nominated supervisor and educators of the Service, will conduct a comprehensive risk assessment, to identify any risks or hazards that may be present as children evacuate the multi-storey service during an emergency. This should be completed in collaboration with the fire warden and other stakeholders of the whole building. The risk assessment will form part of the *Service's Emergency Management Plan*.

The *Risk Assessment* will be reviewed at least annually or after being aware of an incident or circumstance that may affect the safe evacuation of children. All risk assessments will be regularly reviewed and evaluated to facilitate continuous improvement in our Service. If a risk concerning the safe evacuation of a child is identified, the approved provider must update the *Multi-Storey Building Policy* and procedure as soon as possible. The risk assessment is to be stored safely and securely and kept for a period of 3 years.

The approved provider will ensure:

- emergency evacuation plans and diagrams are included/attached to the *Risk Assessment*
- the *Multi-Storey Building Risk Assessment* includes details of communication methods educators and staff will be able to use during an emergency to contact colleagues on different levels of the multi-story building
- the *Multi-Storey Building Risk Assessment* contains the following information:
 - identify the storey/s the Service will be located on within the building
 - the ages of the children to be educated and cared for on each storey
 - the total number of storeys within the building

- details if the building is shared with other occupants
- all possible evacuation routes from each storey
- the evacuation routes that are proposed to be used during an evacuation to a designated assembly area/s
- how all children will be safely evacuated from the premises, including non-ambulatory infants and children
- the equipment required to evacuate non-ambulatory infants and children (wagons, pram/s, emergency cots)
- the stages in which an evacuation will be carried out, including evacuations from upper levels, due to actual fire, evacuation rehearsal or false alarm
- the identity of the person in charge of an evacuation
- the roles and responsibilities of staff members during an evacuation
- the arrangements made with the other occupants of the multi-storey building in relation to the evacuation of the multi-storey building.

PLANNING FOR MOVEMENT ON STAIRS, LIFTS, DISABILITY LIFTS AND INCLINATORS

Movement of children or adults with additional needs on stairs, lifts, disability lifts, inclinator is to be discussed with the approved provider, nominated supervisor and the person with additional needs, or the child and their parent/guardian, and a plan made to suit their individual needs and requirements. The discussion should be completed on enrolment of child/ren, start of any staff member, family member of children attending or visitors, volunteers and students.

Careful thought should be given to when movements on stairs should be used, and alternative plans made if appropriate. Stairs should be used instead of lifts, disability lifts or some inclinator in the case of fire or emergency. Consideration should be given to which movements are necessary between levels in a lift, disability lifts, inclinator and if it is appropriate to use.

Consideration for danger is assessed in a Risk Assessment such as entrapment, crush, failure to work, locked in lifts. Australian Standard fencing surrounds the stairs, lift/s, disability lifts, inclinator areas to prevent children's access during the day. Children are taught by educators how to use the stairs, lift/s, disability lifts, inclinator safely and that children understand that only adults are to touch controls. Maximum weight of 250 kg is allowed in lift at any given time. Educators are to ensure lifts are not overcrowded.

FAMILIES AND VISITORS WILL ENSURE:

- the weight limit of 250 kg in the lift is not exceeded
- any codes issued for the operation of lifts, disability lifts and inclinators and /or access to the building must remain confidential to the parent/guardian and not shared with others including their children
- they do not permit children to operate lifts, disability lifts and inclinators
- they do not share codes or allow entry by others into the Service to avoid access of unauthorised persons

The Policy above must be edited to reflect the Service's physical environment.

CONTINUOUS IMPROVEMENT/REFLECTION

The *Multi-Storey Building Policy* will be evaluated and reviewed on an annual basis or earlier if there are changes to required legislation, ACECQA guidance or any incident related to our policy. Feedback will be requested from children, families, staff, educators and management, and notification of any change to policies will be made to families within 14 days.

- RELATED RESOURCES

Emergency Evacuation Procedure	Multi-Storey Building Emergency and
Emergency Management Plan	Evacuation Procedure
Missing Child Procedure	Multi-Storey Building Risk Assessment

SOURCES

ABAC & ACECQA Joint statement on early childhood centres. (2023). [Joint NCC and NQF Reforms Statement](#)

Australian Children's Education & Care Quality Authority. (2026). [Guide to the National Quality Framework](#)

Australian Children's Education & Care Quality Authority. (2019). [NQF Design Considerations for Centre-Based Early Childhood Education and Care Services in Multi-Storey Buildings](#)

Australian Children's Education & Care Quality Authority (ACECQA). 2023. [Multi Storey Buildings: Evacuations and Approvals](#).

Australian Government Department of Education. (2022). [Belonging, Being and Becoming: The Early Years Learning Framework for Australia](#). V2.0.

[Children \(Education and Care Services\) National Law \(NSW\)](#)

Early Childhood Australia. (2016). *Code of Ethics*.

[Education and Care Services National Law Act 2010](#)

[Education and Care Services National Regulations 2011](#)

[Education and Care Services National Regulations \(NSW\) \(2025\)](#)

REVIEW

POLICY REVIEWED BY	Tracy Gill	Nominated Supervisor	2/3/2026
POLICY REVIEWED	MARCH 2026	NEXT REVIEW DATE	MARCH 2027
VERSION NUMBER	V2		
MODIFICATIONS	• annual policy review • paramount consideration for child safety, best interests and rights added • additional information added re: risk assessments to be reviewed and actioned • sources checked and updated as required		

MULTI-STOREY BUILDING PROCEDURE

Services located within multi-storey buildings must carefully consider and plan for safe evacuation during an emergency. Multi-storey building refers to buildings with more than 2 floors, including the ground floor. Under the *Education and Care Services Regulations*, the approved provider must ensure additional safeguards are in place for services located within multi-storey buildings who do not have a direct egress to a safe assembly area.

Working in conjunction with the *Multi-storey Building Policy* and *Emergency and Evacuation Policy*, this procedure provides detailed steps for educators to safely move children between the multi-storey building levels and to carefully plan a safe evacuation during an emergency effectively and efficiently, maintaining the safety and wellbeing of children, families and visitors.

Education and Care Services National Law or Regulations (R. 4, 12(d), 97, 98, 99, 136 and 168) NQS QA 2 Element 2.2.1, 2.2.2 Children's Health and Safety QA 7 Element 7.1.2 and 7.1.3 Governance and Leadership
Related Policy: *Multi-storey Building Policy* and *Emergency and Evacuation Policy*

PLANNING FOR EMERGENCY EVACUATION		
1	The approved provider, nominated supervisor and educators will review and update the <i>Multi-storey Building Policy</i> and <i>Emergency and Evacuation Policy</i> annually	
2	The approved provider will ensure all new staff and educators are inducted in the <i>Multi-Storey Building Policy</i> and <i>Emergency and Evacuation Policy</i> and procedure	
3	Educators and staff will follow the <i>Multi-Storey Building Procedure</i> and <i>Emergency and Evacuation Procedure</i> during an emergency	
4	The approved provider will ensure supervision and educator to child ratios are considered including when children are moving between levels and planning emergency evacuations	
5	The approved provider will consult with local Fire Authorities and the Building Emergency Building Committee (where appropriate) or Fire Warden of the building when developing the <i>Multi-Storey Building Risk Assessment</i> and <i>Emergency Evacuation Procedure</i> , considering other building occupants emergency evacuation procedures	
6	Emergency evacuation floor plans and procedures are displayed in prominent positions on each level near each exit at the Service premises, including both the indoor and outdoor learning areas	
7	Emergency evacuation procedures are practised and reviewed every three months by the responsible person, all staff members, volunteers, and children present on the day	

8	Emergency evacuation procedures take into account other building occupants and ensure children do not come into direct contact with unauthorised person during an evacuation	
10	Emergency plans are well communicated with all educators and staff to ensure extra care is provided for the safe movement of children with additional needs/ non ambulatory children and infants	
11	Consideration will be provided for the location of fire safety equipment on each level	
12	The approved provider and nominated supervisor will ensure first aid qualification requirements are met at all times. At least one staff member must hold an approved first aid certificate at all times children are educated and cared for at the service	
13	Careful thought should be given when lifts should not be used for in an emergency	
14	Any serious incident must be reported by the approved provider or nominated supervisor to the regulatory authority within 24 hours of becoming aware of a serious incident	

RISK ASSESSMENT

1	The approved provider will complete a comprehensive risk assessment to identify any potential risk/s or hazards during an emergency evacuation of a multi-storey building. The risk assessment will cover the daily use of any stairs, lifts within the Service.	
2	The emergency evacuation plans and diagrams will be included/attached to the risk assessment	
3	The risk assessment will include details of communication methods educators and staff will use during an emergency	
4	The risk assessment will be developed in consultation with educators, families and, where possible, children	
5	The approved provider will review the risk assessment annually	
6	The approved provider will review the risk assessment following any incident or circumstance where the health, safety or wellbeing of children may be compromised.	
7	If a risk concerning a child's safety during an emergency evacuation is identified during the risk assessment, the approved provider will update the Multi-Storey Building Policy and <i>Emergency and Evacuation Policy</i> and procedure as soon as possible.	
8	The risk assessment will consider the efficient evacuation of all children within an emergency, including children with additional needs	
9	The risk assessment will contain the following information (required for service approval): • identify the storey/s the Service will be located on within the building • the ages of the children to be educated and cared for on each storey	

	- the total number of storeys within the building - details if the building is shared with other occupants	
10	The risk assessment will contain the information as prescribed within the Multi-Storey Building Policy and <i>Emergency Evacuation Policy</i> including but not limited to: - all possible evacuation routes from each storey - the evacuation routes that are proposed to be used during an evacuation - how all children will be safely evacuated from the premises, including non-ambulatory children - the stages in which an evacuation will be carried out - the identity of the person in charge of an evacuation - the roles and responsibilities of staff members during an evacuation - the arrangements made with the other occupants of the multi-storey building in relation to the evacuation of the multi-storey building.	

TRANSITIONS OF CHILDREN BETWEEN STOREYS

1	Consideration will be made of how children travel between each level during their daily routines	
2	Educators will be adequately trained to perform head counts correctly and are aware of appropriate times to conduct a head count	
3	Regular head counts will be conducted each time children move between multi-storey spaces within the building	
4	Educators will ensure correct educator to child ratios are maintained at all times	
5	Educators will consider how children travel between multi-storey spaces when completing behaviour management plans for individual children	
6	Educators will follow the <i>Missing Child Procedure</i> if children are missing or unaccounted for, including reporting the incident to the approved provider or nominated supervisor	
7	Ensure medication for children always remain on the same level of the child	

SAFETY CONSIDERATIONS

1	Daily safety checks will be conducted, including regular checks of stairwells and lifts	
2	Safety checks will be conducted of each level prior to children entering	
3	Stairwells and stairs are always kept clean and clear; signage is to be placed within the stairwell area to maintain an unobstructed emergency exit route	

4	Daily inspections are to be conducted on stairwell lighting, including the assessment of emergency lighting provisions	
5	Conduct daily inspection of lifts to ensure they are working and in good repair, clean and clear of any debris	
6	Ensure staff, educators, children, families and visitors are aware they are not to use lifts or elevators during an emergency, signage is to be placed to convey this information clearly	
7	Ensure only individuals known to educators are granted entry to the Service. All visitors, volunteers and tradesman must await approval to enter from management before entering.	
8	Ensure safety equipment is readily available and not used for other purposes (example emergency cot is not used to store equipment)	
9	Appoint Fire Wardens for each floor	
10	Families must not share codes or allow entry by others into the Service	

EVACUATING INFANTS AND NON-AMBULATORY CHILDREN

Educators will:

1	use emergency equipment to assist with infants and non-ambulatory children. Emergency equipment used at our Service	
2	assess children's developmental milestones and physical mobility during emergency evacuation rehearsals to ensure children who cannot walk independently or require assistance will be identified and prioritised for evacuation in an emergency situation	
3	ensure weight restrictions and maximum capacity requirements are maintained at all times when using emergency equipment during an emergency evacuation	
4	use pre-planned routes for emergency evacuations, using ramps and paths	

REVIEW OF PROCEDURE

Date procedure created	14.01.2026	To be reviewed	14.01.2027
Approved by	Tracy Gill	Position	Nominated Supervisor
Procedure Reviewed Date	Modifications/Changes		

NAPPY CHANGE AND TOILETING POLICY

Our Service aims to meet the needs of all children by providing a clean, safe, and hygienic place for nappy changing, toileting and showering (when required). We believe that nappy changing and toileting rituals provided in a caring and responsive manner are valuable opportunities to promote children's agency, meet individual needs, and to develop strong relationships with children.

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 2: CHILDREN'S HEALTH AND SAFETY		
2.1	Health	Each child's health and physical activity is supported and promoted.
2.1.1	Wellbeing and comfort	Each child's wellbeing and comfort is provided for, including appropriate opportunities to meet each child's needs for sleep, rest and relaxation.
2.1.2	Health practices and procedures	Effective illness and injury management and hygiene practices are promoted and implemented.
2.2	Safety	Each child is protected.
2.2.1	Supervision	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.
2.2.2	Incident and emergency management	Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practised and implemented.
2.2.3	Child Safety and Protection	Management, educators and staff are aware of their roles and responsibilities regarding child safety, including the need to identify and respond to every child at risk of abuse or neglect
QUALITY AREA 3: PHYSICAL ENVIRONMENT		
3.1.1	Fit for Purpose	Outdoor and indoor spaces, buildings, fixtures and fittings are suitable for their purpose, including supporting the access of every child

EDUCATION AND CARE SERVICES NATIONAL LAW AND NATIONAL REGULATIONS	
S. 2A	Paramount consideration—safety, rights and best interests of children
S. 3A	Paramount consideration
S. 162A	Child protection training
S. 162B	Child safety training
S. 165	Offence to inadequately supervise children
S.166	Offence to use inappropriate discipline
S.166A	Offence to subject child to inappropriate conduct Offences relating to inappropriate conduct

12	Meaning of a serious incident
84	Awareness of child protection law
103	Premises, furniture and equipment to be safe, clean and in good repair
105	Furniture, materials and equipment
106	Laundry and hygiene facilities
109	Toilet and hygiene facilities
112	Nappy change facilities
115	Premises designed to facilitate supervision
120	Educators who are under 18 to be supervised
155	Interactions with children
156	Relationships in groups
168	Education and Care Services must have policies and procedures
170	Policies and procedures are to be followed
172	Notification of change to policies or procedure
175	Prescribed information to be notified to regulatory authority

RELATED POLICIES

Child Protection Policy Dealing with Infectious Diseases Policy Family Communication Policy Interactions with Children, Families and Staff Policy Hand Washing Policy	Health and Safety Policy Safe Use of Digital Technologies and Online Environments Policy Staffing Arrangements Policy Supervision Policy

PURPOSE

We aim to ensure best practice guidelines for hygiene and safety are adhered to during nappy changing and toileting. Children's bathrooms and nappy change areas are designed to allow for clear supervision, are inclusive and maintained in a hygienic state in order to eliminate or reduce the spread of infectious disease. Our Service will also ensure that nappy change and toileting routines are used as an opportunity for educators to engage and interact respectfully with children.

SCOPE

This policy applies to children, families, educators, staff, management, approved provider, nominated supervisor, students, volunteers and visitors of the Service.

IMPLEMENTATION

Children's safety, wellbeing and best interests are the paramount consideration in all aspects of our Service's decisions, actions and practices. All educators, staff, volunteers and students have completed mandatory national child safety training and are expected to apply this knowledge in their daily practice to protect children from harm.

We recognise that in some extreme circumstances a child may require showering following a toileting accident, for a medical condition that requires showering to maintain hygiene or reduce infection risk, or in an emergency situation. Our Service will ensure any showering is undertaken in a way that upholds the child's dignity and privacy and ensures procedures are consistent with the Service's child safe practices regarding supervision, health and safety. Showering will not occur as a routine practice and will only be undertaken where it is necessary and appropriate.

THE APPROVED PROVIDER, MANAGEMENT AND NOMINATED SUPERVISOR RESPONSIBILITIES

Governance, Compliance and Training

- meet obligations under the Education and Care Services National Law and Education and Care Services National Regulations
- ensure educators, staff, students, visitors and volunteers understand and adhere to this policy and associated procedure
- ensure all staff, educators and volunteers participate in a comprehensive induction and orientation program
- embed National Principles for Child Safe Organisations into all areas of leadership, governance, policies and daily practices
- ensure mandatory national child safety training is completed by the approved provider, management, staff, educators, students and volunteers
- ensure nappy change procedures remain compliant and current
- implement policies, procedures, and training with educators to ensure nappy changing, toileting and showering procedures support children's safety, protection, relationships, and learning

Child Safety and Supervision

- ensure all staff and educators are aware of their responsibility to remain in line-of-sight of other staff

members when working with children including educators who are changing nappies, assisting with toileting or showering a child if required

- ensure educators are aware of their mandatory requirements to report any concerns of inappropriate conduct to the approved provider/nominated supervisor immediately [see *Child Protection Policy*]
- ensure consistency in practice and communication between educators to support children's safety
- ensure nappy changing, toileting and shower areas are safe, clean and do not pose a risk to children. Shower area should not be used to store equipment or resources. (Reg. 106)
- ensure that at any time students undertake nappy changing, they are under the direct supervision of a qualified educator
- ensure any educator under the age of 18 will be directly supervised by an educator over the age of 18 at all times
- provide clear information to parents and guardians that to ensure children's safety, health and wellbeing, they are not permitted to use or enter the children's bathroom/toilet area with their child unless there are no other children using the facilities. This is to ensure the safety of other children and protect the rights and dignity of children.

Safe Use of Digital Devices and Privacy

- adhere to legislative requirements regarding the use of personal electronic devices
- ensure personal devices must not be used to capture, store or transfer images or videos of children whilst being educated and cared for by the Service. Only service-issued devices may be used for recording information about nappy changing and toileting routines.
- ensure educators are aware that the capturing of images or video within the nappy change or toilet area is strictly prohibited
- ensure any necessary documentation occurs away from these areas in line with our child safe and privacy policies (aligns with child-safe expectations under NQF).

Facilities, Environment and Equipment

- ensure that the nappy change, toileting and showering facilities are designed and maintained in a way that facilitates supervision of children at all times, having regard to the need to maintain the rights and dignity of the children using the facilities
- provide adequate and appropriate hygienic facilities for nappy changing, toileting and showering
- ensure nappy change facilities are designed and located in a way that prevents unsupervised access by children

- ensure that adult and children's hand washing facilities are located within the nappy change area (Reg. 112)
- ensure handwashing posters are displayed in bathrooms and nappy change areas
- consult the Building Code of Australia to ensure nappy change benches are properly constructed and compliant
- ensure nappy bins:
 - have a 'hands-free' lid
 - are located out of children's reach, preferably in a child-proof cupboard
 - are emptied regularly and hygienically (gloves must be worn when emptying bins)

Hygiene Practices and Infection Control

- provide adequate supplies for nappy changing and toileting at all times
- develop systems with educators to ensure that soiled clothing and soiled nappies are disposed of or stored in a location that children cannot access
- ensure the NHMRC nappy change poster is displayed at each change area
- ensure nappy change table/mats are hygienically cleaned and kept in excellent condition at all times to reduce the spread of infection- no holes, cracks, creases
- remove and replace damaged nappy change mats
- ensure nappy change and hand washing procedures are displayed visually and in community languages as appropriate in children's bathrooms and the nappy change area

Documentation, Monitoring and Reporting

- ensure documentation to record information about nappy changing and toileting is consistent and monitored
- ensure children's nappies are changed at scheduled regular intervals at a minimum
- ensure educators check nappies throughout the day to ensure children are not susceptible to nappy rash and discomfort. A system to record this routine will be maintained for reporting purposes.
- ensure after any instance of showering:
 - educators complete an *Incident, Injury, Trauma and Illness* record
 - families are informed.
- If the incident is a medical emergency, first aid procedures must be followed and ambulance contacted urgently. Notification of a serious incident must be made to the regulatory authority within 24 hours.

Family Communication and Partnerships

- request families to provide additional change of clothes for children who are toilet training
- provide information to families at time of enrolment about:
 - use of disposable nappies
 - procedures if their child develops or presents with nappy rash
 - *Administration of Medication* authorisation for application of products to treat nappy rash including prescription treatments or over the counter creams
 - requests to provide adequate supplies of clothes for children who are toilet training
 - the importance of ongoing and open communication between educators and families about nappy changing and toilet training with their child- including cultural preferences that may require the use of a bidet.

EDUCATORS WILL:

Child Safety, Wellbeing and Supervision

- promote the welfare, safety, and wellbeing of children at the Service
- practice active supervision when educators are changing nappies or assisting with toileting, including to remain in line-of-sight of other staff members
- not have access to any personal electronic devices or personal storage devices when working directly with children
- understand it is prohibited to take any photos or video of children during nappy changing, toileting or showering
- ensure physical contact and direct supervision with babies and toddlers throughout the nappy change experience
- ensure no child is left alone on a nappy change mat or bench
- follow specific procedures for showering if circumstances require a child to be showered due to a toileting accident, vomiting, medical condition or emergency (e.g., child exposed to toxic, hazardous or allergenic material and must be showered immediately to prevent harm)

Professional Practice and Compliance

- adhere to the Service's policies and procedures
- be consistent in their practices and communication with other educators when changing nappies and assisting with toileting to ensure children's safety and dignity
- be aware of their mandatory requirements to report any concerns of inappropriate conduct to the approved provider/nominated supervisor immediately

Respectful, Responsive and Culturally Inclusive Practice

- work in partnerships with families to ensure continuity of care between the Service and home in regard to their child's nappy change and toileting practices and respect children's privacy and dignity
- respect family preferences regarding toileting
- discuss children's individual needs with families to ensure practices are reflective of their home environment and are culturally responsive which may also include the use of a bidet.
- provide information to families regarding children's nappy changes and toileting progress

Relationships, Learning and Development

- utilise nappy change times to interact with children, toddlers, and babies on an individual basis
- participate in age-appropriate activities with children, such as singing, saying rhymes to support understanding and predictability
- support children's language development and communication during these routines
- support children's agency to develop an understanding and control of their own bodily functions
- organise the nappy change area to promote positive interactions and promote positive learning experiences. For example, place pictures or mobiles to stimulate children's interactions and to encourage learning and language development
- promote self-help skills, including handwashing and dressing

Hygiene and Infection Control

- implement effective hand hygiene practices at all times including wearing of disposable gloves (recommended at all times- Staying Healthy, 2024)
- ensure nappy change areas are maintained in a clean and hygienic manner
- ensure supplies are readily accessible to support safe practices

Safe Work Practices and Environment

- keep nappy change areas fully stocked with all required materials at all times
- ensure nappy change and toileting supplies are readily accessible to staff to ensure efficiency and the health and safety of each child
- encourage mobile children to walk to the nappy change area
- assist the mobile baby or toddler to walk up the steps onto the nappy change bench to minimise lifting by educators and to promote children's agency.
- follow manual handling practices when lifting children or carrying infants to the change mat.

Documentation and Communication

- always follow Service's documentation requirements for nappy changing and toileting, and communicating with families
- ensure accurate communication with families regarding children's care routines
- only apply nappy cream to a child if authorisation is provided in an *Administration of Medication Form*.

TOILET TRAINING

Toileting is managed in accordance with each child's individual needs and routines. Educators work in partnership with families to ensure consistency between home and the Service, respecting family preferences, cultural practices, and privacy requirements.

Decisions regarding the commencement of toilet training are made by families or through consultation between families and educators, based on the child's readiness and best interests which may be indicated by behaviours such as showing interest in toileting, communicating toileting needs, or remaining dry for longer periods.

Educators support children through the toileting process in a calm, respectful and encouraging manner, promoting independence while providing supervision and assistance as required.

Accidents are managed sensitively and without judgement. Educators and families communicate regularly to support consistency and monitor each child's progress.

EDUCATORS WILL:

- work in partnership with families to support children's toileting routines
- request families provide a change of clothing for children who are toilet training
- support children to use the toilet in a respectful, safe and developmentally appropriate manner
- promote children's independence while providing supervision and assistance as required
- maintain children's dignity, privacy and comfort during toileting and when changing clothing
- encourage and support effective hygiene practices in accordance with the Service's hygiene and handwashing procedures
- manage soiled clothing and bodily fluids safely and hygienically
- ensure appropriate resources and spare clothing are available to support children who are toilet learning.

FAMILIES WILL:

- share information about their child's nappy changing and toileting routines at the time of enrolment
- provide details about any cultural, religious, or medical needs relating to toileting, nappy changing, or showering to maintain hygiene or reduce risk of infection
- engage in regular discussions with educators about their child's toileting progress and toilet training routines
- supply a change of clothes each day in case of toileting accidents.

CONTINUOUS IMPROVEMENT/REFLECTION

The *Nappy Change and Toileting Policy* will be reviewed on an annual basis in conjunction with children, families, educators and staff. Our policy, procedures and practices will be critically examined regularly to ensure ongoing improvement to maintain and foster a child safe environment and child safe culture within our Service.

RELATED RESOURCES

Bathroom and Nappy Change Cleaning Checklist Cloth Nappies Guide and Procedure Incident, Injury, Trauma and Illness Record Nappy Change Audit	Nappy Change Procedure Nappy Change Record Toileting Procedure

SOURCES

Australian Children's Education & Care Quality Authority. (2026). [Guide to the National Quality Framework](#)

Australian Children's Education & Care Quality Authority. National Quality Standard Information Sheet. (2023) [QUALITY AREA 2 Toileting and Nappy Changing Principles and Practices.](#)

Children (Education and Care Services) National Law (NSW) (NSW services only)

Early Childhood Australia (2016). *Code of Ethics.*

[Education and Care Services National Law Act 2010](#)

[Education and Care Services National Regulations 2011](#)

[Education and Care Services National Regulations \(NSW\) \(2025\)](#)

National Health and Medical Research Council. (2024). [Staying Healthy: preventing infectious diseases in early childhood education and care services \(6th Ed.\).](#) NHMRC. Canberra.

Raising Children Network (2024) [Babies; poos, wees and nappies](#)

Work Health and Safety Act 2011 <https://www.legislation.gov.au/Details/C2017C00305>

REVIEW

POLICY REVIEWED BY	Christian Stumpfs	Area Manager	11/06/2026
POLICY REVIEWED	MAY 2026	NEXT REVIEW DATE	MAY 2027
VERSION NUMBER	V2		
MODIFICATIONS	• annual policy review • additional child safety legislation added to policy • merged information in IMPLEMENTATION section into body of policy • subheadings introduced within responsibilities sections to improve clarity, reduce duplication and support consistent understanding and implementation of policy • Toilet Training section adjusted to align with policy principles (additional information moved to Procedure) • sources updated as required		
PREVIOUS MODIFICATIONS			

NAPPY CHANGE PROCEDURE

Our STEP 1: PREPARATION		
Educators will:		
1	Before changing a child's nappy, make sure everything you need is within reach e.g.: disposable gloves, clean nappy, wipes, paper towel, waterproof bag for soiled clothes/cloth nappy	
2	wash hands with soap and water and dry thoroughly with paper towel	
3	place paper towel/sheet on the change table	
4	put disposable gloves on both hands	

STEP 2: CHANGING		
Educators will:		
1	encourage the child to walk up the steps or lift the child to change table. Lie child down on the change table	
2	always keep a hand on the child to prevent falling	
3	remove the child's nappy and any other clothing with urine/faeces. (The child may urinate, so have a spare cloth handy).	
4	use the front of the nappy to wipe off any faeces	
5	using wipes, clean the child's bottom and genital area	
6	hold child's legs up with your fingers between the ankles and gently lift the child's bottom, wiping front to back	
7	place dirty wipes in nappy, use the tabs of the nappy to fold the nappy together in order to stop leakage and put in a hands-free lidded bin	
8	place any soiled clothes (including a cloth nappy) in a plastic bag	
9	remove the paper and put it in a hands-free lidded bin	
10	remove your gloves turning them inside out and dispose in the bin (Do not let your skin touch the outer contaminated gloves)	
11	if nappy cream is required due to nappy rash, place on a new glove (check <i>Administration of Medication form</i> for authorisation)	
12	administer child's nappy cream using your gloved finger to apply generously, dispose of gloves	
13	open a clean nappy, with fastening tabs towards the top. Lift child's ankles and slip the nappy beneath their bottom	
14	fold the front flap up, tuck it firmly around baby's waist and secure each tab. Ensure not to make the nappy too tight.	

15	dress the child and wash your hands as well as the child's hands	
16	place the child in a safe/secure area with another educator. Encourage the child to go and play with the other children.	

STEP 3: NAPPY CHANGE AREA CLEANING		
Educators will:		
1	wear utility gloves for cleaning the change table area	
2	clean the change table after each nappy change, with detergent and warm water, rubbing with paper towel or a cloth,	
3	dispose of paper towel in bin or cloths into hamper for washing	
4	wash hands their thoroughly as per <i>Handwashing Policy</i>	
5	in the event of spills (urine, faeces, vomit), educators will use paper towel over the spill to soak in. - place gloves on - Remove the paper towel and solid matter and place in a plastic bag or alternative - Seal bag and place in bin - Clean the surface with warm water and detergent - Wash surface with disinfectant - Wash hands thoroughly.	
6	change nappy change mats during the day, or change waterproof sheet following nappy changes, for example morning nappy changes, clean nappy change mat and allow the change mat to dry, preferably in the sun	
7	check the nappy change mat throughout the day for damage, ensure mats do not have holes, cracks, rips	
8	thoroughly wash the nappy change mat and nappy change area, at the end of each day, with soap and water. Allow the change mat to dry, preferably in the sun. Take our nappy bin after one cycle of changing nappies	
9	check nappy change resources and refill as required - baby wipes - disposable nappies - bin liners	
10	Implement additional hygiene measures to reduce spread of diseases/illness such as gastroenteritis	
11	complete the following cleaning tasks at the end of the day: - Educators must clean the bathroom and nappy change area prepared with an approved sanitiser, detergent and warm water or a detergent-based product prepared as per manufacturer's instructions - Disposable gloves must be worn, and paper towel used to clean the surface - Wash hands thoroughly after cleaning	

IMPORTANT: Never leave a child unattended on a change table

TOILETING PROCEDURE

It is essential to maintain safe and hygienic practices in early childhood to support children's health and wellbeing. In order to ensure best practice and respect for children, educators are required to adhere to the following toileting procedure. Toileting should be a relaxed and positive time that is adapted to suit children's individual needs.

Working in conjunction with the *Nappy Change and Toileting Policy*, this procedure ensures toileting routines are used as a positive opportunity for one-on-one interactions between the educator and child.

TOILETING PROCEDURE		
Educators will:		
1	discuss toileting requirements with families to ensure consistency of practice between home and the Service and ensure the child is being supported during this time	
2	ensure cultural practices and beliefs are discussed and valued and incorporate children's home toileting language and/or practices	
3	encourage families to bring in spare clothes, including shoes, socks, underwear, shirt and jumper. It is important that families pack clothes that are practical for the child to manage when toileting.	
4	ensure children are appropriately supervised in the bathroom	
5	be respectful and sensitive to children's dignity and rights to privacy	
6	ensure risk assessments are undertaken to identify appropriate risks whilst maintaining a balance in providing children with privacy	
7	encourage children to take their time during their toileting experience. Educators will avoid pressuring children.	
8	encourage children to frequently go to the toilet throughout the day to minimise accidents	
9	respond to the children's cues and allow them to be active participants in this process, ensuring correct toileting terms are used	
10	support the child's independence by helping when needed and prompting their independence and agency	
11	encourage children to wipe independently. If children require assistance, educator must adhere to strict hygiene practices and wear gloves and wash their hands.	
12	assist the child to wipe themselves, if required, encouraging girls to wipe from front to back and placing toilet paper into the toilet after use	
13	encourage the child to flush the toilet	
14	encourage and assist the child to pull up their underwear and pants/skirt	
15	direct the child to wash their hands, discussing the importance of correct hand washing procedures (refer to hand washing procedure)	

16	encourage the child to dry their hands using paper towel/dryer and dispose of in the bin	
17	praise the child's efforts when toilet training	
18	wash and dry their hands following the correct hand washing procedure	
19	record information for families, ensuring this remains confidential	
20	discuss children's toileting with families as required	

SOLIED CLOTHING OR ITEMS PROCEDURE

Educators will:

1	adhere to strict hygiene practices, wear gloves and wash their hands while assisting children with soiled clothing or items to prevent the spread of infection	
2	encourage parents to provide spare clothes for children who are toilet training	
3	remove soiled clothing from children as soon as possible	
4	ensure children are supervised and assisted when changing soiled clothing. Educators will ensure that children's dignity and right to privacy is respected at all times.	
5	assist children to clean their body, using wipes to clean as required. If required, a shower may be necessary to assist with clean up.	
6	provide children with clean clothing, our Service will provide spare clothing where necessary	
7	empty solid waste into the toilet where possible	
9	place soiled clothing in a plastic bag or alternative for collection by parents	
10	clean the changing surface area as per cleaning procedure	
11	wash linen, or other items that have been soiled, separately from other laundry on a hot water setting or arrange for soiled items to be washed off site	
12	wear disposable gloves, paper towel, disposable cloths, detergent and disinfectant, if necessary, when dealing with spills - such as urine, faeces or vomit	
13	place soiled clothing or other items in an area for collection from parents that is out of reach of children	
14	remind parents to take home soiled clothing at the end of each day	

REVIEW OF PROCEDURE

Date procedure created	Tracy Gill	To be reviewed	17/11/2026

ROAD SAFETY POLICY

Traffic related injuries remain one of the leading, preventable causes of death and serious injury for young children. Driveways, car parks, unfenced yards, private roads, and farms are particular danger areas and many young children, predominantly toddlers, are killed or injured each year in their own home driveway (Kids and Traffic; Kidsafe). Our duty of care as an Early Childhood Education and Care Service, is to provide children with an adequate level of care and protection to safeguard their health, safety and wellbeing at all times. Our Service is committed to providing road safety education to help children become responsible road users as pedestrians, passengers and users of bikes, scooters, skateboards and other wheeled toys.

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 1: EDUCATIONAL PROGRAM AND PRACTICE		
1.1	Program	The educational program enhances each child's learning and development.
1.1.3	Program learning opportunities	All aspects of the program, including routines, are organised in ways that maximise opportunities for each child's learning.
1.3.2	Critical reflection	Critical reflection on children's learning and development, both as individuals and in groups, drives program planning and implementation.
QUALITY AREA 2: CHILDREN'S HEALTH AND SAFETY		
2.1.2	Health practices and procedures	Effective illness and injury management and hygiene practices are promoted and implemented.
2.2	Safety	Each child is protected.
2.2.1	Supervision	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.
2.2.2	Incident and emergency management	Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practised and implemented.

EDUCATION AND CARE SERVICES NATIONAL LAW AND NATIONAL REGULATIONS	
S.165	Failure to adequately supervise children
S.167	Failure to take reasonable precautions to protect children from harm and hazards
12	Meaning of a serious incident
99	Children leaving the education and care service premises
100	Risk assessment must be conducted before excursions

101	Conduct of risk assessment for excursions
102	Authorisation for excursions
102AAC	Risk assessment for the purposes of safe arrival of children policies and procedures
102A	Transportation of children other than as part of an excursion
102B	Transport risk assessment must be conducted before service transports child
102C	Conduct of risk assessment for transporting of children by the education and care service
102D	Authorisation for service to transport children
136	First aid qualifications
168	Education and care services must have policies and procedures
170	Policies and procedures to be followed
171	Policies and procedures to be kept available
172	Notification of change to policies or procedures

RELATED POLICIES

Acceptance and Refusal of Authorisations Policy	Incident, Injury, Trauma and Illness Policy
Child Safe Environment Policy	Safe Arrival of Children Policy
Delivery of children to, and collection from	Safe Transportation Policy
Education and Care Service Premises Policy	Supervision Policy
Educational Program Policy	Unexpected Death of a Child or Staff Member at
Excursion/Incursion Policy	a Service Policy

PURPOSE

Our Service will ensure best practice guidelines are implemented to ensure that children are kept safe whilst travelling as pedestrians, cyclists, and passengers in vehicles. As educators, we encourage families to participate in road safety education with their children to support them to become safe and responsible on and around roads.

SCOPE

This policy applies to children, families, staff, educators, management, approved provider, nominated supervisor, students, volunteers and visitors of the Service.

IMPLEMENTATION

To comply with the Education and Care Services National Law and National Regulations, Early Childhood Services are required to protect children from harm and hazards likely to cause injury. To ensure compliance, management, staff, educators, students and volunteers of the Service will ensure best practice is adhered to, maintaining children's health and safety at all times.

THE APPROVED PROVIDER/MANAGEMENT/NOMINATED SUPERVISOR WILL ENSURE:

- that obligations under the *Education and Care Services National Law and National Regulations* are met
- educators, staff, students, visitors and volunteers have knowledge of and adhere to this policy
- families are aware of this *Road Safety Policy*
- road safety education is embedded in the program supporting children's understanding and knowledge (Kids and Traffic, Vic Roads Primary School roads information)
- the educational leader educates staff about the importance of road safety
- educator to child ratio requirements is maintained at all times, including when children are being transported as part of the Service activity
- educator's knowledge remains current with roads and traffic professional development
- educators have a clear understanding and comprehension of National Regulations and National Quality Standard in regard to keeping children safe in and around traffic
- educators have access to regular professional development and training in road safety, complying with National Regulations and National Quality Standard
- a comprehensive written risk assessment is undertaken prior to excursions, including the safest route for travel, method of travel, type of vehicle, required restraints, proposed pick up and destination, process of embarking the means of transport including how each child is to be accounted for upon embarking and disembarking the vehicle [Reg. 101] (Refer to *Excursion/Incursion Policy*)
- a comprehensive risk assessment is conducted of children to minimize and manage all potential risks for transporting children for regular outings and regular transportation at least every 12 months or whenever the risks of that transportation change- [Reg. 102B, 102C, 102D]
- a comprehensive risk assessment is conducted at least annually to identify any potential risk/s or hazards and ensure the safe arrival and departure of children who are travelling between our Service and an educational facility [Reg. 102AAC] (Refer to *Safe Arrival of Children Policy*)
- risk assessments are regularly assessed and evaluated to facilitate continuous improvement
- educators only allow a child to participate in an excursion or any regular outing or regular transportation with the written authorisation of a parent/guardian, in accordance with National

Regulations (*Refer to Excursion/Incursion Policy, Acceptance and Refusal of Authorisations Policy and Safe Transportation Policy*)

- children participate in excursions or regular outings/ regular transportation, only if they have written parent authorisation
- written authorisation for transportation is filed in the child's enrolment record
- authorisation for regular transportation is provided at least every 12 months and filed in the child's enrolment record
- the correct use of seatbelts and/or child restraints are implemented when using a bus or car to transport children
- educators receive training on how to correctly install and use car restraints and booster seats
- children are adequately supervised at all times
- children's attendance is checked against an accurate attendance record showing when children are within the care of the Service. The record of attendance must record the time that the child arrives and departs the service and signed by the nominated supervisor or educator
- compliance with first aid requirements of Reg. 136 is met at all times
- there are ample helmets for children to be able to ride bikes and scooters in the outdoor environment safely
- helmets are securely and correctly fitted and always set up when the bikes and scooters are made available to children
- bike helmets meet Australian/New Zealand Standard 2063:2020 -transition period until Sep. 2025) and are fitted correctly
- there are visible signs to remind families about keeping children safe including:
 - where to park their car safely when delivering/collecting children
 - speed limits
 - holding their child's hand at all times in the car park area
 - listening for traffic
 - service expectations that children will not be left in cars when visiting service
- parents and families are provided with specific road safety information, including:
 - parking safely
 - locking their car
 - local area speed limits
 - not leaving children in the car
 - intoxication whilst driving
 - child restraints are fitted correctly for the size and age of their child

- parents and families are provided with general road safety information about transporting children to and from the Service, including:
 - driveway safety
 - child restraint information
 - using the kerb side door to access the car and
 - the importance of role modelling safe road and car park use
- educators are aware of their duty of care obligations and understand how to address a situation where they observe parents/families putting children at risk of harm or injury due to unsafe practices for road/car safety-
 - travelling in a car unrestrained
 - parent appears unfit to drive (intoxicated, drug affected)
 - children riding a bike without a helmet
 - parent not supervising children crossing roads
- parents and families have a clear understanding about our policies in order to keep children safe
- the *Car Park Safety Checklist* is carried out on a regular basis and items requiring attention promptly rectified
- the regulatory authority is notified within 24 hours of becoming aware of a serious incident (Reg.12)
- critical reflection on the incident is conducted with staff and educators to inform required changes to policy, procedures, practices (including supervision) and risk assessments.

EDUCATORS WILL:

- implement and adhere to this *Road Safety Policy*
- have a comprehensive understanding of the National Regulations and National Quality Standard
- participate in regular professional development/training in road safety, safe transportation legislation and procedures
- take every reasonable precaution to protect children from harm and from any hazard likely to cause injury
- communicate excursion requirements with the nominated supervisor and management to ensure they have a clear understanding about policy and procedures
- ensure written parental authorisation is received before children leave the Service premises for regular outings, regular transportation or excursions (including Bush Kinder, walks to the library or park)
- educate children about the importance of road safety, obeying the rules, listening to parents/families/carers, holding hands, pedestrian safety, using car seats correctly, car safety etc.

- embed road safety guidelines into the program for children to gain a clear understanding and knowledge required to stay safe around roads and traffic
- set up helmets when bikes, wheeled toys and scooters are made available to children, and ensure helmets are securely and correctly fitted when children are participating in this activity
- hats are removed prior to wearing a helmet
- discuss road safety expectations and guidelines with families, including making families aware of young children's limited capacity to judge distances and speeds of travelling vehicles
- follow appropriate procedures in the event of a vehicle accident including children, educators or families, including informing management at the earliest possible convenience
- follow guidelines/procedures for discussing safety concerns with parents/families or reporting this concern to the approved provider or Police (see Duty of Care section below)

NOTIFICATION

Parents will be notified as soon as practicable but within 24 hours if their child is involved in an accident at the Service or whilst under Service care. Details of the incident/accident will be recorded on an *Incident, Injury, Trauma and Illness Record* and parents will be required to acknowledge the details upon collection of their child.

If the incident/accident, situation or event presents imminent or severe risk to the health, safety and wellbeing of the child, or if an ambulance was called in response to the emergency (not as a precaution) the regulatory authority will be notified within 24 hours by the nominated supervisor or approved provider.

PARENTS/FAMILIES ARE RESPONSIBLE FOR:

- reading, signing and dating permission forms prior to excursions to confirm they agree to the excursion conditions
- providing written authorisation for regular outings and regular transportation at least annually
- ensuring their child/children travels in an appropriate and approved restraint suitable for their age and weight when arriving and departing the Service
- being aware of and complying with road and car park safety requirements when arriving and departing from the Service (see: *Carpark Safety Checklist*)
- never leaving a child/children and/or animal in the car alone at any time
- using the 'safety door' when arriving and departing the Service

- being aware of the Service policy relating to safe transportation of children to and from the service (see: *Safe Transportation Policy and Safe Arrival of Children Policy*)
- communicate any concerns relating to their child's wellbeing or safety to an educator or nominated supervisor.

DUTY OF CARE

The approved provider, nominated supervisor, staff, students, volunteers and educators have a duty of care to ensure the safety of children at all times. Where a parent or guardian is observed demonstrating unsafe behaviour such as: not securing a child in a suitable restraint, parking incorrectly or driving erratically, not providing a bike helmet for the child to wear on a bike or scooter, crossing roads incorrectly, educators should-

- talk to the parent about their concerns calmly
- provide a copy of this policy to the parent
- provide information to the parent about safe transportation of their child
- provide information on car restraints and services to install these in the local area
- provide information about the use of helmets when riding to the parent
- inform the nominated supervisor or approved provider

If the parent/guardian arrives at the Service and does not appear fit to take care of the child (intoxicated or under the influence of drugs), educators should:

- discuss their concerns with the parent
- suggest that another parent or authorised nominee collects the child
- contact an authorised nominee to collect the child
- notify the police or child protection if they have any concern for the child's safety
- contact the nominated supervisor and/or approved provider
- document the actions for evidence

(see: *Acceptance and Refusal Policy; Delivery of children to, and collection from Education and Care Service Premises Policy*)

CONTINUOUS IMPROVEMENT/REFLECTION

Our *Road Safety Policy* will be evaluated and reviewed on an annual basis or earlier if there are changes to legislation, ACECQA guidance or incidents related to our policy. Feedback will be requested from children, families, staff, educators and management and notification of any change to

policies will be made to families within 14 days.

- RELATED RESOURCES

Car Park Safety Checklist Car Park Safety Procedure	Outdoor Environment and Playground Safety Audit

USEFUL RESOURCES

Car Seats Save Lives: <https://carseatssavelives.com.au>

Child Road Safety: www.childroadsafety.org.au

Kids and Traffic: <http://www.kidsandtraffic.mq.edu.au/>

Kidsafe Inc: www.kidsafensw.org/road-safety/

[Kids and Traffic- Early Childhood Road and Safety Education Program](#)

Road Safety Education Victoria Teaching Resources Early Childhood

<http://www.roadsafetysafetyeducation.vic.gov.au/teaching-resources/early-childhood>

Transport for NSW Centre for Road Safety

<https://roadsafety.transport.nsw.gov.au/aboutthecentre/resources/index.html>

Transportation of children with Additional Needs ELAA <https://elaa.org.au/wp-content/uploads/2016/10/Safe-transport-for-children-with-additional-needs.pdf>

SOURCES

Australian Children's Education & Care Quality Authority. (2020). [Safe Transportation of Children](#)

Australian Children's Education & Care Quality Authority. (2023). [Changes to Regular Transportation of Children Commencing 1 March 2023](#)

Australian Government Department of Education. [Belonging, Being and Becoming: The Early Years Learning Framework for Australia.V2.0, 2022](#)

Australian Children's Education & Care Quality Authority. (2024). [Guide to the National Quality Framework](#)

Australian Government Department of Education. [My Time, Our Place- Framework for School Age Care in Australia.V2.0, 2022](#)

Education and Care Services National Law Act 2010. (Amended 2023).

[Education and Care Services National Regulations](#). (Amended 2023).

Kids and Traffic: Early Childhood Road Safety Education Program. (2014): <http://www.kidsandtraffic.mq.edu.au/>

Kidsafe: Child Accident Prevention Foundation of Australia. (2018): <https://kidsafe.com.au/statistics-2/>

REVIEW

POLICY CREATED BY	Tracy Gill	Nominated Supervisor	25.11.2025
POLICY REVIEWED	DECEMBER 2025	NEXT REVIEW DATE	DECEMBER 2026
VERSION NUMBER	V1		
MODIFICATIONS	•		

CAR PARK SAFETY MANAGEMENT PROCEDURE

Every year in Australia hundreds of children are killed in driveway and car park accidents, and thousands more are injured (Kidsafe, 2018). However, many of these 'accidents' are avoidable.

Children younger than 10 or 11 need consistent supervision when in the car park or near a road, and until age 8 should always hold an adult's hand. Until about age 12, children don't have a strong understanding of the consequences of unsafe behaviour around cars, and children under 5 are even more unpredictable and extremely fast. While they can frequently tell you the rules of the car park and being near roads, in reality, they are frequently distracted by something and only able to focus on one thing at a time. In addition, they do not have the development to be able to judge how far away a car is, or how fast it is travelling.

CAR PARK PROTOCOL

Please use the following to guide your behaviour in the car park:

- Always supervise children closely
- Always hold your child's hand when near cars, in the car park, or near the road and explain why this is important. If you are not able to hold your child's hand, have them hang onto a pram, stroller, or your clothes.
- Remember that your child learns by watching you, so always use safe behaviour whilst in the car park or near roads
- Never use your mobile phone or device whilst in the car park or around roads
- Explain what you're doing as you do it. For example, "we have to stop now, I can hear a car. Let's wait and see where it's going". This will emphasise what you are doing and why.
- Encourage your child to help you watch and listen for cars
- If you have a toddler and a baby, place the toddler in the car first (and get the toddler out last) as babies are not going to move away! Secure the baby in the capsule/pram *and then* secure the toddler in the child restraint (emphasise to your toddler that they must sit still and be sensible in the car at all times).
- Encourage your 3–5-year-old to stand beside the car with a hand touching the door: They are less likely to get distracted and move if they are focusing on touching the car. However, *do not* turn this into a game as a young child will delight in taking their hand away and jumping around to see if you're watching.
- Whenever possible ensure your child/children enter and exit the car through the safety door (the rear passenger side door)

- Ensure your childproof door locks are activated. If you're not sure how to do this look in your car's manual
- Never start your vehicle until everyone (including the driver) has their seat belts/child restraints fastened
- Never allow your child to open the car door themselves. By opening the car door for them (whether getting in or out), you have more control as to where they are and what they are doing
- Check thoroughly for anyone behind, in front of or around the car before leaving the car spot. If another parent with children is exiting the building be patient and ensure they are safe before moving the car
- If you are in a mini-van or 4WD and have a mirror or camera at the rear of the car, ensure it is set up so that you are able to see anything directly behind the vehicle, and don't forget to use it!
- Absolutely no double-parking and please do not park anyone in – be considerate of others
- Park evenly and parallel within the marked lines in the car park
- Never leave a child unattended in the vehicle, even if you can see them
- Never leave the vehicle running while taking your child/children to or from the building

Information adapted from: Raising Children Network, Kids and Traffic, Kidsafe NSW

REVIEW OF GUIDE			
Date guide created	20.11.2025	To be reviewed	November 2026
Approved by	Tracy Gill		
Guide Reviewed Date	Modifications/Changes		

SAFE STORAGE OF HAZARDOUS CHEMICALS POLICY

By maximising awareness of the potential hazards of chemicals and equipment, we aim to minimise the risk of harm to educators, staff, children and families by ensuring hazardous products are safely stored, handled, and controlled.

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 2: CHILDREN'S HEALTH AND SAFETY		
2.2	Safety	Each child is protected
2.2.1	Supervision	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.

EDUCATION AND CARE SERVICES NATIONAL LAW AND NATIONAL REGULATIONS	
S. 167	Offence relating to protection of children from harm and hazards
82	Environment to be free from tobacco, vaping devices, vaping substances, drugs and alcohol
85	Incident, injury, trauma and illness policies and procedures
97	Emergency and evacuation procedure
106	Laundry and hygiene facilities
112	Nappy change facilities
136	First aid qualifications
168	Education and care service must have policies and procedures
170	Policies and procedures to be followed
171	Policies and procedures to be kept available
172	Notification of change to policies or procedure

RELATED POLICIES

Administration of First Aid Policy	Health and Safety Policy
Administration of Medication Policy	Incident, Injury, Trauma and Illness Policy
Child Safe Environment Policy	Tobacco Drug Alcohol-Free Policy
Environmentally Responsible Policy	Work, Health, and Safety Policy

Furniture and Equipment Policy

PURPOSE

Our Service aims to protect children, families and visitors from hazard and harm at all times. We promote the use of environmentally friendly products where possible and ensure we provide a safe environment where chemicals and hazardous products and equipment are safely stored and managed away from children and are handled appropriately.

SCOPE

This policy applies to children, families, staff, educators, management, approved provider, nominated supervisor, students, volunteers and visitors of the Service.

IMPLEMENTATION**APPROVED PROVIDER/ NOMINATED SUPERVISOR/MANAGEMENT WILL ENSURE:**

- that obligations under the *Education and Care Services National Law and National Regulations* are met
- educators, staff, students, visitors and volunteers have knowledge of and adhere to this policy and associated procedure
- ensure there is an induction process for all new staff, including casual and relief staff, that includes providing information on the *Safe Storage of Hazardous Chemicals Policy* and usage procedures and the location of first aid kits and specific first aid requirements
- families are aware of this *Safe Storage of Hazardous Chemicals Policy*
- that every practical measure is taken to protect children being educated and cared for by the Service from harm and any hazard likely to cause injury (National Law – S. 167)
- a smoke-free environment is provided to children, staff, families and visitors at all times
- vaping is strictly prohibited in Service environments
- signs are clearly visible to reflect that the Service environment is:
 - smoke free
 - free from vaping substances and devices
- all dangerous goods and hazardous substances are identified within the Service and included in the chemical register
- the Poison Information Hotline number is clearly displayed near the First Aid Kit/ in each room
- a risk assessment has been conducted in consultation with the Health and Safety Representative prior to using any potentially dangerous or hazardous substance (including pesticides and herbicides)

- educators adhere to the Service procedures for dealing with and handling chemicals
- Safety Data Sheets (SDS) and the Chemical Register is readily available and regularly updated
- appropriate training and Personal Protective Equipment (PPE) are provided for employees who may be exposed to dangerous goods and/or hazardous substances
- relevant signage is displayed highlighting the hazardous nature of chemicals used or stored in the Service (e.g. Caution- Chemical Storage Area; Danger; Hazardous Chemicals)
- laundry and nappy change facilities are located and maintained in a way that prevents unsupervised access by children
- all products/chemicals used for laundry purposes are locked in a cupboard inaccessible to children
- there are emergency procedures and practices for accidental spills and/or contamination and corresponding first aid plans for all dangerous goods handled and stored in the Service
- at least one educator/staff member is in attendance on the premises and immediately available in an emergency with current ACECQA approved first aid qualifications at all times
- action is taken to remove any pests or vermin by a licensed exterminator, who will provide the Service with a certificate of currency. Initially, using non-chemical methods such as physical removal, maintaining a clean environment, and use of any non-toxic products will be implemented.
- there are appropriate and lockable storage facilities in the Service in which dangerous products are stored
- lockable storage facilities are clearly marked with signage to indicate chemicals/hazardous materials
- dangerous products will be stored in areas of the Service that are not accessible to children or in cupboards fitted with key or childproof locks
- a hazardous substances register is used and regularly updated
- a risk assessment for any dangerous materials stored in bulk within the education and care premises has been carried out and is regularly updated
- Safety Data Sheets (SDS) are maintained at the Service. Safety Data Sheets must be kept on all chemicals used on the premises. Work Health and Safety (WH&S) officers are to keep this information up to date at all times, with a review of the folder annually. No SDS is to be more than 5 years old.
- chemicals in spray bottles are clearly labelled with contents and are not used with children in the immediate vicinity
- in the event of any incident involving accidental exposure to chemicals or other hazards or incident involving possible poisoning, an *Incident, Injury, Trauma and Illness Record* will be completed
- if a serious incident occurs involving the need for medical intervention or emergency services, notification is made to the regulatory authority within 24 hours.

EDUCATORS WILL:

- seek medical advice if needed by contacting the **Poisons Information Hotline (13 11 26)** or by calling 000
- wear Personal Protective Equipment (PPE) when handling dangerous substances or materials
- not use spray bottles containing chemicals in the immediate vicinity of any child or children
- read the label before using any cleaning material, sprays or chemicals and strictly adhere to the '*Directions for use*' and be aware of appropriate first aid measures
- store all dangerous products in well-labelled and original containers that preferably have child resistant lids and caps in a secure and locked place/cupboard, inaccessible to children
- ensure all chemicals and cleaning products are returned to their designated location immediately upon completion of cleaning tasks
- ensure laundry facilities have lockable cupboards for cleaning products/detergents
- not mix cleaning products as there is the potential for harmful chemical reactions to occur endangering all persons on the premises
- dispose of all products safely, in accordance with the manufacturer's instructions on the product label, Work Health and Safety regulations, and Council by-laws
- be encouraged to attend professional development sessions to maximise their awareness of dangerous products and potential hazards
- source chemical free methods to reduce possible hazards in the education and care service
- ensure cleaning and hazardous products are not stored close to food products
- consider minimising the use of dangerous products in the education and care service and use alternate 'green cleaning' options
- complete daily and quarterly WHS checklists to ensure that any dangerous products used within the Service have current Safety Data Sheets (SDS) and are stored appropriately
- only administer children's medications with parent/guardian authorisation and in accordance with medical directions (see *Administration of Medication Policy*)
- ensure medication is stored in an area inaccessible to children
- ensure any medications or dangerous substances that requires refrigeration, be placed in a labelled childproof container, preferably in a separate compartment of the fridge
- assess equipment or toys that require button batteries to ensure their necessity and safety (see *Furniture and Equipment Safety Policy*)
- keep all button batteries and all other batteries out of reach of children
- check that all remotes, toys and products containing button batteries have a screw to secure them

- dispose of or recycle used button batteries immediately at a battery disposal centre near to the service
- in the event of any incident involving accidental exposure to chemicals or other hazards, complete an *Incident, Injury, Trauma and Illness Record* and provided to the approved provider/nominated supervisor.

POISONING

Many products and materials that are used and kept within the Service are potentially poisonous to children. Poisonings can happen quickly. Toddlers are most at risk due to their tendency to put objects in their mouths.

Poisonous substances may include medication, household cleaners, garden products, paint, cosmetics, toiletries, chemicals, batteries, e-cigarette cartridges and petroleum products. Our Service will ensure all items that may cause harm to children are inaccessible. Staff will keep their personal items in a cupboard/locker which is inaccessible to children.

Poisonous plants and trees can also cause safety risk to children and should be identified in any risk assessment conducted at the Service and risk mitigation strategies implemented including removal of any potentially dangerous/poisonous plants and trees. Our Service will display a notice detailing the Poison Information Hotline in visible positions within the service premises.

POISON INFORMATION HOTLINE 13 11 26

CONTINUOUS IMPROVEMENT/REFLECTION

Our *Safe Storage of Hazardous Chemicals Policy* will be reviewed annually or earlier if there are changes to legislation, ACECQA guidance or any incident related to our policy. Feedback will be requested from children, families, staff, educators and management and notification of any change to policies will be made to families within 14 days.

CHILDCARE CENTRE DESKTOP - RELATED RESOURCES

Hazardous Substance Management Procedure	Poison Safety Audit Spill Kit Checklist

SOURCES

ACCC Product Safety. (2025). [Lithium-ion batteries guide](#)

Australian Children's Education & Care Quality Authority. (2025). [Guide to the National Quality Framework](#)

Early Childhood Australia Code of Ethics. (2016).

Education and Care Services National Law Act 2010. (Amended 2023).

[Education and Care Services National Regulations](#). (Amended 2023).

Occupational Health and Safety Act, 2000. Occupational Health and Safety Regulations, 2001.

Safe Work Australia. (2020). [Managing risks of storing chemicals in the workplace](#).

The NSW Work Health and Safety Act, 2011

REVIEW

POLICY REVIEWED BY	Tracy Gill	Nominated Supervisor	17.11.2025
POLICY REVIEWED	November 2025	NEXT REVIEW DATE	November 2026
VERSION NUMBER	V1		
MODIFICATIONS			
POLICY REVIEWED	MODIFICATIONS	NEXT REVIEW DATE	

HAZARDOUS SUBSTANCE MANAGEMENT PROCEDURE

By maximising awareness of the potential hazards of chemicals and equipment, we aim to minimise the risk of harm to educators, staff, children and families by ensuring hazardous products are safely stored, handled, and controlled. For the safety of everyone at the Service, it is essential that the correct procedures for managing hazardous chemicals are followed at all times. Hazardous chemicals may be found in the form of powders, liquids, solids, or gases.

Working in conjunction with the *Safe Storage of Hazardous Chemicals Policy*, this procedure aims to ensure the safe purchase, use, storage, handling, and disposal of hazardous chemicals within the Service.

Education and Care Services National Law or Regulations (S. 167, R. 82, 85, 97, 106, 112, 136, 168, 170, 171 and 172) NQS QA 2: Element 2.1.1, 2.1.2, 2.2.1 and 2.2.2 Health practices and procedures
Related Policy: Safe Storage of Hazardous Chemicals Policy

MANAGEMENT OF HAZARDOUS SUBSTANCES		
1	The approved provider, nominated supervisor and educators will review and update the Service's <i>Safe Storage of Hazardous Chemicals Policy</i> annually to ensure appropriate storage, use and management of chemicals within the Service	
2	During orientation and induction educators, staff, students and volunteers are informed about the Service's procedures and policies in relation to appropriate storage, use and management of chemicals used within the Service	
3	Management will ensure ongoing training is provided to ensure all staff and educators are competent in safely using hazardous chemicals, including understanding product labels, referring to Safety Data Sheets (SDS), using personal protective equipment (PPE), and responding to spills or incidents	
4	Educators are required to immediately report any hazardous chemical concerns, spills, or incidents to the responsible person	
5	Management will ensure a risk assessment is conducted and reviewed annually to identify hazards and minimise risks associated with the use, storage, and management of hazardous substances, including potentially dangerous chemicals and poisonous plants	
6	Management will ensure a <i>Hazardous Substance Management Risk Assessment</i> is conducted and reviewed whenever new hazardous substances, equipment, or processes are introduced	
7	Management will complete a <i>Poison Safety Audit</i> every 6 months to ensure environment is free from hazardous substances by checking that all potential hazards are safely stored, labelled, and inaccessible to children	

8	Management will complete an <i>Incident, Injury, Trauma and Illness Record</i> the event of any incident involving accidental exposure to chemicals or other hazards or incident involving possible poisoning	
9	Management will notify the regulatory authority of a serious incident within 24 hours involving the need for medical intervention or emergency services	

HAZARDOUS SUBSTANCES REGISTER

1	The nominated supervisor will ensure the <i>Hazardous Substances Register</i> is readily accessible to all staff and educators involved in the use, storage and handling of the hazardous chemicals at the Service	
2	The nominated supervisor will ensure all hazardous chemicals that are stored, handled or used at the Service to be listed on the register except where they are: - in-transit (not used in the workplace and are not kept in the workplace for more than five consecutive days), or - consumer products (packed primarily for use by a household consumer and used in the workplace in a way that is consistent with normal household use – this includes warm soapy water)	
3	Educators will sign receipt of delivery of the chemical into the Service and place the chemical into the safe storage area	
4	Educators will ensure the chemical name is recorded on ' <i>Hazardous Substances Register</i> ' – making note of date received, expiry date and area stored	
5	The nominated supervisor will ensure the chemicals Safety Data Sheet (SDS) is located within or near the ' <i>Hazardous Substances Register</i> '	
6	Educators will ensure when opening the chemical, it should be dispersed as per the manufacturer's instructions into bottles that are clearly labelled with directions for safe handling and usage of the substance. The open date should be recorded on the ' <i>Hazardous Substances Register</i> '. PPE should be used at all times when dispersing chemicals and hazardous substances.	
7	Educators will ensure when finishing the substance or omitting from use within the Service, it should be disposed of into the appropriate bin and sealed to ensure no leakage or contamination	
8	Management will ensure the ' <i>Hazardous Substances Register</i> ' is updated to indicate removal – please use the comments section if omitted as well as reason (eg. irritations to children's skin) or place a clear red line through the table if the substance has been finished and discarded	

MINIMISING HARM FROM A HAZARDOUS CHEMICAL SPILL

Management will ensure:		
1	a <i>Spill Kit Checklist</i> has been completed annually to ensure a chemical spill kit is available at the Service	
2	personal Protective Equipment (PPE) is readily available when working with hazardous chemicals	
3	staff use PPE when handling and using hazardous chemicals	
4	a chemical spill kit is available in the immediate area where hazardous chemicals are stored and/or used	
5	Safety Data Sheets (SDS) are available and up to date for all identified hazardous chemicals that are stored and/or used within the service	
6	a list emergency phone numbers, including the Poisons Information Hotline - 13 11 26 in areas where hazardous chemicals are stored and/or used	

RESPONDING TO A MINOR HAZARDOUS CHEMICAL SPILL EMERGENCY		
A hazardous chemical spill may be considered minor if:		
- Chemical is considered low risk i.e., household strength cleaning detergent - Spill is able to be contained using spill kit and PPE - No first aid is required		
Educators will:		
1	assess the situation and evacuate children and adults from the area if required	
2	advise other staff of the situation	
3	use PPE and Spill Kit to contain the hazardous chemical spill	
4	assess why the chemical spill occurred: - Does the environment need assessment? Are the chemicals stored correctly? Was the container too high? - If the chemical storage container was damaged, notify supplier as required.	
5	correctly dispose of chemical waste material	
6	ensure the site and area is fully clean, safe and free from chemicals	
7	check PPE and Spill Kit items, restock if required	
8	record the incident, using an <i>Incident, Injury, Trauma and Illness Record</i> , and notify the nominated supervisor/responsible person	

RESPONDING TO A MAJOR HAZARDOUS CHEMICAL SPILL EMERGENCY

A hazardous chemical spill may be considered major if:

- First aid is required, and emergency services contacted
- Chemicals are considered high risk i.e., corrosive liquid, toxic gases/fumes, flammable liquid
- Hazardous chemical spill located in an unventilated, enclosed area

Educators will:

1	communicate the hazard by alerting the nominated supervisor/responsible person and emergency services	
2	assess the situation and activate the emergency evacuation plan and procedure as required	
3	provide first aid to any person affected by chemical exposure (liaise with emergency services)	
4	control the spill- ensure the spill does not become any worse. Wear appropriate PPE for the chemical and nature of the hazard.	
5	contain the hazardous chemical spill. The SDS sheet should reflect the information required to control the spill of the chemical. Depending on the material and situation, confine the spilled material to a small area by using an absorbent material or material from the Spill Kit. Seal off the affected area by closing doors, preventing the material to flow into environmentally sensitive areas.	
6	if required, evacuate the area and/or Service	
7	follow emergency services advice and do not re-enter the service until advised	
8	the approved provider/nominated supervisor must notify the regulatory authority within 24 hours of the serious incident [an incident, situation or event where there is an imminent or severe risk to the health safety or wellbeing of a person at an education and care service.]	
9	report chemical spill to appropriate authorities as required, i.e., Safe Work, EPA	

REVIEW OF PROCEDURE

Date procedure created	24.11.2025	To be reviewed	November 2026
Approved by	Tracy Gill		
Location of procedure	Policies and procedures folder		
Procedure reviewed date	Modifications/Changes		

SICK STAFF POLICY

Education and Care Services National Law and Regulations and Workplace Health and Safety legislation require early childhood education and care services to implement specific measures to minimise the spread of infectious illness and maintain a healthy environment for not only children, but also educators, staff and other adults who may visit the Service. Whilst we urge families to keep their child away from childcare when they are sick, we also urge staff to take leave if they are unwell to minimise the transmission of infectious disease and illness to others.

Our Service relies on employees being at their best every day. Educators often overlook their own health resulting in exhaustion, stress and illness. When an educator is unwell with an illness or injury, it is critical that they take care of their own health and take time to recover before returning to the demands and responsibilities of an early childhood education and care setting.

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 2: CHILDREN'S HEALTH AND SAFETY		
2.1	Health	Each child's health and physical activity is supported and promoted.
2.1.1	Wellbeing and comfort	Each child's wellbeing and comfort is provided for, including appropriate opportunities to meet each child's needs for sleep, rest and relaxation.
2.1.2	Health practices and procedures	Effective illness and injury management and hygiene practices are promoted and implemented.
2.2.2	Incident and emergency management	Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practiced and implemented.

EDUCATION AND CARE SERVICES NATIONAL LAW AND NATIONAL REGULATIONS	
S. 174	Offence to fail to notify the regulatory authority
12	Meaning of serious incident
77	Health, hygiene and safe food practices
83	Staff members and family day care educators not to be affected by alcohol or drugs
85	Incident, injury, trauma and illness policies and procedures
88	Infectious diseases

89	First aid kits
90	Medical conditions policy
176	Time to notify certain circumstances to regulatory authority

RELATED LEGISLATION

Fair Work Act 2009	Children's Services Award 2010
Privacy Act 1988	Work Health and Safety Act 2011

RELATED POLICIES

Code of Conduct Policy Dealing with Infectious Diseases Policy Handwashing Policy Immunisation Policy	Incident, Injury, Trauma and Illness Policy Medical Conditions Policy Privacy and Confidentiality Policy Staff Leave Entitlement Policy

PURPOSE

We promote and maintain the health and wellbeing of all staff by ensuring as far as is reasonably practicable, the health and safety of our staff and others at the workplace. Our Service maintains an environment where measures are in place to eliminate or manage hazards and risks of illness or injury. This policy communicates clear directions and guidance about protocols and actions employees should follow to avoid adversely affecting the safety and health of children, other staff members and visitors to the service.

SCOPE

This policy applies to staff, educators, management, approved provider, nominated supervisor, students, volunteers and visitors of the Service.

IMPLEMENTATION

Our Service promotes the need for a safe, healthy and inclusive workplace. Staff who are healthy provide the best possible education and care to children and are able to provide support to their colleagues. To enable compliance with *Work Health and Safety legislation* and our *Code of Conduct Policy*, all staff must take reasonable care for their own health and safety and others in the workplace.

MINIMISING THE SPREAD OF ILLNESS, INFECTIONS AND DISEASES

We aim to minimise cross contamination and the spread of infectious illnesses by implementing best practice and high standards of personal hygiene within our Service. Recommendations by the Australian Government National Health and Medical Research Council publication, [Staying healthy: Preventing infectious diseases in early childhood education and care services \(6th Edition\)](#) and Safe Work Australia, guide our policies and protocols.

Staff are provided with information about the recommended vaccinations for early childhood educators including- influenza, MMR, pertussis and hepatitis A and regularly check the [National Immunisation Program Schedule](#) and state/territory health department's website for any changes available for adults.

Staff are required to provide an *Immunisation History Statement* from the Australian Immunisation Register (AIR) and/or records from their general practitioner to management for their staff record.

Vaccination is important as not only can staff members catch a potentially serious infection such as measles or whooping cough, but they could also then inadvertently pass it onto children in their care who are too young to have had their vaccinations or to women who may be pregnant.

Exclusion periods and notification of infectious diseases are guided by the *Australian Government- Department of Health* and local public health units in our jurisdiction as per the Public Health Act. These apply to children and staff at the Service.

In the event of an outbreak of a vaccine preventable disease at our Service, staff who are not vaccinated will be notified and should be excluded from the workplace. [see: [Minimum periods for exclusion from childcare services](#)]

To help minimise the spread of illness and infectious diseases within our Service, rigorous hygiene and infection control procedures are implemented including:

- effective and frequent hand washing hygiene
- cough and sneeze etiquette
- use of gloves by staff when administering medication, nappy changing, wiping children's noses, cleaning etc
- effective cleaning of the environment, toys and resources
- requesting parents and visitors to wash their hands with soap and water or hand sanitizer upon arrival and departure at the Service
- exclusion of children, educators or staff when they are unwell or displaying symptoms of an infectious disease or virus.

THE APPROVED PROVIDER/NOMINATED SUPERVISOR WILL ENSURE:

- that obligations under the *Education and Care Services National Law and National Regulations* are met
- educators, staff, students, visitors and volunteers have knowledge of and adhere to this policy and are advised on how and where the policy can be accessed
- staff members are informed about sick leave entitlements during the induction process
- staff members provide an Immunisation History Statement at time of employment and update this record whenever they receive a seasonal vaccination [see: *Employee Immunisation Record*]
- all staff are aware of the required procedure of informing management when they are sick and unable to attend the workplace
- staff members are encouraged to disclose any health problems that may be life threatening or may affect their work [risk of anaphylaxis, diabetes, asthma, epilepsy]
- staff members who are pregnant are made aware of health risks including:
 - exposure to specific infectious diseases or conditions that can have an adverse impact on pregnancy, including [Cytomegalovirus \(CMV\)](#)
- to consult with employees who are pregnant to maintain a safe workplace by eliminating or minimising any identified risk
- that staff are aware evidence *may* be requested for any sick leave where a staff member is unable to work due to illness or injury
 - in the case of carer's leave, staff may be asked to provide evidence if they are required to care for family member
 - evidence may include a medical certificate, which must state the staff member was genuinely entitled to the sick or carers leave and be provided by a registered medical practitioner
 - a statutory declaration is considered an acceptable form of evidence
 - if a staff member does not provide evidence when asked they may not be entitled to paid sick or carers leave
- staff are aware of their accrued leave balance each year
- management monitors and review staff absences regularly
- staff are provided with information about available vaccinations to help protect them from serious illnesses such as whooping cough and COVID-19
- staff are encouraged to have yearly influenza vaccinations
- staff adhere to our *Work Health and Safety Policy*

- incidents and accidents are reported in accordance with Education and Care Services National Regulations and Work Health and Safety guidelines
- return to work programs are facilitated to assist employees return to work following an injury or incident as per workers compensation obligations
- the regulatory authority is notified of any serious incident for which emergency services attend the service within 24 hours.

EMPLOYEES WILL:

- monitor their own health and not attend the workplace if they have an infectious illness or display symptoms of an illness
- notify management as soon as reasonably practicable if they are unable to attend work due to illness or injury
- inform the nominated supervisor or responsible person if they have an infectious illness or display symptoms of an illness
- provide management with their *Immunisation History Statement* or other records from their general practitioner to provide evidence of immunisations
- strongly consider disclosing any health diagnosis that may be life threatening or may affect their work [risk of anaphylaxis, diabetes, asthma, epilepsy]
- provide a health care plan to provide guidance on management of their health care need in case of an emergency e.g., ASCIA Anaphylaxis Action Plan
- inform the nominated supervisor or responsible person the location of their EpiPen® if they are at risk of anaphylaxis
- regularly review their health care plans if they have ongoing medical needs such as asthma or anaphylaxis, epilepsy or diabetes [or any other medical condition that requires ongoing management]
- disclose their pregnancy in a timely manner to ensure that the employer can support her health, safety and well-being in the workplace [note there is no requirement under the Fair Work Act (2009) for an employee to disclose their pregnancy]
- provide evidence of their illness or injury as soon as practicable if requested by management
- provide evidence if they are required to care for a family member if requested by management
- communicate their recovery time/plan openly and honestly with management
- abide by management's decision if requested, to take leave due to an outbreak of an infectious disease if they are considered 'at risk'
- update their emergency contact details in staff records annually or when required

- assist work colleagues to understand their own health, safety and wellbeing accountabilities and responsibilities
- be excluded from the Service if they have had diarrhoea and vomiting for at least **24 hours** after symptoms have ceased to reduce infection transmission. Staff members who handle food should be assigned to other duties for at least 24 hours or stay away from the service for a further 24 hours.
- adhere to exclusion/isolation periods if they have any infectious disease
- inform management if their medical condition/illness or injury affects their ability to perform their job
- inform management if prescribed medication may cause health or safety issues for themselves or others (e.g.: medication making them drowsy)

LEAVE ENTITLEMENTS

Staff are eligible for sick leave, also known as personal leave, to take time off work for personal illness and in certain circumstances, time off work to help care for ill or injured family members. Sick leave must not be used for absences that are not connected with ill health.

Under the Children's Services Award 2010, full time employees are entitled to 10 days of sick and carer's leave for each year of employment. Part time employees are entitled to the same leave entitlements on a pro-rata basis. Sick leave accumulates each year. Casuals are not entitled to paid sick or carer's leave.

Evidence may be requested for personal leave to state the staff member was genuinely entitled to the sick or carers leave and be provided by a registered medical practitioner. A statutory declaration is considered an acceptable form of evidence. If a staff member does not provide evidence when asked they may not be entitled to paid sick or carers leave.

[See: *Staff Leave Entitlement Policy*]

PRIVACY AND CONFIDENTIALITY

Employees are required to notify management if they are affected by an infectious disease. Privacy laws, however, protect staff members from disclosing other non-infectious illnesses to their employer.

Information about an employee's health cannot be shared with others without their consent. This is applicable for employees who have cancer or a mental illness.

Employees should inform management if reasonable adjustments need to be made to their duties to allow them to continue to work due to their illness.

Advice from a registered medical practitioner may be required to assist in managing work duties and ensuring the wellbeing and safety of others.

RETURNING TO WORK AFTER SURGERY

Staff members who have undergone any type of surgery will need to take advice from their doctor/surgeon as to when it is appropriate and safe to return to the workplace.

A medical clearance statement will be required to ensure the staff member is fit and able to return to normal duties.

REPORTING OUTBREAKS TO THE PUBLIC HEALTH UNIT

The approved provider is required to notify their local [State / Territory Health Department](#) by phone as soon as possible after they are made aware that a child enrolled at the Service or **staff member** is suffering from one of the following vaccine preventable diseases or highly infectious illnesses:

- Diphtheria
- Mumps
- Poliomyelitis
- Haemophilus influenzae Type b (Hib)
- Meningococcal disease
- Rubella ('German measles')
- Measles
- Pertussis ('whooping cough')
- Tetanus
- An outbreak of 2 or more people with gastrointestinal or respiratory illness

CONTINUOUS IMPROVEMENT/REFLECTION

Our *Sick Staff Policy* will be updated and reviewed annually in consultation with families, staff, educators and management.

CHILDCARE CENTRE DESKTOP- RELATED RESOURCES

Employee Immunisation Record

SOURCES

ASCIA Action Plans, Treatment Plans, & Checklists for Anaphylaxis and Allergic Reactions:

<https://www.allergy.org.au/hp/ascia-plans-action-and-treatment>

Australian Children's Education & Care Quality Authority. (2025). [Guide to the National Quality Framework](#)

Australian Government- Department of Health and Aged Care <https://www.health.gov.au/>

Australian Government. Fair Work Ombudsman. Modern Award. [Children's Services Award 2010](#)

Australian Government. Fair Work Ombudsman. Modern Award. [Educational Services \(Teachers\) Award 2020](#)
[Education and Care Services National Regulations](#). (Amended 2023).

Education and Care Services National Law Act 2010. (Amended 2023).

Fair Work Ombudsman <https://www.fairwork.gov.au/leave/sick-and-carers-leave>

National Health and Medical Research Council. (2024). [Staying Healthy: preventing infectious diseases in early childhood education and care services \(6th Ed.\)](#). NHMRC. Canberra.

Public Health Act 2010

Pregnancy Birth and Baby. [Cytomegalovirus \(CMV\) during pregnancy](#).

Privacy Act 1988

Safe Work Australia – www.safework.nsw.gov.au

Victoria Government. Department of Health. [Vaccination for people working with children](#).

[Western Australian Legislation Education and Care Services National Law \(WA\) Act 2012](#)

[Western Australian Legislation Education and Care Services National Regulations \(WA\) Act 2012](#)

Work Health and Safety Act 2011 (Cth).

Work Health and Safety Regulations 2017

REVIEW

POLICY REVIEWED BY	Tracy Gill		Nominated Supervisor	15.11.2025
POLICY REVIEWED	AUGUST 2025	NEXT REVIEW DATE	AUGUST 2026	
VERSION				
MODIFICATIONS				
POLICY REVIEWED	PREVIOUS MODIFICATIONS		NEXT REVIEW DATE	
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SNAKE AWARENESS POLICY

Education and Care services may be located in bush settings or visit bush settings as part of their educational program where it is known that snakes may be active and present. Snakes are most prevalent during spring or summer but could be encountered at any time of the year- especially on sunny days.

Unprovoked, snakes rarely attack humans and are generally shy, timid animals that will avoid conflict if given the opportunity. Snakes are protected under the Nature Conservation Act 1992 and it is an offence to kill or injure them. The greatest risk of snake bite from venomous snakes is from people trying to kill or handle them.

Our Service is committed to providing a safe and healthy environment for children and staff whilst being respectful of wildlife in and around our environment. We aim to minimise the potential risk of injury from a snake bite by educating children and staff about the risks associated with snakes.

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 2: CHILDREN'S HEALTH AND SAFETY		
2.2	Safety	Each child is protected.
2.2.1	Supervision	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.
2.2.2	Incident and emergency	Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practiced and implemented.
QUALITY AREA 3: PHYSICAL ENVIRONMENT		
3.2.3	Environmentally responsible	The service cares for the environment and supports children to become environmentally responsible
QUALITY AREA 7: GOVERNANCE AND LEADERSHIP		
7.1.2	Management Systems	Systems are in place to manage risk and enable the effective management and operation of a quality service.

EDUCATION AND CARE SERVICES NATIONAL REGULATIONS	
12	Meaning of serious incident

85	Incident, injury, trauma and illness policies and procedures
86	Notification to parents of incident, injury, trauma and illness
87	Incident, injury, trauma and illness record
89	First Aid Kits
97	Emergency and evacuation procedures
98	Telephone or other communication equipment
100	Risk assessment must be conducted before excursion
136	First aid qualifications
168	Education and care services must have policies and procedures
170	Policies and procedures to be followed
171	Policies and procedures to be kept available
172	Notification of change to policies or procedure

RELATED POLICIES

Administration of First Aid Policy Emergency and Evacuation Policy Family Communication Policy Health and Safety Policy	Incident, Injury, Trauma and Illness Policy Supervision Policy Work Health and Safety Policy

PURPOSE

We aim to ensure every reasonable precaution is taken to protect children and staff from harm and hazards likely to cause injury, including the potential risk from snake bites. This policy aims to define the risks of snakes within our service environment, the necessary strategies implemented to minimise the risk of snake bites and the appropriate medical response if required.

SCOPE

This policy applies to children, families, staff, educators, management, approved provider, nominated supervisor, students, volunteers and visitors of the Service.

SNAKES

Australia has around 170 species of land snakes, some equipped with venom more toxic than any other snakes in the world. Some of the most dangerous snakes belong to the front-fanged group including- the tiger snake, brown snake, eastern taipan, death adder and mulga or king brown snake. Although less venomous than many other Australian snakes, the red-bellied black snake is quite common in urban areas of NSW. Snake bites can be potentially fatal so immediate medical assistance should be sought for all cases of suspected snake bite.

IMPLEMENTATION

THE APPROVED PROVIDER/MANAGEMENT/NOMINATED SUPERVISOR WILL:

- ensure that obligations under the *Education and Care Services National Law and National Regulations* are met
- ensure educators, staff, students, visitors and volunteers have knowledge of and adhere to this policy
- conduct a risk assessment to identify the potential risk of encountering a snake on the service premises
- develop an emergency plan and procedure to include the response if encountering a snake and emergency first aid required in case of a snake bite
- provide a snake identification chart for snakes found in our local area for educators and staff
- positively identify the snake for the anti-venom medication treatment of a snake bite (do **NOT** catch the snake, photograph for identifying purposes, if safe to do so)
- ensure that at least one educator, staff member or nominated supervisor who holds a current ACECQA approved first aid qualification is available in an emergency at all times the service is providing education and care to children [Reg. 136]
- ensure an emergency action plan is displayed in a prominent location should a snake bite occur
- ensure First Aid Kits contain compression bandages
- ensure daily inspections of the outdoor and indoor learning environment are conducted prior to children arriving at the Service
- ensure lawns and gardens are well maintained
- cut any long grass around the boundaries of the premises
- remove snake habitats such as piles of timber, compost heaps or sheets of galvanized iron from around the premise
- maintain clean surroundings around any animal housing/cages to reduce any potential mice population (a food source for snakes)

- reptile proof any chicken or other animal enclosures
- ensure pet food and water bowls are not accessible to wildlife
- provide information to families about snake awareness and recommended responses if encountering a snake
- educate children about how to respond to a snake sighting or encounter at the Service or when participating on an excursion
- ensure a fully stocked first aid kit, containing compression bandages, is taken on excursions
- have the contact number of Wires or other licensed snake handler readily available to assist in rescuing the snake if the snake cannot return to its natural environment- [for example the snake is located in a garden shed or storage container; the snake is located inside and is unable to exit the building/premises]
- complete an *Incident, Injury, Trauma and Illness Record* in the event of a snake bite
- the approved provider will make a notification of a serious incident to a regulatory authority (within 24 hours) through the [NQA IT System](#) when emergency services have attended an education and care service in response to an emergency
- ensure all educators and staff wear enclosed footwear at all times.

EDUCATORS WILL:

- examine the Service grounds during their daily indoor and outdoor safety checks to ensure no snakes are sighted
- ensure no animal food or water is left out for wildlife overnight
- become familiar and confident with the Service's emergency evacuation policies and procedures in case of a snake encounter or snake bite
- always leave snakes alone
- be aware of snake species inhabiting the local area
- ensure the First Aid Kit is easily accessible and contains compression bandages
- notify the nominated supervisor/responsible person immediately if a snake is sighted
- wear adequate clothing and enclosed shoes at all times
- educate children about snakes and snake bite prevention behaviours
- ensure children are reminded on a regular basis that if they encounter a snake, to move away quietly and report the sighting to an educator
- educate children not to put their hands into hollow logs or rock crevices.

ENCOUNTERING A SNAKE

If a snake is sighted or encountered at the Service educators and staff will:

- inform children to move away quietly
- remove all children and staff from the immediate area, or evacuate the room until snake is removed if indoors
- isolate this area until the snake is removed or moves
- note the location of the snake
- if possible, monitor the snake from a safe distance (at least 5 metres away)
- if snake remains and is perceived to be a threat, contact local snake handler or WIRES 1300 094 737
- if indoors, close doors to the room and place towels along the bottom of the doors so the snake cannot move to another area and wait for snake handler to remove the snake
- **not** approach the snake or try to contain it.

EMERGENCY SNAKE BITE ACTION PLAN

- Conduct a primary survey of the area – do not attempt to catch or kill the snake (identify snake, or if safe to do so have someone photograph the snake for anti-venom purpose)
- Stay calm and call for help- have someone call 000 for an ambulance
- Reassure the child/adult and encourage them to keep calm and still
- Immediately apply a firm bandage over the bite marks or scratches
- Apply Pressure Immobilisation Technique (see Appendix 1)
- Maintain continued pressure and immobilise ensuring the child/adult does not move
- Rest and reassure the patient
- **Do not** take off clothing
- **Do not** wash bite as a venom sample can be used to identify the snake
- **Do not** cut or suck the bite to drain venom
- **Do not** apply a tourniquet
- Be prepared- resuscitation may be required.

FAMILIES WILL:

- familiarise themselves with the *Snake Awareness Policy*
- ensure their child wears closed shoes to the Service
- reinforce snake awareness behaviours with their child- especially during 'snake season'

- provide feedback to the Service regarding this policy for review and improvement.

CONTINUOUS IMPROVEMENT/REFLECTION

Our *Snake Awareness Policy* will be reviewed on an annual basis annually or earlier if there are changes to legislation, ACECQA guidance or any incident related to our policy. Feedback will be requested from children, families, staff, educators and management and notification of any change to policies will be made to families within 14 days.

- RELATED RESOURCES

Administration of First Aid Procedure Incident, Injury, Trauma and Illness Record	Snake Threat - Risk Assessment Action Plan

SOURCES

Australian Children's Education & Care Quality Authority. (2025). [Guide to the National Quality Framework](#)

Australian Venom Research Unit, University of Melbourne www.avru.org

Australian Capital Territory Government Environment, Planning and Sustainable Development Directorate-

Environment *Urban Wildlife Snakes*

[Education and Care Services National Regulations](#). (Amended 2023)

Health Direct <https://www.healthdirect.gov.au/snake-bites>

Revised National Quality Standard. (2018).

St John Ambulance Australia (2020 *First aid fact sheet Snake Bite*

REVIEW

POLICY REVIEWED BY	Tracy Gill	Nominated Supervisor	26.11.2025
POLICY REVIEWED	OCTOBER 2025	NEXT REVIEW DATE	OCTOBER 2026
VERSION	V1		
MODIFICATIONS			

SUPERVISION POLICY

“Children need safe and secure environments to thrive in their life and learning. Effective supervision is integral to creating environments that are safe and responsive to the needs of all children. It also helps to protect children from hazards or harm that may arise from their play and daily routines. Effective supervision also allows educators to engage in meaningful interactions with children.” (ACECQA, 2025).

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 2: CHILDREN’S HEALTH AND SAFETY		
2.2	Safety	Each child is protected.
2.2.1	Supervision	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.
2.2.2	Incident and emergency management	Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practiced and implemented.

EDUCATION AND CARE SERVICES NATIONAL LAW AND NATIONAL REGULATIONS	
S. 2A	Paramount consideration—safety, rights and best interests of children
S. 3A	Paramount consideration
S.5AA	Meaning of inappropriate conduct
S. 12	Meaning of serious incident
S. 162B	Child safety training
S.165	Offence to inadequately supervise children
S.166A	Offence to subject child to inappropriate conduct Offences relating to inappropriate conduct
S.167	Offence relating to protection of children from harm and hazards
S.174	Offence to fail to notify certain information to Regulatory Authority
Part 6A	Devices in education and care services
13	Meaning of working directly with children
84A	Sleep and rest
84B	Sleep and rest policies and procedures
100	Risk assessment must be conducted before an excursion

101	Conduct of risk assessment for excursions
102C(2)(g)	Supervision during transportation
102E	Children embarking a means of transport- centre based service
102F	Children disembarking a means of transport- centre based service
115	Premises designed to facilitate supervision
120	Educators who are under 18 to be supervised
121	Application of Division 3
122	Educators must be working directly with children to be included in ratios
123	Educator to child ratios-Centre based services
126	Centre based services-general educator qualifications
131	Requirement for early childhood teacher—centre-based services—fewer than 25 approved places
132	Requirement for early childhood teacher- centre based services 25-59 children
133	Requirement for early childhood teacher- centre based services 60-80 children
134	Requirement for early childhood teacher- centre based services- more than 80 children
151	Record of educators working directly with children
168	Education and care service must have policies and procedures
170	Policies and procedures to be followed
176	Time to notify certain circumstances to Regulatory Authorities
264	General qualifications for educators – Centre based

RELATED POLICIES

Administration of Medication Policy Adventurous (Risky and Nature) Play Policy Bottle Safety and Preparation Policy Child Safe Environment Policy Code of Conduct Policy Cyber Safety Policy Delivery of Children to, and Collection from Education and Care Service Premises Emergency Evacuation Policy Handwashing Policy	Nappy Change and Toileting Policy Nutrition and Food Safety Policy Physical Environment Policy Protected Disclosures (Whistleblower) Policy Road Safety Policy Safe Transportation Policy Safe Use of Digital Technologies and Online Environments Policy Sleep and Rest Policy

Incident, Injury, Trauma and Illness Policy Multi-storey Building Policy	Water Safety Policy

PURPOSE

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

Educators will actively supervise children, identify risks and take all necessary steps to prevent or minimise injury. Effective supervision of children also provides educators with the opportunity to support and build on children's play experiences. Our Service will ensure no child or children are left alone with a visitor, student or volunteer.

We believe that children's safety, rights, and best interests are the paramount consideration for all Service operations, decisions and functions. Our Service ensures that child safety, wellbeing and best interests take priority over all other considerations, including financial interests or other obligations of management, and are embedded in our daily practices, policies and procedures.

SCOPE

This policy applies to educators, families, staff, management, approved provider, nominated supervisor, students, volunteers and visitors of the Service.

IMPLEMENTATION

Adequate supervision in a centre-based service requires careful consideration depending on the different ages of children, varying abilities and educator's knowledge of each child and age group. Generally, the younger the child the more they will need adults close by to support and provide assistance. Supervision of infants and toddlers who are sleeping need careful consideration to ensure educators can see and hear children. (See: *Sleep and Rest Policy*). Supervision of preschool age children may involve simultaneous use of indoor and outdoor environments and require effective supervision of children in both environments.

In all environments, adequate supervision means:

- that an educator can respond immediately to a child

- knowing where children are at all times and monitoring their activities actively and diligently
- educators using different skills when supervising and engaging with children- monitoring changes in noise and stress levels, using peripheral vision and changing position regularly
- assessing the risks in the environment and experiences children are engaged in when determining the number and positioning of educators

(Source: ACECQA, 2024).

SUPERVISION AND SAFE USE OF DIGITAL TECHNOLOGIES

Our Service recognises that the use of digital technologies and online environments presents specific supervision and child safety risks. Our Service adheres to and aligns with legislative requirements related to capture, store or transmit images or videos of children. Educators must ensure that the use of any digital device does not compromise their ability to supervise children at all times.

Educators must not use any personal electronic devices including mobile phones, computers/laptops, digital cameras, smart watches and other new and emerging technologies whilst supervising children. Only Service-supplied devices may be used to capture, store or transmit images or recordings of children and only for educational purposes. Records of service-supplied devices and authorised exemptions will be monitored and maintained by the approved provider.

Educators must maintain sight and sound supervision of children when digital devices are used as part of the program. Any digital learning experience must be age-appropriate, actively supervised and aligned with the Service's *Safe Use of Digital Technologies and Online Environments Policy*.

Supervision risk assessments will consider the location, purpose and supervision implications of any digital device or technology used within the Service. Any breach of expectations relating to the use of digital technologies that compromise supervision or child safety will be managed under the Code of Conduct and Child Safe Environment policies. The approved provider will regularly conduct an audit of service-supplied and service-authorised devices for appropriate access and use, including unauthorised personal accounts on devices.

THE APPROVED PROVIDER/MANAGEMENT/NOMINATED SUPERVISOR WILL:

- ensure obligations under the Education and Care Services National Law and Education and Care

Services National Regulations are met

- ensure educators, staff, students, visitors and volunteers complete a comprehensive induction and ongoing professional development to build knowledge and understanding in areas such as:
 - child safe principles and practices
 - age and developmentally appropriate supervision
 - legislative requirements for supervision
 - guidance for identifying inappropriate conduct and how to respond
- ensure all educators, assistants and support workers complete mandatory national child safety training and refresher training every 2 years
- ensure that the premises and facilities are designed and maintained to provide a clear line of sight and facilitate adequate supervision of children at all times whilst maintaining the rights and dignity of all children
- ensure the educator to child ratios are maintained at all times, no matter what activity the children or educators at the Service are undertaking
- notify the regulatory authority of any serious incident or complaints alleging the safety, health or wellbeing of children has been compromised within 24 hours of the incident or the time that the person becomes aware of the incident or complaint. This includes if an ambulance was call in response (not as a precaution) to the incident, situation or event.
- notify parents as soon as practicable but within 24 hours if their child is involved in a serious incident/situation at the Service. Details of the incident/situation are to be recorded on the *Incident, Injury, Trauma and Illness Record*.
- conduct a review of practices, including an assessment for areas for improvement following:
 - a supervision related incident, such as a child being missing or unaccounted for
 - any concerns of inadequate supervision or unsafe practices
 - misuse of digital technologies or
 - any risks to child safety
- ensure educators under eighteen years of age (18) are adequately supervised by a qualified educator over the age of 18 at all times and are not left alone with children at any time
- ensure students, volunteers and/or visitors are never left alone with a child whilst at the Service under any circumstance
- ensure that all educators are aware of where all children are at all times and monitor their environment closely
- ensure educators are able to respond to any situation immediately, particular when a child is distressed or in a hazardous situation

- develop and maintain rosters that ensure continuity of care and adequate supervision at all times when children are being cared for and educated in the Service including:
 - when children are participating in excursions and when transportation is provided as part of our education and care service (See: *Safe Transportation Policy*)
 - when children are moving between different levels of the Service (See: *Multi-Storey Building Policy*)
 - during meal times to prevent and manage allergy and anaphylaxis risk
 - when children are using digital devices as part of the educational program
- ensure a staff member or nominated supervisor is present at the Service to account for children when they embark and disembark the vehicle at the Service premises (Regulation 102E and 102F)
- maintain a record of all educators working directly with children, including each educator's name, working hours, room assignment, times they are engaged with children, and their Working with Children Check (WWCC) number.
- ensure flexibility of supervision to provide for educators to supervise individual children or small groups of children
- guide and mentor educators to ensure a range of strategies are used to provide effective and active supervision such as regular head counts and attendance checks
- ensure supervision of sleeping children is active, effective and frequent [as per our supervision plan relevant to the ages and developmental stages of children attending the service- see: *Sleep and Rest Policy/Procedure*]
- ensure educators are aware that if they need to move away from directly working with children, another educator is to replace them. (e.g., collecting additional resources)
- conduct risk assessments and plan ongoing supervision taking into consideration the layout of the premises and grounds, any higher risk activities, the presence of any animals, the location of activities and the location of bathroom and nappy change facilities. The supervision plan and strategies will be displayed for families in all rooms and in the outdoor area.
- ensure additional risk assessments are conducted for Services located in multi-storey buildings to ensure adequate supervision (See: *Multi-Storey Building Policy*)
- develop, maintain and regularly review a supervision plan and strategies for both the indoor and outdoor areas, which will support educators to position themselves effectively to allow them to observe the maximum area possible
- ensure educators avoid activities or actions that will distract them from supervision, such as speaking to other educators for long periods of time, checking Service issued electronic/digital devices or administrative tasks

- ensure educators are positioned to allow them to observe the maximum area possible
- ensure educators move around the environment to provide maximum vision of the area and avoid standing with their back to children or talking with other educators
- adopt accepted best practice; ensuring no staff member is left alone with a child to support child protection protocols
- in the event of a child missing or unaccounted for, the *Missing Child Procedure* is followed, including notification to the regulatory authority within 24 hours of a serious incident. See *Incident, Injury, Trauma and Illness Policy* and ensure parents/guardians are notified
- ensure that a Risk Assessment and Management Plan is carried out before an authorisation is requested for an excursion. The risk assessment will consider and identify the number of adults required to ensure continuous adequate supervision throughout the excursion.
- ensure risk assessments are conducted to determine how children are supervised while being transported and whether additional adults are required during transportation
- minimum educator qualification requirements including how many educators are to be early childhood teachers, are recognised and adhered to according to legislative requirements
- the Service maintains the required educator-to-child ratio working directly with children at all times, based on the ages and number of children being educated and cared for at the Service.

EDUCATOR TO CHILD RATIOS

Our Service will meet the minimum child ratio requirements as stated below (Reg. 123):

State	Age of children	Educator to child ratio
NSW	Birth to 24 months	1: 4
	Over 24 months and less than 36 months	1: 5
	Over 36 months of age or over (not including children over pre-school age)	1: 10

For ratio requirements for some preschools and disadvantaged preschools in states/territories see the Information Sheet provided by ACECQA - <http://www.acecqa.gov.au/Improved-educator-to-child-ratios>

EDUCATORS WILL:

- monitor and maintain staff to child ratios to ensure adequate supervision of children

- have a sound understanding of their duty of care and responsibilities in ensuring children are within a child safe environment at all times, including when accessing digital technologies and online learning environments
- only use electronic devices supplied/issued and registered by the Service to capture, store or transmit images or video of children in accordance with legislation requirements
- respond immediately to children, especially if they are distressed or in a hazardous situation
- communicate and collaborate with others to ensure the effective supervision of children within the Service
- alert other colleagues if they need to leave an area for a particular reason to ensure continuous supervision of children (e.g., to obtain resources, visit the bathroom)
- adhere to a supervision plan and strategies for both the indoor and outdoor environment, assisting colleagues to position themselves in order to effectively supervise children's play. The supervision plan will include the floor plan of the Service and include the location of activities, bathroom, and nappy change facilities.
- implement vigilant supervision strategies for hygiene requirements including:
 - regular handwashing
 - toileting
 - cough and sneeze routines- using disposable tissues and handwashing
- inform new and relief educators about supervision arrangements, outlining their supervision responsibilities
- regularly evaluate the efficiency of the supervision plan and make changes as required
- in the event of a child missing or unaccounted for, ensure the *Missing Child Procedure* is followed. (See *Incident, Injury, Trauma and Illness Policy*)
- ensure any educator under the age of 18 years old is never left alone with children and is always supervised by an educator over the age of 18 years
- ensure students, volunteers and/or visitors are never left alone with children
- ensure that at least one other educator is within sight when working with children and when supporting children with toileting/nappy change/hygiene routines, or sleep/rest routines
- arrange the education and care environment to maximise the ability of educators to supervise all areas accessible to children.
- emphasis for supervision will be on gates, the fence line and doors during arrival and departure times
- communicate with each other about their location within the environment and any relevant information about supervising individual children to ensure their needs are met
- maintain correct ratios adhering to the Education and Care Services National Regulations throughout

the education and care environment

- providing flexible rostering of supervision depending on the age of children and needs of individual children
- promote children's agency by making decisions about supervision that allows children to engage in independent exploration and appropriate risk taking
- actively engage with children to support their learning whilst actively supervising and observing children
- ensure that all children are in sight and/or hearing of educators at all times
- ensure that no child is left alone while eating or at nappy change and toileting times
- adequately supervise children during rest time in accordance with the *Sleep and Rest Policy* and relevant legislative requirements
- adhere to *Nutrition Food Safety Policy* to ensure provide supervision during mealtimes to prevent and manage allergy and anaphylaxis risks
- provide effective and adequate supervision when children are transported in a vehicle at all times (see *Safe Transportation Policy* and *Road Safety Policy*)
- employ a variety of methods to account for all children throughout the day with particular attention to key transition times, including checking children's name on attendance records and conducting headcounts and recording the date and time of all checks using the *Head Count Record*
- ensure that hazardous equipment and chemicals are inaccessible to children
- scan the environment during interactions with individuals or small groups
- implement correct supervision strategies and not perform other duties while responsible for the supervision of children
- listen closely to children whilst supervising areas that may not be in a direct line of sight noticing changes in volume or tone of voice
- plan for a mixture of activities to allow for appropriate supervision of groups of children.

CONSIDERATION WILL BE GIVEN TO THE DESIGN AND ARRANGEMENT OF CHILDREN'S ENVIRONMENTS TO SUPPORT DEVELOPMENTALLY AND APPROPRIATE SUPERVISION BY:

- conducting risk-assessments for activities such as toileting and nappy changing
- reviewing supervision plans and conducting risk assessments of the environment to recognise areas of risk therefore reducing the potential for injury or incident to children and adults
- providing direct, constant and proximal monitoring to children undertaking activities that involve some risk and recognising when the ratio of educators to children needs to be increased (e.g., carpentry, water activities, climbing)

- guiding educators to make decisions about when children's play needs to be interrupted and redirected
- supporting educators with specific strategies for supervision such as positioning, peripheral vision and monitoring children's arrival and departure from the service
- providing consistent supervision strategies when the Service requires relief educators
- ensuring environments are arranged to prevent educators or other adults being alone with a child, including maintaining clear lines of sight at all times
- discouraging the creation of enclosed or hidden spaces (e.g. forts, cubbies or temporary structures) that limit visibility and active supervision
- prohibiting the placement of posters, coverings or materials on windows, doors or viewing panels that obstruct visibility into learning spaces.

RAISING CONCERNS AND PROTECTED DISCLOSURES

Our Service supports a culture of transparency and accountability. All staff, educators, volunteers and students are informed that it is an offence to subject a child to inappropriate conduct during induction and orientation. Any concerns relating to inadequate supervision, unsafe practices, inappropriate conduct, misuse of digital technologies or risks to children's safety and wellbeing must be reported.

Educators, staff, students, volunteers, visitors and families may raise concerns in accordance with the Service's *Child Protection Policy* and *Protected Disclosures (Whistleblower) Policy*. A person who makes a protected disclosure in good faith will be protected from any form of reprisal or detrimental action. Reports may be made confidentially and will be managed in accordance with legislative requirements.

Supervision-related concerns raised through protected disclosure processes will be taken seriously, investigated promptly and used to inform continuous improvement and risk management.

CONTINUOUS IMPROVEMENT/REFLECTION

The *Supervision Policy* will be reviewed on an annual basis or earlier if there are changes to legislation, ACECQA guidance or any incident related to our policy. Feedback will be requested from children, families, staff, educators and management and notification of any change to policies will be made to families within 14 days. Our policy, procedures and practices will be critically examined to ensure ongoing improvement to maintain and foster a child safe environment and child safe culture within our Service.

RELATED RESOURCES

Child Safe Environment Procedure	Supervision Audit
Direct Supervision sign in/ sign out sheet	Supervision Guidelines and Procedure (including Head Count Record)
Educator and Child Ratio Record	Supervision Plan
Educator Sign in/out Record	Supervision Risk Assessment
Missing Child Procedure	Working Directly with Children Guide
Risk Assessment Guide and Procedure	

SOURCES

Australian Children's Education & Care Quality Authority. (2025). [Active Supervision: Ensuring safety and promoting learning.](#)

Australian Children's Education & Care Quality Authority. (2025). [Active supervision in 6 steps](#)

Australian Children's Education & Care Quality Authority. (2026). [Guide to the National Quality Framework](#)

Australian Government Department of Education. (2022). [Belonging, Being and Becoming: The Early Years Learning Framework for Australia. V2.0.](#)

[Children \(Education and Care Services\) National Law \(NSW\)](#)

Early Childhood Australia (2016). *Code of Ethics.*

[Education and Care Services National Law Act 2010](#)

[Education and Care Services National Regulations](#)

[Education and Care Services National Regulations \(NSW\) \(2025\)](#)

REVIEW

POLICY REVIEWED BY	Tracy Gill	Nominated Supervisor	09/04/2026
POLICY REVIEWED	APRIL/JANUARY 2026	NEXT REVIEW DATE	APRIL 2027
VERSION NUMBER	V2		
MODIFICATIONS	- edited introduction to policy - included additional points to strengthen child safe practices - new section added- supervision of digital technology use - included amendments to Children (Education and Care Services) National Law (NSW) - updated policy to include amendments to Education and Care Services National Law - revised wording around electronic devices following National Law amendments - added inappropriate conduct within policy - sources checked and updated as required		

MISSING CHILD PROCEDURE

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

Educators are to follow the *Supervision Policy* and conduct regular attendance monitoring throughout the day to ensure all children are accounted for at all times of the day where education and care is provided.

Working in conjunction with the *Supervision Policy* and *Delivery of children to, and Collection from EEC Service Policy*, this procedure provides detailed steps for educators to follow if a child appears missing or unaccounted for while being educated or cared for under the supervision of the Service, including whilst on excursions.

Educators will follow the *Missing Child During Regular Transport Procedure* if a child is missing or unaccounted for during transportation to or from the Service.

Education and Care Services National Law or Regulations (*S. 165, 167, 174. R. 100, 101, 115, 121, 122 and 168*) NQS QA 2: *Element 2.1.2 and 2.2.2 Health practices and procedures*
Related Policies: *Supervision Policy, Delivery of children to, and collection from EEC Service Policy, Lockdown Policy*

MISSING CHILD PROCEDURE		
1	The educator who has made the discovery of the missing or unaccounted child is to remain calm and notify the nominated supervisor/responsible person, including confirming the name of the child missing	
2	The lead educator will cross check the attendance record to ensure the child hasn't been collected by an authorised person and signed out	
3	The nominated supervisor/responsible person will contact the child's parents to confirm if the child has been collected from the Service	
4	An educator is to attempt to locate the child immediately by conducting a thorough search of the immediate area premises (checking any areas that a child could be locked into by accident)	
5	The nominated supervisor/responsible person will notify all educators and staff of the missing child	
6	Educators are to implement the <i>Lockdown Policy</i> to ensure all children are accounted for and to maintain supervision for other children	

7	Lead educators are to confirm the number of children in attendance to the nominated supervisor/responsible person	
8	Ensure one educator (consider ratios) is to remain with each group of children maintaining supervision by leading a group activity (reading a story etc.)	
9	The remaining educators and staff, along with management are to conduct a comprehensive, coordinated search of the Service, ensuring the following areas are searched: • storerooms • cupboards • play equipment • fixed play equipment • cubby houses • hidden or obstructed areas in the indoor and outdoor environment • ensure all exit doors and gates are closed and locked	
10	If the missing or unaccounted child has not be located within 10 minutes, the nominated supervisor/responsible person will notify the Police by calling 000 to advise of the missing or unaccounted child The following details are to be provided to police/emergency services: • name of child • age of child • physical description of child • details of where the child was last seen • any identifying features or clothing • photograph of child if possible	
11	Educators are to be assigned to all entry/exits of the Service to prevent children/adults from leaving the Service premises	
12	Educators will assist police/emergency services to search for the child	
13	Educators are to administer first aid as per <i>Administration of First Aid Policy</i> and procedure, including commencing CPR and contacting an ambulance as required when the child is found	
14	The nominated supervisor/responsible person will contact the child's parents as soon as possible	
15	The nominated supervisor is to remain in contact with the child's parents and Police/emergency services for updates regarding the child's location	

MISSING CHILD DURING AN EXCURSION		
1	Educators are to conduct head counts at regular intervals during the excursion, including prior to leaving the Service, moving between sections of the venue and leaving the venue	
2	The educator who has made the discovery of the missing or unaccounted child is to remain calm and notify the excursion coordinator, including confirming the name of the child missing	
3	The excursion coordinator will cross check the attendance record to ensure the child hasn't been collected by an authorised person and signed out	
4	The excursion coordinator will contact the child's parents to confirm if the child has been collected from the service	
5	An educator is to attempt to locate the child immediately by conducting a thorough search of the immediate venue premises (checking any areas that a child could be locked into by accident)	
6	The excursion coordinator will notify all educators, volunteers and event staff (if required) of the missing child	
7	Ensure one educator (consider ratios) is to remain with each group of children maintaining supervision by leading a group activity (reading a story etc.)	
8	The remaining educators and volunteers, along with event staff (as required) are to conduct a comprehensive, coordinated search of the venue, ensuring the following areas are searched: • toilets • seating areas • common pathways/hallways • surrounding environments • hidden or obstructed areas in the indoor and outdoor environment • ensure all exit doors and gates are closed and locked (where possible)	
9	If the missing or unaccounted child has not be located within 10 minutes, the excursion coordinator will notify the Police by calling 000. The following details are to be provided to police/emergency services: • name of child • age of child • physical description of child • details of where the child was last seen • any identifying features or clothing • photograph of child if possible	
10	Educators are to be assigned to all entry/exits of the venue to prevent children/adults from leaving the venue premises (if possible)	
11	Educators are to administer first aid as per <i>Administration of First Aid Policy</i> and procedure, including commencing CPR and contacting an ambulance as required when the child is found	

12	Educators and volunteers will assist police/emergency services to search for the child (as required)	
13	The excursion coordinator will collaborate with the nominated supervisor/responsible person and arrange transportation of other children back to the Service	
14	The nominated supervisor/responsible person will contact the child's parents as soon as possible	
15	The nominated supervisor is to remain in contact with the child's parents and Police/emergency services for updates regarding the child's location	

FOLLOWING AN INCIDENT

1	Relevant educators and staff in the missing or unaccounted child's room are to complete a detailed statement, explaining the incident that has occurred. This must be done on the same day and include the date and time along with signature of person who has written the statement.	
2	The nominated supervisor will notify the regulatory authority through the NQITS within 24 hours of becoming aware of a serious incident	
3	The nominated supervisor will conduct a review of the incident and supervision practices, including an assessment of areas for improvement	

REVIEW OF PROCEDURE

Date procedure created	19.11.2025	To be reviewed	November 2026
Approved by	Tracy Gill		
Procedure Reviewed Date	Modifications/Changes		

SUPERVISION GUIDELINES AND PROCEDURE

Adequate supervision is integral to creating environments that are safe and responsive to children's needs and interests. Identifying potential risks and hazards allows educators to determine the level of supervision required for different situations and environments, whilst promoting children's agency, exploration and development.

Working in conjunction with the *Supervision Policy*, this procedure provides guidelines for educators to follow to provide adequate supervision while ensuring children are protected from harm and hazards.

Education and Care Services National Law or Regulations (R.101, 115, 120, 121, 122, 123, 126, 132, 133, 134, 166, 168, 176, 264)
 NQS QA 2: Element 2.2.1 and 2.2.2 Health practices and procedures
 Related Policy: *Supervision Policy and Lockdown Policy*

ACTIVE SUPERVISION TECHNIQUES		
Planned positioning to maximise line of sight	Educators position themselves to be able to scan or regularly look around the area to observe children in the environment. Educators ensure close proximity to children who may require additional support. Educators ensure all children can be seen and/or heard at all times.	
Practicing awareness	Requires knowledge of individual children - knowing each child's range of skills, interests, ability to interact with others, developmental stage and behaviour. Knowledge of children helps educators to monitor, support and enhance skills that promote children's agency.	
Being alert to the surrounding environment	Involves educators regularly glancing around the outdoor and indoor area and listening carefully to volume and tone of children's voices. Children who are not in an educator's direct vision are still able to be supervised and responded to immediately if required.	
Using redirection	Educators can support children when they are unable to problem solve or resolve conflict on their own. This assists children to build on their social skills, supports their development and helps ensure the safety of all children. For this to be effective, educators need to be knowledgeable of the children in their care and any behaviour plans that are current.	
Provide close supervision	In areas that may pose a potential risk to children's health and safety. Educators are required to evaluate the situation and determine if intervention is required depending on the age and ability of each child. Sometimes, a child needs reassurance to explore and take appropriate risks with the support of an adult. Educators must be aware of 'blind spots' within different environments.	
Planned Transitions	Educators are attentive of children's movements as they transition between different areas or environments, including when children use the bathroom.	

Routine Checks	Conducting regular head counts and roll calls to be aware of the number of children within the group at all times. Ensure that all children are accounted for at all times.	
Consideration of all children and ages	Educators are aware of the different ages, personalities, behaviours and characteristics of the children in their care to ensure that different levels of supervision are relevant and responsive to each child's developmental needs.	
Consistent supervision strategies	Support a positive, inclusive approach to children's ability to make responsible and appropriate decisions about their behaviour, interactions with others and their learning.	
Actively supervising hygiene practices	Supervising and modelling appropriate practices such as hand washing, use of hand sanitiser, cough and sneeze etiquette assists in ensuring the health and safety of children and staff.	
Observation and engagement	Being responsive to children's supervision needs and engaging in opportunities to promote independence and learning.	
Communication and collaboration	Ensuring all staff are aware of the needs of individual children and the supervision they may require in any given situation or environment. Communicating when changes in supervision occur due to a range of variations- collecting resources, visiting the bathroom, attending to an individual child's needs.	
Health and Safety	Ensuring effective supervision of children due to illness or injury. Children must be closely supervised and kept safe, comfortable until their parents/guardian is able to collect them from the service.	
Clear supervision plans	Ensuring all staff (including relief staff) understand supervision plans and procedures to ensure the safety of all children. Ensure supervision plans are kept up to date.	
Self-reflection	Consider your own supervision practices (observation skills to anticipate times when children may need closer supervision)	

SUPERVISION PROCEDURE

1	The approved provider, nominated supervisor and educators will review and update the Service's <i>Supervision Policy</i> annually	
2	The nominated supervisor will inform new and relief educators, students and volunteers about supervision arrangements, outlining their supervision responsibilities	
3	New educators, students and volunteers will be introduced to the <i>Supervision Policy</i> and <i>Procedure</i> during induction and orientation	
4	Educators are to be aware of where all children are at all times and monitor their environment closely	
5	Educators will conduct Head Counts regularly to ensure each child is accounted for at all times of the day (See <i>Head Count</i> section below)	

6	If a child appears missing or unaccounted for, educators will follow the <i>Missing Child Procedure</i> or <i>Missing Child During Transportation Procedure</i>	
7	Educators are to be able to respond to any situation immediately, particularly when a child is distressed or in a hazardous situation	
8	The nominated supervisor will develop and maintain rosters that ensure continuity of care and adequate supervision at all times when children are being cared for and educated at the Service including on excursions	
9	The nominated supervisor is to adopt accepted best practice; ensuring no staff member is left alone with a child to support child safe practices	
10	Educators will have a sound understanding of their duty of care and responsibilities in ensuring children are within a safe environment at all times	
11	Educators will implement vigilant supervision strategies for hygiene requirements including: - regular handwashing - toileting (whilst maintaining children's privacy and dignity) - cough and sneeze routines- using disposable tissues and handwashing	
12	Educators will ensure that hazardous equipment and chemicals are inaccessible to children	
13	Educators will ensure adequate supervision is provided when children are transported in a vehicle at all times (see <i>Safe Transportation Policy</i> and <i>Road Safety Policy</i>)	
14	Educators will ensure a second staff member or nominated supervisor accounts for and supervises children as they get in or out of the vehicle (See: <i>Safe Transportation Policy</i>)	
15	Educators will ensure that no child is left alone while eating or at nappy change and toileting times, whilst maintaining their dignity and privacy	
16	Educators will ensure mealtimes are adequately supervised to prevent and manage allergy and anaphylaxis risks	

SUPERVISION PLANS AND RISK ASSESSMENTS

1	The nominated supervisor and educators will conduct risk assessments and plan ongoing supervision taking into consideration the layout of the premises and grounds, any higher risk activities, the presence of any animals, the location of activities and the location of bathroom and nappy change facilities	
2	The nominated supervisor and educators will ensure the supervision plan and strategies will be displayed for families in all rooms and in the outdoor area	
3	The nominated supervisor will ensure that a Risk Assessment and management plan is carried out before an authorisation is requested for an excursion. The risk assessment will consider and identify the number of adults required to ensure continuous adequate supervision throughout the excursion.	
4	The nominated supervisor and educators will regularly evaluate the efficiency of the supervision plan and make changes as required	

5	The supervision plan will identify areas for educators to position themselves to observe the maximum area possible and to avoid areas being unsupervised	
6	The nominated supervisor will ensure a review of supervision strategies is reviewed following an incident involving supervision, with areas of improvement identified	
7	The <i>Supervision Risk Assessment</i> will be reviewed at least once every 12 months, or as soon as practicable following an incident involving supervision of children	
8	The <i>Supervision Risk Assessment</i> will be stored safely and securely and kept for a period of 3 years	
9	The nominated supervisor will notify the regulatory authority through the NQITS within 24 hours of becoming aware of a serious incident, including an incident involving supervision where a child was missing or unaccounted for	

SUPERVISION STRATEGIES

Educators will:

1	communicate and collaborate with others to ensure the effective supervision of children within the Service	
2	avoid activities or actions that will distract them from supervision, such as speaking to other educators for long periods of time, taking personal phone calls, checking mobile phones or administrative tasks	
3	position themselves to allow them to observe the maximum area possible and avoid areas being unsupervised	
4	move around the environment to provide maximum vision of the area and avoid standing with their back to children or talking with other educators	
5	alert other colleagues if they need to leave an area for a particular reason to ensure continuous supervision of children (e.g.: to obtain resources, visit the bathroom) another educator is to replace them, ensuring ratios are maintained at all times	
6	actively engage with children to support their learning whilst actively supervising and observing children	
7	ensure that all children are in sight and/or hearing of educators at all times	
8	ensure that no child is left alone while eating or at nappy change and toileting times	
9	adequately supervise children during rest time in accordance with the Sleep and Rest Policy and relevant legislative requirements	
10	scan the environment during interactions with individuals or small groups	
11	listen closely to children whilst supervising areas that may not be in a direct line of sight noticing changes in volume or tone of voice	
12	plan for a mixture of activities to allow for appropriate supervision of groups of children	

13	ensure the environment is designed and maintained in a way that allows for adequate supervision and provides a clear line of sight of all children	
14	ensure equipment and furniture is positioned within the room/area to allow for adequate supervision, ensuring no hidden spots or areas that restrict supervision	

HEAD COUNT PROCEDURE

1	Our Service will use the following 'OWNA app' to record head counts	
2	In the event the 'OWNA app' is unavailable to record regular head counts educators will record head counts on the <i>Head Count Record</i>	
3	The nominated supervisor will advise educators who will be responsible for conducting regular head counts during the day. i.e. Lead educator	
4	Educators are to conduct regular head counts throughout the day, with particular attention provided to key transition times	
5	Educators will receive information and training and how and when to conduct head counts as part of induction and orientation	
6	Educators will use regular head counts as an effective supervision strategy to be aware of where each child is and how many children are in the group	
7	Educators are to conduct regular head counts every 30 minutes and record using the <i>Head Count Record</i>	
8	Educators will conduct regular head counts when transitioning from one activity or environment to another, for example mealtimes and moving outside	
9	Educators will conduct regular head counts during changes in staffing, i.e. before and end of shift	
10	Educators will conduct the following head counts during transportation or excursions: • Prior to leaving the collection point • Before boarding the vehicle • While sitting in the vehicle prior to leaving • After disembarking from the vehicle • After entering the Service or venue	

REVIEW OF PROCEDURE

Date procedure created	2.12.2025	To be reviewed	December 2026
Approved by	Tracy Gill		
Procedure Reviewed Date	Modifications/Changes		

TEETHING POLICY

Our Service aims to manage the teething process of babies and young children whilst ensuring the health and safety of all children, families, educators and visitors of the Service. Symptoms of common childhood illnesses are often mistakenly linked to 'teething', which may prevent the identification an underlying bacterial or viral or middle ear infection.

This policy aims to ensure staff, parents, families and visitors to the Service understand teething symptoms, measures implemented to manage the teething process and treatments that are not recommended or used at our Service.

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 2: CHILDREN'S HEALTH AND SAFETY		
2.1	Health	Each child's health and physical activity is supported and promoted.
2.1.1	Wellbeing and comfort	Each child's wellbeing and comfort is provided for, including appropriate opportunities to meet each child's needs for sleep, rest and relaxation.
2.1.2	Health practices and procedures	Effective illness and injury management and hygiene practices are promoted and implemented.

EDUCATION AND CARE SERVICES NATIONAL REGULATIONS	
77	Health, hygiene and safe food practices
85	Incident, injury, trauma and illness policies and procedures
87	Incident, injury, trauma and illness record
92	Medication record
93	Administration of medication
168	Education and care service must have policies and procedures

RELATED POLICIES

Administration of Medication Policy Enrolment Policy Family Communication Policy	Handwashing Policy Incident, Injury, Trauma and Illness Policy

PURPOSE

We aim to assist families manage the teething process of their child whilst maintaining the health and wellbeing of all children.

SCOPE

This policy applies to children, families, staff, educators, management, approved provider, nominated supervisor, students, volunteers and visitors of the Service.

IMPLEMENTATION

Our Service implements specific strategies to ensure the health and wellbeing of all children, families, educators and visitors. Our policies are informed by current research and recommendations provided by the Australian Government- Department of Health and local Public Health Units and we adhere to the recommendations by the Australian Government National Health and Medical Research Council Publication [*Staying healthy: Preventing infectious diseases in early childhood education and care services \(6th Edition\)*](#).

Although some babies and young children may display signs of discomfort and pain whilst teething, many babies experience little or no discomfort. Our educators will implement a range of management strategies to support and comfort babies and young children during this time.

TEETHING

Baby teeth develop while babies are still in the womb. Teething is the process in which the teeth begin to 'erupt' and break through the gums. Teething commonly begins between four and ten months of age and is different for each child. The order of tooth eruption however is usually the same with the two front teeth (central incisors) in the lower jaw occurring between the ages of six and ten months.

Generally, children will have their full set of primary teeth (20 teeth) by the age of three years.

SYMPTOMS AND/OR BEHAVIOURS OF TEETHING

Teething takes about eight days for a tooth to fully erupt from the gum. During this time babies and young children may suffer some discomfort. Symptoms and/or behaviours may include:

- babies rubbing their gums together
- flushed red cheeks

- sucking on toys, fingers or fists
- irritable, grizzly or grumpy
- baby being more clingy or fretful than usual
- dribbling as more saliva is produced during teething
- nappy rash

Whilst teething symptoms for some babies can be concerning, there is **no** clear evidence to suggest that teething causes fever or diarrhoea in children (Royal Children's Hospital Melbourne). Symptoms of common childhood illnesses can sometimes be mistakenly linked to teething resulting in underlying viral, bacterial or middle ear infections to go undiagnosed. Teething may cause discomfort and irritability, but it does not cause an illness. If a baby or child has a temperature at or above 38° C parents should seek urgent medical attention.

MANAGEMENT OF TEETHING

Educators will implement a range of techniques to comfort and support babies and young children during teething. These may include:

- offering a cooled/chilled teething ring to chew on
- use a cold, wet flannel (face washer) to massage the gum area with a finger
- if baby has started solid foods and is over six months, offering food items that are firm- such as a sugar free rusk, or raw vegetables
- offering mushier foods for mealtimes (mashed vegetables, yoghurt)
- additional comforting and play time to distract the baby from any pain

MEDICATION FOR TEETHING

As per our *Incident, Injury, Trauma and Illness Policy* management will **not** accept a child into care if they have been given medication for a pain relief or temperature prior to arriving at the Service (for example Panadol). If a child becomes ill whilst at the Service and has developed a temperature, we will adhere to our *Incident, Injury, Trauma and Illness Policy* and monitor the child's symptoms, temperature and respond accordingly.

If the child is displaying signs of pain and discomfort and other measures have not helped, we will administer paracetamol only with written authorisation by a parent. Any medication administered to a child will be recorded on the *Administration of Medication Record* or *Administration of Paracetamol Record* and witnessed by another educator. Dosage amounts and instructions will be checked carefully and recorded appropriately. The *Administration of Medication Record* or *Administration of Paracetamol*

Record will be acknowledged and signed by the parent or authorised nominee when collecting the child from the Service. When paracetamol has been administered, it is our policy to request parents or an authorised person to collect the child from care within **30 minutes**.

Teething Gels- Our Service will NOT administer teething gels for a child who is teething. Common teething gel formulations contain choline salicylate which is related to aspirin and is not recommended for children under 16 years of age. Teething gels containing benzocaine are also not recommended. (Victoria Health-better health).

Amber Beads- The use of amber beads to assist for soothing teething are **not** supported by our Service. The Australian Competition and Consumer Complaints (ACCC) has identified amber beads as public safety warning due to the risk of amber teething necklaces and bracelets becoming a possible choking or strangulation hazard.

THE APPROVED PROVIDER, NOMINATED SUPERVISOR, MANAGEMENT AND EDUCATORS WILL ENSURE:

- they have knowledge of and adhere to this policy and associated procedure
- they aware of a range of strategies to support babies and young children during teething
- communication with parents and families is consistent and supportive
- children will **not** be accepted into care if they have been provided with paracetamol or other medication for pain relief or temperature **prior** to arriving at the Service
- families are advised that amber teething necklaces and bracelets are not to be worn by babies and young children at our Service- as per warnings by the Australian Government (2011) and RedNose Australia (2025)
- effective hygiene policies and procedures are adhered to at all times to prevent the spread of illnesses
- effective environmental cleaning policies and procedures are adhered to all times
- toys and other equipment mouthed by babies or young children are thoroughly cleaned after use
- all families are provided access to relevant policies upon enrolment which will be explained by management including *Teething Policy, Incident, Injury, Trauma and Illness Policy, Administration of Medication Policy*
- families are provided with relevant information from a trusted source about teething and management of teething

- that any child who registers a temperature of 38 °C or above is to be collected from the Service within 30 minutes
- children are able to return to the FDC Service the following day if their temperature is normal (Staying healthy, 6th Edition, 2024)
- administration of medication for pain relief will only occur after all other measures to reduce pain and discomfort for teething children have been exhausted and with written authorisation by a parent or authorised nominee
- if paracetamol is administered to a child for any reason, parents or an authorised person must collect the child within 30 minutes from the Service
- accurate records for *Administration of Medication* and/or *Administration of Paracetamol* are completed, witnessed and signed by a parent/authorised nominee when collecting the child.

FAMILIES WILL:

- adhere to the *Teething Policy* and *Incident, Injury, Trauma and Illness Policy*
- be informed that amber teething bracelets or necklaces are not to be worn at our Service due to the risk of choking
- not administer paracetamol or other medication for pain relief or temperature prior to arriving to the Service
- provide written authorisation to administer pain relief medication (e.g., Panadol)
- acknowledge and sign the *Administration of Medication Record* if required
- collect their child from the Service within 30 minutes if paracetamol has been administered
- monitor their child’s health and recognise the symptoms of an underlying illness rather than teething

CONTINUOUS IMPROVEMENT/REFLECTION

The *Teething Policy* will be evaluated and reviewed on an annual basis or earlier if there are changes to legislation, ACECQA guidance or any incident related to our policy. Feedback will be requested from children, families, staff, educators and management, and notification of any change to policies will be made to families within 14 days.

- RELATED RESOURCES

Administration of Medication Record	Administration of Paracetamol Record

SOURCES

Australian Children's Education & Care Quality Authority. (2026). *Guide to the National Quality Framework Education and Care Services National Regulations 2011*

Education and Care Services National Regulations (NSW) (2025)

National Health and Medical Research Council. (2024). *Staying Healthy: preventing infectious diseases in early childhood education and care services* (6th Ed.). NHMRC. Canberra.

Pregnancy, Birth and Baby <https://www.pregnancybirthbaby.org.au/teething>

Raising Children Network: <https://raisingchildren.net.au/babies/health-daily-care/dental-care/dental-care-babies>

Red Nose Australia. (2025). *Is it OK for Babies to Wear a Necklace or Beads?*

Teeth.org.au *Babies and toddlers 0-3 years*

The Royal Children's Hospital Melbourne. https://www.rch.org.au/kidsinfo/fact_sheets/Fever_in_children/

Victoria Health Department. Better Health Channel. [Teeth Development in Children.](#)

REVIEW

POLICY REVIEWED BY	Tracy Gill		Nominated Supervisor	2/3/2026
POLICY REVIEWED	MARCH 2026	NEXT REVIEW DATE		MARCH 2027
VERSION NUMBER	V2			
MODIFICATIONS	• annual policy review • no major edits to policy • sources check and updated as required			

TOBACCO, DRUG AND ALCOHOL-FREE POLICY

Our Service is committed to creating and maintaining an environment that promotes the safety of all children, staff and visitors. We believe in maintaining a healthy, safe and productive workplace environment that reduces risks and hazards associated with the use of drugs and alcohol for all staff, children and visitors.

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 2: CHILDREN'S HEALTH AND SAFETY		
2.2.1	Supervision	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.
QUALITY AREA 4: STAFFING ARRANGEMENTS		
4.2	Professionalism	Management, educators and staff are collaborative, respectful and ethical.
4.2.2	Professional Standards	Professional standards guide practice, interactions and relationships.
QUALITY AREA 7: GOVERNANCE AND LEADERSHIP		
7.1.2	Management systems	Systems are in place to manage risk and enable the effective management and operation of a quality service that is child safe.
7.1.3	Roles and responsibilities	Roles and responsibilities are clearly defined, and understood, and support effective decision-making and operation of the service.

EDUCATION AND CARE SERVICES NATIONAL LAW AND NATIONAL REGULATIONS	
S. 2A	Paramount consideration—safety, rights and best interests of children
S. 3A	Paramount consideration
S.167	Offence relating to protection of children from harm and hazards
82	Environment to be free from tobacco, vaping devices, vaping substances, drugs and alcohol
83	Staff members and family day care educators not to be affected by alcohol or drugs
84	Awareness of child protection law
155	Interactions with children
168	Education and care services—must have policies and procedures
170	Policies and procedures—to be followed

RELATED POLICIES

Child Protection Policy Child Safe Environment Policy Code of Conduct Policy Dealing with Complaints Policy (staff) Excursion/Incursion Policy	Interactions with Children, Family and Staff Policy Privacy and Confidentiality Policy Safe Transportation Policy Work Health and Safety Policy

PURPOSE

We aim to ensure our education and care service is a tobacco, drug, vape and alcohol-free environment at all times in accordance with the Education and Care National Law and Regulations. The use of alcohol and/or other drugs, including prescription medication, may impact the ability to work safely with, supervise and care for children. Impaired workers can mean increases in lateness, inefficiency, absenteeism, and lost time. Employees should present themselves for work and remain, while at work, capable of performing their work duties safely.

Research provides evidence that exposure to tobacco smoke and vaping substances poses major health risks to both children and adults. Babies and young children are especially vulnerable to the poisons of second-hand smoke because their bodies are developing. Effects of passive smoking include Sudden unexpected death in infancy (SUDI), respiratory infections and conditions, including croup, bronchitis and the increased likelihood of childhood asthma. (*Red Nose, 2020*).

Our Service provides a policy regarding a tobacco, drug, vape and alcohol-free environment with clear guidelines to ensure we create an environment that is safe for all children, employees and visitors. This policy sets out expectations for all employees, volunteers and visitors regarding what is and what is not acceptable behaviour and practice in relation to alcohol and drug use and provides procedures which outline how to deal with impaired people, employees, volunteers and visitors at the Service.

SCOPE

This policy applies to families, staff, educators, management, approved provider, nominated supervisor, students, volunteers and visitors of the Service.

IMPLEMENTATION

The Education and Care Services National Regulations state the approved provider must ensure the Service environment is free from the use of tobacco, vaping devices, vaping substances, illicit drugs and alcohol. It is also required that employees or volunteers at the Service are not affected by alcohol or drugs (including prescription medication) as these may impair the person's capacity to supervise or

provide education and care to children being educated and cared for by the Service. Our Service is committed to ensuring that children's safety, rights and best interests are the paramount consideration in all decisions, actions and practices. All staff, employees, volunteers and students will abide by this policy.

DEFINITIONS

Alcohol

- Alcohol is the most commonly used depressant drug. It affects both mental and motor function. Examples include beer, wine, and spirits.

Under the Influence

- Includes a person who has taken drugs or alcohol that interferes with sound judgement and acceptable behaviour that may impair mental and physical ability to perform their duties safely.

Drugs

- **Illegal Drugs:** drugs such as cannabis, amphetamines, ecstasy, cocaine and heroin are illegal. They are not subject to quality or price controls, and the amount of active ingredient varies. A person using illegal drugs can never be sure of how strong the drug is or what is actually in it.
- **Prescription Drugs:** Prescribed and over-the-counter medications can also be misused for the purposes of intoxication. Employees taking medication should find out how it may affect them by consulting their doctor and advising the nominated supervisor or responsible person if the prescribed medication will affect their mental and physical ability to perform their duties safely.
- **Illicit Drugs:** Illicit drugs include illegal drugs, prescription medicines that have been obtained illegally or are not being used for medicinal purposes, and other substances that are being used inappropriately, for example, sniffing glue or inhaling paint thinner.

E-Cigarettes (Vaping)

- Battery-powered devices called e-cigarettes are utilised to heat a liquid substance that generates a vapour, which is then inhaled, thus imitating the smoking process
- **Vaping device:** has the same meaning as in section 41P of the Therapeutic Goods Act 1989 of the Commonwealth.
- **Vaping substance:** has the same meaning as in section 41P of the Therapeutic Goods Act 1989 of the Commonwealth.

USE OF TOBACCO, DRUGS, VAPES AND ALCOHOL

- Our Service supports the Smoke-free Environment Act 2000 (NSW) and will follow all relevant conditions outlined in this Act

- Our Service is bound by the Education and Care Services National Regulations. Alcohol, drugs, or other substance abuse by employees, volunteers and students can have serious adverse effects on their own health and the safety of others. As such, all employees, volunteers and students must not:
 - consume illegal drugs or alcohol before starting work
 - consume illegal drugs or alcohol while working
 - be under the influence of illegal drugs or alcohol while working
 - smoke or vape while working
 - use, sell or possess illegal drugs while working
 - drive a vehicle, having consumed alcohol or suffering from the effects of illegal substances, or
 - bring alcohol or any illegal drugs onto the premises
- Noncompliance with the above may result in termination of contracts and agreements
- Smoking or vaping is NOT permitted in or on the surrounding areas of the Service. (The smoking/vaping ban extends to an area of up to 5 m around the land where the Service is approved to provide education and care).
- Educators, staff, visitors, volunteers and students must not carry or use vaping substances or vaping devices on the Service premises while education and care is provided to children
- It is expected that the odour of cigarette/e-cigarette smoke will not be detected on an employee's, student's or volunteer's clothing or hands. If an employee is found smoking on the premises, disciplinary measures may be taken.
- Smoking or vaping is NOT permitted while staff are supervising or participating in excursions or other off-site activities.

Employees, volunteers and students undergoing prescribed medical treatment with a controlled substance that may affect the safe performance of their duties are required to report this to the nominated supervisor. A medical certificate may be required before their approval to provide education and care.

RESPECT FOR PEOPLE AND THE SERVICE

- Management and employees understand that *workplace health and safety is everyone's responsibility*
- Management and employees have a responsibility to take reasonable care for the health and safety of themselves and others at the workplace to enable compliance with the Work Health and Safety legislation outlined in the *Work Health and Safety Policy*

- Management and employees must provide adequate supervision of children at all times and ensure the health, safety and welfare of children and young people in their care. This includes taking all reasonable action to protect children and young people from risk of harm
- Management and employees are committed to the Service philosophy and values, inclusive of best practice in early childhood education and building positive partnerships with children, families and staff.

THE APPROVED PROVIDER/MANAGEMENT/NOMINATED SUPERVISOR WILL:

- ensure all actions prioritise children's safety, wellbeing and best interests as the paramount consideration
- keep employees, volunteers and students informed about essential information and any relevant changes and make all documents readily accessible to them
- model professional behaviour at all times whilst at the Service
- take appropriate action if a breach of the *Tobacco, Drug and Alcohol-Free Policy* occurs
- advise new employees, volunteers and students of the Service's *Tobacco, Drug and Alcohol- Free Policy* during the induction process
- advise visitors of the policy through signage at the front entrance of the Service
- remind families and visitors that
 - smoking or vaping is not permitted in or around the service
 - they should not enter the premises if they are under the influence of prohibited drugs or alcohol.

EMPLOYEES, VOLUNTEERS AND STUDENTS WILL:

- act honestly and exercise attentiveness in all Service operations
- carry out all lawful directions, retaining the right to question any direction that they consider to be unethical. If uncertain, they can seek advice from the nominated supervisor, approved provider or the Ombudsman
- report any instances of suspected alcohol or drug use at the Service
- report any observations of instances of smoking or vaping in the presence of children to management
- be mindful of their duty of care towards themselves and others
- not sell, offer to sell, purchase, use, transfer or hold possession of illegal drugs while on the Service premises or when representing the Service after operating hours
- be committed to valuing and promoting the safety, health, and wellbeing of other employees, volunteers, children, and families

- ensure that they are not, by the consumption of drugs or alcohol, in such a condition as to endanger their own safety or that of others at the Service
- ensure they do not operate heavy machinery or operate/drive vehicles while under the influence of, or after consuming drugs or alcohol.

ADHERING TO SERVICE CONFIDENTIALITY

- All issues about to these matters shall be kept strictly confidential
- Unless authorised to do so by legislation, employees must not disclose or use any confidential information without appropriate approval
- All employees are to ensure that confidential information is not accessed by unauthorised people
- Employees will adhere to the Service's *Privacy and Confidentiality Policy*.

SOCIAL EVENTS AND FUNCTIONS

Our Service expects all employees, volunteers and students to follow the *Tobacco, Drug and Alcohol-Free Policy* and Code of Conduct during social events held at the Service or an external venue, including events held outside of general operating hours. Management will arrange non-alcoholic drinks and food to be supplied, and public transport will be arranged where required. It is expected that everyone acts responsibly while at Service social events and gatherings.

REASONABLE BELIEF OR SUSPICION

If a co-worker suspects a colleague, volunteer or student to be affected by drugs or alcohol, they must inform the nominated supervisor immediately. Employees will report any concerns they may have about inappropriate actions of any other employee, volunteer or student that involves the use of drugs or alcohol at the Service to management. Any incidents or reports are to be documented confidentially, including action taken following the incident or report.

Management will observe and document any reasonable suspicions that an employee, volunteer or student is under the influence of drugs or alcohol, this may include:

- noticing the smell of alcohol
- eye dilation or red/bloodshot eyes
- slurred speech
- inability to act in a professional manner within the workplace
- emotional signs, e.g., where the employee is argumentative, agitated, irritable or drowsy
- movements e.g., where the employee is unsteady or fidgety

- other behaviours.

If the nominated supervisor or responsible person has reasonable grounds to believe that an employee, volunteer or student is under the influence of illegal drugs or alcohol, they will be removed immediately from working directly with children. Disciplinary action may follow, which may include termination of employment or engagement due to a breach of the Service policy. A breach in the *Tobacco, Drug and Alcohol-Free Policy* may result in termination of employment/agreement, even for a first offence.

SMOKE-FREE ENVIRONMENT LEGISLATION

Each state and territory has legislation that bans smoking in enclosed public places. While specific regulations for outdoor areas vary across jurisdictions, they all enact similar laws to protect people from harmful second-hand smoke.

NSW: [Smoke-free environment Act 2000](#)

WORKPLACE HEALTH AND SAFETY (WHS) LEGISLATION

Each state specifies Work Health and Safety Acts and Regulations, which involve the management of risks to the health and safety of everyone in the workplace. This includes providing a tobacco, drug and alcohol-free workplace for children, visitors and employees at the service.

NSW: Work Health and Safety Act 2011 and [Work Health and Safety Regulation 2017](#)

CONTINUOUS IMPROVEMENT/REFLECTION

Our *Tobacco, Drug and Alcohol-Free Policy* will be evaluated and reviewed on an annual basis or earlier if there are changes to legislation, ACECQA guidance or any incident related to our policy. Feedback will be requested from children, families, staff, educators and management, and notification of any change to policies will be made to families within 14 days.

RELATED RESOURCES

Code of Conduct – Staff Acknowledgement

SOURCES

Australian Children's Education & Care Quality Authority. (2026). [Guide to the National Quality Framework](#)

Australian Government. Business. [Work Health and Safety](#)

Australian Government. Department of Health. [What are drugs?](#)

Australian Government. Safe Work Australia. [Drugs and alcohol](#)

[Education and Care Services National Law Act 2010](#)

[Education and Care Services National Regulations 2011](#)

Fair Work Act 2009 (Cth).

NSW Government. SafeWork NSW. [Alcohol and other drugs](#)

NSW Government: [Smoke-free Environment Act 2000](#).

NSW Government. Work Cover NSW. (2006) [Alcohol and other drugs in the workplace, Guide to developing a workplace alcohol and other drugs policy](#)

[Commonwealth Ombudsman](#)

[Privacy Act 1988](#)

Queensland Government. Workplace Health and Safety Queensland. [Framework for alcohol and drug management in the workplace](#)

Tasmanian Government. WorkSafe Tasmania. [Alcohol and drugs](#)

Victoria State Government. Work Safe Victoria. [Guide for developing a workplace alcohol and other drugs policy](#)

Work Health and Safety Act 2011 (Cth).

Work Place Law. [Drug and alcohol testing in the workplace](#).

REVIEW

POLICY REVIEWED BY	Christian Stumpfs	Area Manager	17/06/2026
POLICY REVIEWED	JUNE 2026	NEXT REVIEW DATE	JUNE 2027
VERSION NUMBER	V2		
MODIFICATIONS	• annual policy review • edits for clarity and consistency: e.g., some points are now combined; strengthened focus on safety incl. paramount consideration • content updated to include volunteers as per regulations; and students • added state specific smoke-free environment legislation • sources updated as required • hyperlinks checked and repaired as required		
PREVIOUS MODIFICATIONS			

UNEXPECTED DEATH OF A CHILD OR STAFF MEMBER AT A SERVICE POLICY

The sudden and unexpected death of a child or staff member at a Service is a traumatic event and can have a profound impact on educators, children and families. As a result of the suddenness of such an event, well-trained and experienced staff can experience strong emotions and traumatic stress responses. The role of our Service is to help restore a sense of safety for all children, educators, and families as soon as possible following a traumatic event. Should a serious incident occur, our Service will ensure mandatory reporting requirements are followed and support is provided to assist all staff, children and families deal with distress, grief and bereavement.

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 2: CHILDREN'S HEALTH AND SAFETY		
2.2.2	Incident and emergency management	Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practiced and implemented.
QUALITY AREA 7: GOVERNANCE AND LEADERSHIP		
7.2	Leadership	Effective leadership builds and promotes a positive organisational culture and professional learning community

EDUCATION AND CARE SERVICES NATIONAL LAW AND NATIONAL REGULATIONS	
S. 174	Offence to fail to notify certain information to regulatory authority
12	Meaning of serious incident
85	Incident, injury, trauma and illness policies and procedures
168	Policies and procedures are required in relation to health and safety
170	Policies and procedures to be followed
171	Policies and procedures to be kept available
176	Time to notify certain information to regulatory authority
183 (c)	Storage of records and other documents The records must be kept- (c) if the record relates to the death of a child while being educated and cared for by the education and care service or that may have occurred as

	result of an incident while being educated and cared for, until the end of 7 years after the death.

RELATED POLICIES

Administration of First Aid Policy Administration of Medication Policy Anaphylaxis Management Policy Asthma Management Policy Child Protection Policy Epilepsy Management Policy Health and Safety Policy	Incident, Injury, Trauma and Illness Policy Medical Conditions Policy Safe Storage of Hazardous Substances Policy Sleep and Rest Policy Water Safety Policy Work, Health and Safety Policy

PURPOSE

Our Service will ensure that management, staff and educators follow the procedures and principles within this policy and that immediate and appropriate action is taken to notify relevant authorities in the event of the death of a child or staff member whilst at the Service. There are a number of legal requirements to adhere to in the tragic event of the death of a child or staff member, at a Service as outlined below.

SCOPE

This policy applies to children, families, staff, educators, management, approved provider, nominated supervisor, students, volunteers and visitors of the Service.

SERIOUS INCIDENTS

Regulation 12 defines a serious incident involving the death of a child as:

- (a) The death of a child –
 - I. while that child is being educated and cared for by an education and care service, or
 - II. following an incident occurring while that child was being educated and cared for by an education and care service.

NOTIFICATION OF A SERIOUS INCIDENT

Under the National Law and Regulations [S. 174(2) (a) and Reg. 176 (2) (a)], the approved provider must notify the regulatory authority within **24** hours of any serious incidents. This must be completed by logging into the [National Quality Agenda IT System \(NQA IT System\)](#).

INCIDENT NOTIFICATION- STAFF MEMBER

Within this policy a notifiable incident relates to a fatality in the workplace due to:

- an injury sustained in the course of a work activity
- the result of someone else's work activity or
- natural cases such as heart attacks and strokes.

Under the Work Health and Safety Act (2011) legislation, all businesses are mandated to immediately notify *SafeWork* if a notifiable incident occurs. If the regulator stipulates, the incident site must be preserved until an inspector arrives or directs otherwise. **Phone: 13 10 50**

Although there is no specific requirement stipulated in the National Law and National Regulations for reporting a death of a staff member, the approved provider must notify the state regulatory body if any circumstance arises at the Service that may pose a risk to the health, safety or wellbeing of a child or children attending the Service [Sec.174(2) (a) and Reg.176 (2) (a)].

The unexpected death of a staff member could be viewed as a serious incident. Notification to the regulatory authority must be made within 24 hours. This must be done by logging into the National Quality Agenda IT System (NQA IT System).

KEEPING CHILDREN'S RECORDS

In the event of the death of a child whilst being cared for at the Service, records must be kept for 7 years from the date of the child's death. [Reg. 183 (c)]

INITIAL ACTION AND IMPLEMENTATION OF POLICY

Management, staff and educators will ensure that immediate and appropriate action is taken in the event of the death of a child or staff member whilst at the Service by following and implementing the following procedures:

1. assess the situation as per Service and first aid procedures for any immediate danger to other children and/or staff
2. provide immediate first aid and/or CPR in accordance with current First Aid training
3. call an Ambulance immediately on 000
4. assess the situation as per first aid procedures for any immediate danger to other staff and/or children

5. management/responsible person will call the parents/guardian of the child and arrange to meet at the hospital (cooperate with emergency services and adhere to their protocols)
6. management/responsible person will call the emergency contact person of the staff member
7. the Service must not advise parents of the death of their child: medical staff/emergency services will advise families of the situation
8. notify regulatory authorities including Police
9. notify the approved provider (if not at the Service)
10. the responsible person will complete in detail the Service's *Incident, injury, trauma and illness* form
11. the approved provider will log the incident on the [NQA IT System](#), within 24 hours attaching incident form and evidence
12. notify SafeWork NSW within the first hour of the incident/fatality occurring
13. secure the area around where the fatality occurred to prevent further incident or injury and to adhere to any non-disturbance requirements for notification of a notifiable incident under Work Health and Safety Act 2011
14. management/approved provider will contact the insurance company.

THE APPROVED PROVIDER/NOMINATED SUPERVISOR/MANAGEMENT WILL:

- ensure educators, staff, students, visitors and volunteers have knowledge of and adhere to this policy
- transition children away from the area ensuring their safety and wellbeing as reasonably practicable
- follow directions/protocols provided by the regulatory authority/ SafeWork. Request support for protocols when notifying families and children; sharing information with a coordinated and effective response and assistance to manage social media adhering to privacy and confidentiality laws
- ensure parents, families, children and educators receive adequate and appropriate post-incident support
- provide support and comfort to the family of the colleague (phone calls, reassurance, legal advice, workers compensation information etc.)
- demonstrate sensitivity, open mindedness and a balanced approach
- recognise and support cultural needs
- ensure all evidence is preserved
- maintain accurate and detailed record keeping
- contact their legal representative for support and direction
- establish protocols for staff and educators to discuss the traumatic event
- advise staff of social media protocol for the event
- provide professional and sensitive communication with families of the Service

- engage the services of health care professionals (counselling and support for staff)
- cooperate on an ongoing basis with inter-agencies involved in the investigation.

CARING FOR THE WELLBEING OF EDUCATORS, CHILDREN AND FAMILIES

Our Service will engage health professionals who may include child and family counsellors and psychologists to support our educators during this profoundly difficult time. Health professionals will assist educators to be sensitive and mindful of the impact such an event has had on all stakeholders. With professional guidance and support, we will encourage children to express their emotions and feelings and implement strategies to assist and guide children's process of grieving and re-engage children in learning.

Educators will support children's understanding of grief and loss by:

- answering questions simply and honestly
- allowing children to express their emotions and feelings
- provide appropriate comfort
- implement a range of learning experiences to express their thoughts- drawing, movement, play
- create a safe space for time alone when needed

Our Service will seek advice and support from health professionals to provide appropriate materials to send home to families to assist in understanding the effects of trauma on children and possible changes in behaviour following the unexpected death of a child in our Service.

Our Service will support staff members who may be deeply affected by the loss of a child or colleague by the following actions:

- provide grief counselling as soon as possible
- be present as a team to support one another on a day-to-day basis
- provide opportunities for staff to grieve privately (flexible rostering where possible)
- contact other childcare services or providers in your network/community to assist with emergency support if needed (providing the opportunity for colleagues to attend the funeral if appropriate)
- closely monitor staff for ongoing suffering and offer immediate support
- discuss employee leave entitlements (sick, FACS, long service, unpaid)
- promote self-care for all staff in the workplace.

CONTINUOUS IMPROVEMENT/REFLECTION

Our *Unexpected Death of a Child or Staff member at the Service Policy* will be reviewed annually or earlier if there are changes to legislation, ACECQA guidance or any incident related to our policy. Feedback will be requested from children, families, staff, educators and management and notification of any change to policies will be made to families within 14 days.

SUPPORT SERVICES

beyou	1300 224 636	www.beyou.edu.au
Beyond Blue	1300 224 636	www.beyondblue.org.au
Headspace	1800 650 890	https://headspace.org.au/
Lifeline	13 11 14	www.lifeline.org.au
Kid's Help Line	1800 55 1800	https://kidshelpline.com.au
Compassionate Friends of Victoria	1300 064 068	www.compassionatefriendsvictoria.org.au/
National Centre for Childhood Grief	1300 654 556	https://childhoodgrief.org.au/contact-us/

CONTACT DETAILS FOR REGULATORS

To notify a 'notifiable incident' contact your local regulator:

Jurisdiction	Regulator	Telephone	Website
New South Wales	SafeWork NSW	13 10 50	safework.nsw.gov.au
Commonwealth	Comcare	1300 366 979	comcare.gov.au

SOURCES

Australian Children's Education & Care Quality Authority. (2025). [Guide to the National Quality Framework](#)

Australian Centre for Grief and Bereavement: <http://www.grief.org.au>

Education and Care National Regulations. (Amended 2023).

Occupational Health and Safety Act 2004.

The Trauma & Grief Network Supporting Families. (2024). [Grief & loss](#)

Work Health and Safety Act 2011.

REVIEW

POLICY REVIEWED BY	Tracy Gill	Nominated Supervisor	18/11/2025

POLICY REVIEWED	November 2025	NEXT REVIEW DATE	November 2026
VERSION NUMBER	V1		
MODIFICATIONS			

WORK HEALTH AND SAFETY POLICY

Everyone has a right to be safe at work. Our Service is committed to creating and maintaining a safe and healthy environment for educators, staff, children, families and visitors. We ensure that educators and staff are aware of and meet their legal and ethical responsibilities as clearly documented in current National Regulations and Work Health and Safety (WHS) laws.

Our *Work Health and Safety Policy*, procedures and practices ensure that management fulfils its responsibility to provide a safe workplace, without any negative impact on the health and wellbeing of employees; employees meet their health and safety obligations and are safe in the workplace; and the work environment supports quality early education and care.

NATIONAL QUALITY STANDARD (NQS)

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

EDUCATION AND CARE SERVICES NATIONAL LAW AND NATIONAL REGULATIONS	
S. 2A	Paramount consideration—safety, rights and best interests of children
S. 3A	Paramount consideration
S.167	Offence relating to protection of children from harm and hazards

S.174	Offence to fail to notify certain information to Regulatory Authority
82	Environment to be free from tobacco, vaping devices, vaping substances, drugs and alcohol
83	Staff members and family day care educators not to be affected by alcohol or drugs
168	Education and care service must have policies and procedures
171	Policies and procedures to be kept available
175	Prescribed information to be notified to the Regulatory Authority

RELATED POLICIES

Administration of First Aid Policy	Hand Hygiene Policy
Administration of Medication Policy	Health and Safety Policy
Anaphylaxis Management Policy	Incident, Injury, Trauma and Illness Policy
Animals and Pet Policy	Immunisation Policy
Asthma Management Policy	Lockdown Policy
Bullying, Discrimination and Harassment Policy	Medical Conditions Policy
Bushfire Policy	Nappy Change and Toileting Policy
Child Protection Policy	Nutrition and Food Safety Policy
Child Safe Environment Policy	Physical Environment Policy
Dealing with Infectious Disease Policy	Pregnancy in Early Childhood Policy
Cyber Safety Policy	Road Safety Policy
Dental Health Policy	Safe Storage of Hazardous Chemicals Policy
Delivery of children to, and Collection from Education and Care Service Premises	Sleep and Rest Policy
Diabetes Management Policy	Staffing Arrangements Policy
Emergency and Evacuation Policy	Supervision Policy
Epilepsy Management Policy	Sun Safe Policy
Excursion/Incursion Policy	Tobacco, Drug and Alcohol-Free Policy
Furniture and Equipment Safety Policy	Water Safety Policy

PURPOSE

Our objective is to protect the health, safety, and welfare of children, families, educators, and visitors within the Service, adhering to moral and legal obligations outlined in WHS laws. We aim to go beyond compliance with all relevant legislation and work towards best practice to ensure a safe work environment. Our Service is committed to continuous improvement in all areas of workplace health, safety and wellbeing.

SCOPE

This policy applies to children, families, staff, management, the approved provider, nominated supervisor, students, volunteers and visitors of the Service.

IMPLEMENTATION

Our Service is committed to ensuring that children's safety, rights and best interests are the paramount consideration in all decisions, actions and practices. We believe that the provision of a safe working and learning environment for children, families, staff, and visitors is an integral and essential responsibility during the Service operation. Work Health and Safety regulations require the approved provider to eliminate risks in the workplace or, if that is not reasonably practicable, minimise the risks so far as is reasonably practicable.

Our Service has a duty to consult with staff, visitors and families about work health and safety requirements, and to develop comprehensive policies and procedures to effectively manage physical and psychosocial risks and hazards appropriately. All employees have a duty to take reasonable care for their own health and safety and not to adversely affect the health and safety of others.

LEGISLATION

Each state and territory government has its own Work Health and Safety (WHS) laws and a regulator to enforce them. In NSW we are legislated by safe work NSW and regulated by safe work NSW

WORKERS COMPENSATION OBLIGATIONS

Approved providers will ensure the following to facilitate compliance with WHS Laws and regulations relating to Workers Compensation obligations:

1. Hold workers' compensation insurance
2. Provide information relating to how employees can make a claim. This may include displaying a poster relating to injuries at work –
 - a. [NSW If you get injured at work poster](#)
3. Provide information to employees regarding a return-to-work program or resources –
 - a. [NSW Return to work program](#)
4. Ensure staff incident reports are completed for all near-miss injuries or injuries and complete an *Incident Injury Record for Staff* form on OWINA to record near-miss injuries and injuries.
5. Ensure staff injuries are reported to the workers' compensation insurer and state/territory WorkSafe within 48 hours. See each state or territory for information about injuries or serious incidents that are reportable to WorkSafe -

- a. [SafeWork NSW](#) 13 10 50
6. Support the employee with the following
 - a. assist with doctor's appointment and a certificate of capacity
 - b. identify suitable duties based on the certificate of capacity
 - c. consider modification of existing duties
 - d. consider modifying the workplace
7. Assist with the participation of workers' injury management plan upon return to work, in consultation with the insurer and medical practitioner, including providing suitable work conditions and alternative suitable employment if the pre-injury role is unsuitable.

THE APPROVED PROVIDER/MANAGEMENT/NOMINATED SUPERVISOR ARE COMMITTED TO:

- providing all employees with a safe and healthy work and learning environment so far as reasonably practicable
- ensuring the health and safety of children in attendance at the Service so far as reasonably practicable
- ensuring the health and safety of visitors, including contract workers and volunteers, whilst at the Service so far as reasonably practicable
- providing and maintaining an environment free of risks or hazards to health and safety so far as reasonably practicable
- providing and maintaining an environment that is tobacco, vape, alcohol and drug free
- ensuring the provision of adequate facilities to protect all persons from risks to their health and safety, including access to adult toilets, provision of hand hygiene resources (e.g., soap and water, alcohol-based hand sanitisers, paper towels) and personal protection equipment (PPE), such as disposable gloves, masks and glasses
- making sure all employees understand the health and safety risks and precautions during pregnancy - as outlined in our *Pregnancy in Early Childhood Policy*
- implementing a proactive process of risk management, facilitating continuous improvement
- the identification, assessment and management of psychological and psychosocial hazards through detailed risk assessments
- ongoing consultation, collaboration and communication with all staff throughout the risk assessment process
- implementing a strategic approach to health and safety by using measurable objectives to monitor performance
- meaningful consultation with employees regarding WHS issues

- providing an effective and accessible safety management procedure for all employees to guide safe working and learning throughout the workplace
- ensuring Safety Data Sheets (SDS) are provided for all hazardous chemicals used at the Service
- supporting and promoting the health and wellbeing of all employees
- promoting dignity and respect within the Service and taking action to prevent and respond to bullying in its workplace
- providing staff with appropriate information, training, and guidance to facilitate a safe and productive work and learning environment
- implementing a thorough induction and orientation program for new staff and employees
- notifying the regulatory authority within 24 hours of any incident, situation or event that has occurred and presented imminent or severe risk to the health, safety and/or wellbeing of any person present at the Service or if an ambulance was called in response to the incident/situation (not as a precaution)
- investigating and managing any incident or accident to prevent further recurrence
- providing return to work programs to facilitate safe and sustainable return to work for employees
- providing a program of continuous improvement through engaging with industry and new technology, and reviewing and updating policies and procedures
- implementing safety management systems/procedures
- ensuring a clear process is in place for raising complaints and grievances related to bullying, discrimination, and harassment, and that these complaints or grievances are treated seriously with immediate action taken
- keep up to date about current health risks and implement risk minimisation measures to reduce the risk of transmission of viruses such as coronavirus (COVID-19)
- maintain accurate records of all WHS issues and maintenance.

EDUCATORS/STAFF WILL ENSURE:

- the health and safety of children, families and visitors of the Service is paramount
- policies and procedures are being followed and adhered to at all times
- that they observe, implement and fulfil the responsibilities under the current Work Health and Safety Act and National Regulations
- they participate in the review of WHS policies
- they take practical steps and responsibility for their own health and safety, and of others affected by their actions at work

- WHS audits are conducted frequently to ensure the Service is maintaining a safe environment for children, families, staff and visitors
- appropriate resources and processes are in place to identify hazards, eliminate or minimise risks and achieve WHS
- compliance
- they know the location of fire extinguishers, blankets or other safety devices and know how to use them
- identified risks are assessed and controlled
- that any potential and actual hazards in the workplace are reported to the Health and Safety Representative (HSR)
- management and/or the HSR is notified of any incidents and accidents in the workplace as soon as practicable
- workplace incidents are reported and investigated to ascertain the circumstances of the incident or accident, and appropriate action is taken to prevent further incidents from occurring
- correct record-keeping procedures for incidents and accidents in the WHS Reporting folder are followed
- compliance with any reasonable instruction or lawful direction, including wearing personal protective equipment (PPE) supplied by the employer as required
- areas identified for improvement are included in the Quality Improvement Plan (QIP)
- they participate in training and consultation with the support of management
- they follow the correct manual handling procedures
- that work areas are safe, and they will help reduce accidents to themselves and others
- all safety checklists are implemented as required regularly
- children's equipment is regularly checked for safety
- that children are supervised at all times
- all dangerous chemicals are stored appropriately, with up-to-date Safety Data Sheets readily available
- children are kept out of kitchen areas
- all power points have safety plugs
- no hot drinks are around children
- gates are closed and locked after entry/exit
- all spills are cleaned up immediately (to prevent slipping), following the correct cleaning procedure
- reports and/or concerns about WHS are reviewed and responded to
- current work health and safety knowledge is maintained

FAMILIES AND VISITORS WILL:

- take reasonable care of their own health and safety whilst visiting the Service, including the safety and health of their own children not enrolled in the Service
- report any health and safety issues to management
- participate in consultations on WHS issues affecting them
- take reasonable care to ensure they don't affect the health and safety of other people
- comply with Service policies and procedures in relation to WHS, including actions to reduce the risk of transmission of infectious diseases or illnesses, such as physical distancing (if recommended by the Australian Government Department of Health), personal hygiene practices and exclusion practices
- comply with Service policies related to the use of tobacco, vapes, alcohol and drugs at all times
- provide Working with Children Check (WWCC) details as required, e.g., if visitors, contractors, volunteers or students are working directly with children, such as volunteering in the Service
- ensure they are never left alone with children.

HEALTH AND SAFETY REPRESENTATIVES (HSRs)

Having HSRs is not mandatory unless employees request health and safety representatives to represent them on work health and safety issues. If a request is made for a Health and Safety Representative, the approved provider/nominated supervisor will:

- initiate consultation with workers about the number of HSR required
- provide all educators and staff with the opportunity to nominate a HSR and contribute to the decision of who will hold this position if there is more than one contender
- notify staff of the outcome of the consultation as soon as possible

The approved provider/nominated supervisor must keep a current list of all Health and Safety Representatives and display a copy at the workplace in a prominent position.

A Health and Safety Representative (HSR) can:

- inspect the workplace as directed by management
- be present and represent a staff member at an interview (with their consent) with the approved provider/nominated supervisor or an inspector regarding health and safety issues
- monitor compliance measures by the approved provider/nominated supervisor
- investigate any risks to the health or safety of staff at the Service.

Our Service will ensure Health and Safety Representatives are:

- never prevented from carrying out any of their duties

- able to give people assisting them access to the workplace
- able to take paid leave to attend to their health and safety duties
- able to take paid leave to attend an initial WHS course or annual refresher training approved by the regulator within 3 months of their request to attend. The Service will pay the course costs and reasonable expenses.
- able to access any resources, facilities and assistance that they reasonably require to undertake their duties.

Health and Safety Representatives are elected for 12 months, unless they leave the Service, are disqualified, or resign. They are not personally liable for anything done or not done in good faith whilst carrying out their role.

DUTY OF CARE AND POSITIVE DUTY OBLIGATIONS

Everyone has a duty of care, a responsibility to make sure the safety of people in the workplace. A duty of care is the legal obligation to provide reasonable care while performing any acts or making any omissions that could foreseeably harm others. The duty encompasses a wide range of matters, including (but not limited to):

- provision of adequate supervision
- ensuring grounds, premises, and equipment are safe
- implementing strategies to prevent bullying and
- providing medical assistance (if competent to do so) or seeking assistance from a medically trained person to aid a person who is injured or becomes ill at the Service.

The approved provider and nominated supervisor will ensure all practical steps are taken to ensure the health and safety of all educators, staff, volunteers, children, their families, and any other people impacted by the Service operations. This includes ascertaining and eliminating or minimising all realistically foreseeable hazards and providing suitable training and instruction for employees to ensure health and safety. Educators, staff, volunteers, and students will also take reasonable care for their own health and safety, ensuring their conduct does not adversely affect the health and safety of other people. Staff, educators, families, visitors, and students are notified that smoking and vaping on or within our Service's premises, including car parks, is prohibited. Educators and staff, including volunteers and students, must not consume alcohol or be affected by alcohol or drugs (including prescription medication), as these may impair their capacity to supervise or provide education and care to children. See *Tobacco, Drug and Alcohol-Free Policy* for more details.

The approved provider and nominated supervisor will comply with WHS 'Positive Duty' obligations, including Sexual Harassment and Psychosocial Hazards Code of Practices. We are committed to creating a workplace with vision and meaningful direction, adhering to our code of conduct and practising ethical behaviour to ensure a productive work environment free from bullying, discrimination, and/or harassment. Sexual harassment has no place in our Service. We aim to identify, reduce and manage psychological and psychosocial hazards and risks within the work environment through risk assessments in line with WHS legislation.

HAZARD IDENTIFICATION

A hazard is a source of potential harm or a situation that could cause or lead to harm to people or property. Workplace hazards can be physical, chemical, biological, mechanical or psychological.

TYPE OF HAZARD	THIS MAY INCLUDE	EXAMPLES	POTENTIAL
Physical	Floors, stairs, steps, ladders, fire, falling objects, slippery surfaces, manual handling (lifting, pulling, pushing), noise, heat and cold, radiation, poor lighting, ventilation	Children's beds placed in an open area, wet bathroom floors, and lifting children for nappy changes	Trips, slips and falls, Manual handling injury (soft tissue/back injury)
Mechanical and/or Electrical	Electricity, machinery, equipment, washers and dryers, kitchen appliances, motor vehicles	Lint accumulation in dryers can be a combustion hazard. Frayed power cords or unplugged power points are an electrical hazard	Fire, electric shock, electrocution
Chemical	Substances such as acids or poisons, cleaning agents, hazardous dusts and fumes	Cleaning chemicals, medications, hazardous dust (e.g., silica, asbestos)	Fire, explosion, poisoning, respiratory diseases and cancers
Biological	Bacteria, viruses, mould, mildew, insects, vermin and animals	Sick staff or children attending the Service, contaminated food, mice infestation, insect bites, animal droppings	Cross-infection, food poisoning, allergic reactions, and other illnesses

Psychological and Psychosocial	Stressors	insufficient management support, high workload, children's unmet needs, inappropriate conduct	High stress levels, compromised care practices, burnout, behaviour issues, anxiety

Source: ACECQA: [How to- Work Health and Safety in Education and Care Services](#)

RISK MANAGEMENT

Risk Management is part of our Service's commitment to WHS to ensure that clear processes are in place for the identification of hazards, assessment of risks and implementation of control measures so far as reasonably practicable. Risk management plans include risk identification and risk assessment. These plans are reviewed regularly to ensure they are effective in controlling risks.

Our Service will comply with WHS legislation and ensure all staff and visitors are aware of the potential hazards and risks. We will provide them with the necessary information and strategies to help keep them safe and healthy.

Risk Management is a systematic and methodical examination of potential risks and hazards within our working and learning environment. The process of risk assessment assists in:

- identify hazards
- assess who or what might be harmed and how
- evaluate the risks and decide on appropriate control measures
- record findings
- review the effectiveness of existing control measures regularly and update assessments
- consult and communicate with all stakeholders- staff, families, visitors and community members.

Risk assessments are routinely conducted for emergencies, including evacuation, lockdown, excursions and the management of natural disasters such as a bushfire, flood, cyclone and earthquake. (*See relevant policies for specific risk assessments*)

Additionally, risk assessments can be undertaken when presented with a hazard, such as the potential health risks associated with exposure to an infectious disease and implement control measures to manage those risks. Risk assessments can be effectively used to meet WHS obligations to identify and reduce hazards within the workplace, including, but not limited to, sexual harassment and psychosocial hazards.

HAZARD REDUCTION

Educators and staff have responsibilities to take a risk management approach to all activities and plan for the safety of themselves and children. This may include:

- always working with safety in mind
- being aware of any hazards and reporting them immediately
- keeping hallways and doors completely clear, as objects could become a hazard in an emergency evacuation situation
- using resources appropriately
- opening doors slowly
- not standing on furniture (e.g., chairs or tables)
- walking, not running within the Service (particularly up and down the stairs)
- adhering to sun protection guidelines
- ensuring personal safety by wearing PPE and implementing hand hygiene procedures
- following behaviour guidance plans to ensure personal safety and that of other children

HAZARDOUS MATERIALS

We strive to minimise the health and safety risks associated with the handling and storage of hazardous materials. We adopt a risk management strategy that enables practices that minimise the risk of harm, injury, or illness caused by any hazardous material.

As far as is reasonably practical, our Service will:

- provide the least hazardous chemical, product, or equipment for the task, without jeopardising hygiene
- ensure that staff, contractors, students, and visitors are protected from both short- and long-term health effects of hazardous substances and processes
- ensure all staff, contractors, visitors, and students have access to Safety Data Sheets (SDS) and receive adequate training on the safe use and storage of all hazardous substances prior to any exposure
- ensure that non-toxic plants are planted within the workplace, and regular garden and grounds maintenance will be undertaken to minimise the risk of toxic plants within the grounds and premises.

CLEANING

Educators and staff must:

- adhere to the cleaning schedules and procedures within the Service, including hand washing, use of gloves, and colour-coded mops/cloths
- follow manufacturer's directions for cleaning products and chemicals (see Safety Data Sheets- SDS)
- ensure a register of all hazardous chemicals, substances and equipment is used at the Service. The register should include where they are stored, their use, any risks, first aid instructions and the current SDS.
- ensure chemicals are never mixed together
- store and clearly label chemicals and cleaning products in the original containers provided by the manufacturer
- wash hands immediately if any chemical is spilled
- in the event of a chemical spill, isolate the area and advise the nominated supervisor
- wash hands thoroughly after using any chemical or disinfectant
- ensure containers are disposed of correctly following local council guidelines and are not reused under any circumstances
- seek medical advice immediately if poisoning or potentially hazardous ingestion, inhalation, skin or eye exposure has occurred - call the **Poisons Information Line 13 11 26** or call an ambulance on **000**
- ensure emergency, medical and first aid procedures are carried out according to Service policies and procedures.

SLIPS, TRIPS AND FALLS

Children must be adequately supervised at all times. Identifying potential hazards, such as sustaining an injury from play equipment or slipping on a wet surface, should be considered through the risk assessment process. Establishing appropriate control measures for staff and children will help in managing the possible risks.

All staff should:

- wear covered shoes with slip-resistant soles and heels
- be alert for any object that could be a trip hazard
- pick up any objects sticking up from the floor or ground, to prevent injury
- ensure warning signs alerting others of wet and slippery floors are used
- immediately clean any spills to avoid slips and falls
- notify the nominated supervisor and the Health and Safety Representative (HSR) if a slip or fall is witnessed,
- ensure the appropriate paperwork is completed (including notification to the Regulatory Authority, if required).

ELECTRICAL EQUIPMENT TESTING

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

- name of the tester
- date and outcome of the testing
- re-test date

Records will be maintained, including details of electrical equipment tested, tag number, location, test date, pass/fail status, and when electrical equipment is due to be re-tested.

MAINTENANCE OF FIRE EQUIPMENT

All fire equipment at our Service will be maintained as per the Australian Standards. External agencies (suitably qualified fire contractors) will be employed to conduct the routine building inspection, servicing, and maintenance of the fire protection systems and equipment. Portable fire extinguishers will be inspected every six months. (AS 1851-2012)

PSYCHOSOCIAL HAZARDS

Our Service is committed to identifying, assessing and managing psychosocial hazards as far as reasonably practicable. Our Service will comply with WHS regulations, including the [Code of Practice on Managing Psychosocial Hazards at Work](#). Management will take reasonable steps to eliminate psychological and physical harm to employees through identifying, reducing, managing and responding appropriately to matters of psychosocial hazards occurring in the workplace environment.

BACK CARE AND MANUAL HANDLING

Our Service refers to [Safe Work Australia - Lifting, pushing and pulling \(manual tasks\)](#) practices as part of our commitment to ensure a best practice approach. Educators are at risk of work-related ergonomic injuries, particularly back injuries, through carrying children, bending, reaching and not using adult-sized furniture. Manual handling is any activity requiring the use of strength by a person to lift, lower, push, pull, carry or otherwise move, hold or restrain any person or object.

Manual handling injuries may be caused by the activities listed above. Injuries can include back strains, similar strains and sprains in parts of the body such as the neck, arm, shoulder and knee. Manual

handling injuries also include overuse injuries or, because of falling during manual handling, bruising or laceration.

RECOMMENDATIONS

Due to the physical demands of working with children, it is sensible to do warm-up exercises for three to five minutes before starting work, particularly during the winter period, as muscles and tendons are more likely to be damaged when cold. Simple exercises to warm up and stretch all the major muscle groups will help prevent injury.

THE APPROVED PROVIDER/MANAGEMENT/NOMINATED SUPERVISOR WILL:

- provide educators and staff with annual training in Manual Handling and Back Care
- make sure that equipment and containers are designed and maintained to be, as far as workable, safe and without risk to health and safety when manually handled
- make sure that the work practices involving manual handling and the work environment are designed to be, as far as workable, consistent with safe manual handling activities
- identify, assess and control all risks associated with manual handling in each workplace
- clearly mark any equipment that requires more than one person to lift or move it.

PREVENTING MANUAL HANDLING INJURIES

To help prevent injuries, our Services encourages the following guidance and practices:

- Eliminate or reduce the amount of manual handling
- Reduce the amount of bending, forward reaching, and twisting in all tasks
- Reduce worker fatigue by taking regular breaks and adjusting work as needed
- Keep all equipment in good working order
- Keep the workplace environment safe

Additionally, we recommend the following practices:

- Kneel rather than bend down
- Sit down with the children rather than bending over
- Sit in an appropriately sized chair or on the floor
- Carry children only when necessary; the correct way to carry a child is with one arm under the child's buttocks and the other arm supporting the child's back. At the same time, hold the child facing you, as close to your body as possible. Adults should try to avoid carrying a child on their hip because this can strain the back.

- When lifting awkward loads, be careful to lift with a balanced and comfortable posture
- Minimise the need to reach above shoulder level
- Use a step ladder when reaching high areas to avoid unnecessary strain
- Avoid extended reaching forward, e.g., leaning into low equipment boxes
- Share the load if the equipment is heavy, long or awkward objects
- To lift a child out of a cot, it is vital to put the side of the cot down first, lean against the cot and raise the child as close as possible to your body. Do not stretch over and lift
- When sliding, pulling or pushing equipment that is not easy to move (e.g., trestles or gym mats), ask for help and organise a team lift
- Where possible, rearrange the environment to meet the needs of both children and adults
- Remember these needs when buying furniture and equipment or upgrading facilities
- Use equipment and furniture that can be moved around as safely and easily as possible
- To complete lengthy writing tasks, e.g., program planning, sit at an appropriate adult-sized chair at an adult-sized table
- Encourage children (where age-appropriate) to climb up and down the steps/ladder for nappy changing.

AVOID TWISTING WHEN LIFTING

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

- move equipment when children are not around
- rearrange storage so that items are easier and safer to put away and take out
- lift only within the limits of your strength
- use beds and equipment that are easy to move
- make sure you can see where you are going when carrying equipment or children
- take extra care when lifting a child with special needs.

PREVENT ACCIDENTS WITH CAREFUL 'HOUSEKEEPING'

'Good housekeeping' means fewer accidents. Check that:

- the floors and other walking surfaces are uncluttered, even, and non-slip
- the workplace is tidy
- there is adequate space to perform each task
- equipment is maintained regularly
- lighting is adequate.

HOW TO LIFT SAFELY

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

HOW TO ORGANISE A TEAM LIFT

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

HOW TO ASSESS THE CORRECT STORAGE AND SHELVING HEIGHT

Correct storage and shelving heights is important to prevent slips, falls and strains.

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

RISKY PLAY/ ADVENTUROUS PLAY

Educators will provide an environment that encourages children to effectively learn in play, which involves supporting them to take risks. No play space is risk-free. Children's development needs to become adventurous and participate in opportunities to explore and test their own capabilities, manage risk, and to grow as capable, resourceful, and resilient people.

Educators will assess the risks to children's safety and develop guidelines to encourage children to test their abilities within a safe environment. When children engage in risky play, educators will supervise and assist when appropriate.

CONTINUOUS IMPROVEMENT/REFLECTION

Our *Work Health and Safety Policy* will be evaluated and reviewed on an annual basis or earlier if there are changes to legislation, ACECQA guidance or any incident related to our policy. Feedback will be requested from children, families, staff, educators and management, and notification of any change to policies will be made to families within 14 days.

RELATED RESOURCES

Incident and Event Record and Review Work Health and Safety Audit	Work Health and Safety Officer Position Description Work Health and Safety Manual

SOURCES

Australian Children's Education & Care Quality Authority. (2026). [Guide to the National Quality Framework](#)

Australian Children's Education & Care Quality Authority. (2012). [PSC- National Alliance How to- Work health and safety in education and care services.](#)

Australian Government Department of Education. [Belonging, Being and Becoming: The Early Years Learning Framework for Australia. V2.0, 2022](#)

[Education and Care Services National Law Act 2010](#)

[Education and Care Services National Regulations 2011](#)

Early Childhood Australia. (2016). *Code of Ethics*.

National Health and Medical Research Council. (2024). [Staying Healthy: preventing infectious diseases in early childhood education and care services \(6th Ed.\)](#). NHMRC. Canberra.

NSW Government. Safe Work. [Early childhood education and care.](#) (2021)

NSW Government. Safe Work. [Health and safety representative \(HSRs\).](#)

NSW Government. Safe Work. [Responsibilities of responsibilities of building owners under AS 1851-2012.](#) (2026)

Pregnancy Birth and Baby. [Cytomegalovirus \(CMV\) during pregnancy.](#)

Safe Work Australia. [Lifting, pushing and pulling \(manual tasks\)](#)

[Work Health and Safety Act 2011](#) (Cth).

Work Health and Safety Regulations 2017

REVIEW

POLICY REVIEWED BY	Christian Stumpfs	Area Manager	19/06/2026
POLICY REVIEWED	JUNE 2026	NEXT REVIEW DATE	JUNE 2027
VERSION NUMBER	V2		

MODIFICATIONS	• annual policy maintenance • edits for clarity and consistency: e.g., some points are now combined; strengthened focus on safety incl. paramount consideration • sources updated as required • hyperlinks checked and repaired as required
PREVIOUS MODIFICATIONS	

QUALITY AREA 3 POLICIES AND PROCEDURES

ANIMAL AND PET POLICY

Having a relationship with a pet and/or animal can help children develop a caring disposition and skills such as nurturing, responsibility, empathy and improved communication. Having a pet in an early childhood environment enables children who are not otherwise exposed to animals learn these skills. The pet will become part of the daily educational program and lead to activities and learning about other animals. The safety of children, however, is always our first priority. Our Service will ensure that no animal poses a health or safety risk to children, staff or visitors of the Service.

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 2: CHILDREN'S HEALTH AND SAFETY		
2.1	Health	Each child's health and physical activity is supported and promoted.
2.2	Safety	Each child is protected.
2.2.1	Supervision	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard
QUALITY AREA 3: PHYSICAL ENVIRONMENT		
3.1.2	Upkeep	Premises, furniture and equipment are safe, clean and well maintained.
3.2.3	Environmentally responsible	The service cares for the environment and supports children to become environmentally responsible.

EDUCATION AND CARE SERVICES NATIONAL LAW AND NATIONAL REGULATIONS	
168	Education and care services must have policies and procedures
170	Policies and procedures to be followed

RELATED POLICIES

Educational Program Policy	Physical Environment Policy
Environmentally Responsible Policy	Snake Awareness Policy
Hand Washing Policy	Supervision Policy
Managing Unidentified Dog Policy	Work Health and Safety Policy

PURPOSE

Having a pet at our Service can be a valuable part of children's education enriching their learning about

nature, ecology and relationships. Our Service aims to provide a safe, hygienic and humane environment for all animals and pets that visit or reside at the Service, educating children in the proper care of animals.

SCOPE

This policy applies to children, families, staff, educators, management, approved provider, nominated supervisor, students, volunteers and visitors of the Service.

IMPLEMENTATION

The National Quality Standard (NQS) encourages educators to understand and appreciate the natural environment and the interdependence between people, plants, animals and the land. Pets help children from a young age learn to care for other living things. They can teach a sense of responsibility, caring and tolerance. They can offer many opportunities for developing observational skills and provide basic natural science experiences. If the educators wish to have a pet in the Service, they must make all the decisions in consultation with the nominated supervisor and families.

Whilst there are several benefits to keeping animals within the Service, there are also a range of concerns which educators need to consider when maintaining the safety and wellbeing of both the children and the animals. Encouraging direct contact and developing bonds with animals can help children to develop empathy. Providing children with access to animals within our Service will help them learn about life cycles and relationships and improve communication skills. We feel role modelling of appropriate behaviours with animals and guidance in caring for the needs of animals are beneficial for children.

QUESTIONS TO CONSIDER PRIOR TO HAVING A PET AT THE SERVICE

- Who will pay for the care and upkeep of the animal, including feeding, health care and cleaning?
- How will the animal be cared for on weekends and during Service closure periods?
- What physical space is available in the Service? Is it adequate for the animal you are considering?
- Are all educators and families happy with the decision to keep an animal at the Service?
- What time will be available throughout the day to care for the animal or will educators be asked to give up some personal time for this?
- Are there any children or educators at your Service who are allergic to, or have phobias of animals?
- What changes to your Service's policies and procedures need to be considered? For example, your hand washing policy will need to be updated to include washing hands after having contact with the animal.

- What are the health and safety risks?

OTHER THINGS TO CONSIDER INCLUDE:

- Some animals, such as lizards, turtles, snakes, spiders and tropical fish may not be an appropriate choice. Check with a veterinarian if you are unsure whether an animal is suitable for children and check with the local health department for regulations and advice regarding animals in the Service. Some states and territories require a license for keeping certain animals.
- Animals that may be more likely to be suitable for the Service may include goldfish, hermit crabs, stick insects, caterpillars, ant farm or worm farm. All these animals are relatively low maintenance and can be left safely over a weekend if they are provided with enough food and water.
- If there are voluntary carers available to take the pets home over weekends and holidays, then the Service may consider guinea pigs, rabbits, chickens, mice or rats.

ASSESSING AND MANAGING RISKS

Whilst there are many benefits to providing children with access to animals and keeping pets at the Service, there are issues that approved providers and educators need to consider for the safety and wellbeing of both the children and the animals concerned prior to choosing a pet or having an animal visit the Service.

A comprehensive risk assessment should therefore be conducted when deciding the type of animal and the way the children engage with it.

Potential risks may include:

- diseases- from birds (Parrot fever -psittacosis) and other animals
- injury due to biting, kicking or pushing a child over (e.g., farm animals)
- scratching (e.g., chickens, rabbits, guinea pigs)
- pests and vermin (snakes, rats, mice)
- allergies (e.g., bees, wasps, ants)

DISEASE

As animals can spread disease, access to animals at the Service requires special consideration to prevent this. Health authorities identify that germs can be present on the skin, hair, feathers and scales, and in the faeces, urine and saliva of animals. While these germs may not cause disease in the animal, they may cause disease in humans.

EFFECTIVE HAND WASHING AND CLEANING

Children and adults should employ effective hand washing after touching or feeding animals, or cleaning their bedding, tanks, cages or enclosures. However, it is important to engage children with these tasks as they learn responsibility through 'hands on' learning experiences.

APPROPRIATE SUPERVISION and CLOTHING

Children should also be appropriately supervised when they have contact with animals to avoid potential injury or harm to the child or the animal.

Ensure children wear appropriate clothing and footwear when handling animals and pets. Be aware of children who may have allergies to insects such as bees, wasps and ants that may be more apparent when animals are kept in an educational setting.

SERVICE PETS

- Management and educators should prepare children for the animal visit, gaining perception into how the children may react to the pet
- Management, educators, children and families should consider the rationale for having a pet and long-term implications of such a decision prior to getting the pet
- All pets and their enclosures are to be kept clean and hygienic with appropriate bedding and water
- Food will be made available for all pets and animals but kept out of reach of children at all times
- Any animal or pet kept at the Service will be regularly fed, cleaned, vaccinated, and wormed (as appropriate), and checked for fleas and diseases
- Animals including pets will not be allowed in the sand pit or any other play area. In event that this happens, educators will refer to and adhere to the *Sand Pit Management Procedure*
- Animals including pets will never be taken into the food preparation area nor will they have access to the eating or sleeping areas, toys, bedding, eating surfaces and/or utensils
- Anyone who has handled the animal or pet will immediately wash their hands
- Children's animal or pets will only be allowed in the Service when the nominated supervisor has granted permission
- The educational program will include how to properly care for animals and how to treat them appropriately.

UNINVITED ANIMAL VISIT

There are situations that may spontaneously occur, involving animals. For example, there may be a

situation where an animal or bird has made its way into the Service. Depending upon the type of animal or bird, educators may use this as a spontaneous learning experience for the children. At all times the highest priority will be to ensure the safety and wellbeing of the children.

If an animal or bird is potentially dangerous such as a snake or spider, educators will contact an appropriate authority for assistance.

Victoria: [Wildlife Victoria](#): Australian Wildlife Emergency Response 03 8400 7300

New South Wales: [NSW Wildlife Information, Rescue and Education Service](#) Inc. (WIRES) 13 000 WIRES - 13 00 094 737

National Parks and Wildlife Service - 1300 361 967 (8.30am – 5.00pm)

Queensland: Department of Environment and Heritage Protection 1300 130 372 or [RSPCA Queensland](#) 1300 264 625

Australian Capital Territory: [ACT Wildlife](#)- Hotline 043 230 0033

Tasmania: [Bonorong Wildlife Rescue](#) 0447 264 625

National Parks and Wildlife Advisory Council- 1300 827 727

South Australia: [Fauna Rescue](#) of SA (08) 8289 0896 or 1300 562 527

Western Australia: WA Wildlife: [Wildcare Helpline](#): (08) 94177105

Northern Territory: Northern Territory Government: [Report or rescue injured wildlife](#)

A professional should monitor the animal's movements to ensure a speedy and efficient capture, but priority is to be given to educator, child and family safety. At no time is the potentially dangerous animal, insect or bird to be approached or touched by educators, children or families.

If an unidentified dog enters the Service premises educators will refer to the *Managing Unidentified Dog Policy*.

VISITS FROM CHILDREN'S PETS

Occasionally a child may have a new pet such as a puppy or kitten that they wish to bring to the Service to show their peers and educators. Whilst this provides a wonderful learning experience for children, families must be advised to seek permission from the nominated supervisor prior to bringing in the pet. A risk assessment should then be completed before giving permission to the family. Families should also be advised that pets visiting the Service that are not confined (for example, in a fishbowl or bird/mouse cage) must not be left at the Service but be taken with the family member at the conclusion of their visit.

PESTS AND VERMIN

- Pest control will occur at the Service on an annual basis as a minimum
- Educators will monitor any occurrences in the Service to determine the success of control measures
- If pests and/or vermin are seen, or evidence of pests and/or vermin such as droppings, educators will advise the nominated supervisor
- The approved provider is responsible for arranging additional pest control visits as required
- Where appropriate, educators will discuss safety issues relating to dangerous products, plants, vermin and objects with the children
- Educators will thoroughly clean all areas that pests have accessed with disinfectant
- If the remains of an animal, or animal faeces have been found, the remains will be disposed of according to the local Council guidelines and the area where the remains were found will be thoroughly disinfected
- Educators are responsible for assessing any situation where animals are involved to ensure the health, safety and wellbeing of children, families and animals. (See Snake Awareness Policy)

CONTINUOUS IMPROVEMENT/REFLECTION

Our *Animal and Pet Policy* will be updated and reviewed annually or earlier if there are changes to legislation, ACECQA guidance or any incident related to our policy. Feedback will be requested from children, families, staff, educators and management and notification of any change to policies will be made to families within 14 days.

- RELATED RESOURCES

Risk Assessment Action Plan- Pets/Animals	Sandpit Management Procedure

SOURCES

Australian Children's Education & Care Quality Authority. (2025). [Guide to the National Quality Framework](#)

Australian Children's Education & Care Quality Authority. (2018). [Keeping Pets and Animals in Education and Care Services](#).

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POLICY CREATED BY	Tracy Gill	Nominated Supervisor	27.11.2025
POLICY REVIEWED		NEXT REVIEW DATE	SEPTEMBER 2026
VERSION NUMBER	V1		
MODIFICATIONS			
POLICY REVIEWED	PREVIOUS MODIFICATIONS		NEXT REVIEW DATE

ENVIRONMENTALLY RESPONSIBLE POLICY

Our Service encourages the awareness of environmental responsibility and implements practices that contribute to a sustainable future. Children are supported to become environmentally responsible and show respect for the environment. We practice and promote sustainability through reducing waste, minimising consumption, and protecting and conserving wildlife and natural habitats.

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 3: PHYSICAL ENVIRONMENT		
3.2	Use	The service environment is inclusive, promotes competence and supports exploration and play-based learning.
3.2.1	Inclusive Environment	Outdoor and indoor spaces are organised and adapted to support every child's participation and to engage every child in quality experiences in both built and natural environments.
3.2.2	Resource' support play-based learning	Resources, materials and equipment allow for multiple uses, are sufficient in number, and enable every child to engage in play-based learning.
3.2.3	Environmentally responsible	The service cares for the environment and supports children to become environmentally responsible.

RELATED POLICIES

Animal and Pet Policy Educational Program Policy	Physical Environment Policy

PURPOSE

We believe in educating children about being environmentally responsible, which is promoted and supported through daily practices, resource and interactions. Sustainable practice is encouraged within the Service and community, assisting children and families to become advocates for a sustainable future.

SCOPE

This policy applies to children, families, educators, staff, management, approved provider, nominated supervisor, students, volunteers and visitors of the Service.

IMPLEMENTATION

Teaching and learning about being environmentally responsible starts with everyday practice. We believe being environmentally responsible should be embedded into the operations of the Service, rather than being a tokenistic 'theme' that is investigated every now and then. Our Service is committed to

protecting our environment to ensure a sustainable future for our children. This involves educators, children and families working together to protect our environment as we educate children about the importance of ‘creating, promoting and maintaining sustainable communities.’ (EYLF, V2.0)

THE APPROVED PROVIDER/MANAGEMENT/NOMINATED SUPERVISOR WILL:

- ensure the principles of the approved framework- *Early Years Learning Framework (EYLF) V.20, 2022*, underpin our educational program within the Service, including the new principle of *Sustainability*
- network with the local community to keep up to date with current practices and ideas for being environmentally responsible. This may include installing water tanks, grey water system, converting toilet cisterns to dual flush, and converting to water saving taps
- engage Aboriginal and Torres Strait Islander elders, where possible, to explore and share their own history, culture and rich sustainable practices
- encourage educators, families and children to engage in sustainable practices and appreciate the natural environment, understand our impact on the natural world, and the interdependence between people, animals, plants, lands and waters
- provide professional development opportunities for educators to learn about integrating environmentally sustainable education into all areas of their program and engage in shared critical reflection
- reflect on environmental, economic and social impacts on the world in all aspects of Service operation and include in the review and development of a sustainable Quality Improvement Plan (QIP)
- ensure the Service joins a preferred provider e.g.; [Environmental Education in Early Childhood](#) to liaise with other education and care services and maintain currency on sustainable practices and ideas for being environmentally responsible
- where relevant, review policies and procedures within the Service with educators, children and families, to achieve more sustainable outcomes and practices
- use electronic communication where possible to reduce paper use within the office and in each room for newsletters, billing, and other communication needs
- conduct environmentally responsible audits to ensure consistency and continuous improvement
- source resources and materials from *Reverse Garbage* or second-hand stores to use within the Service
- ensure sustainable practices are incorporated into the daily routine
- collaborate with families and the community for involvement in potential quality practice for the Service. For example: [Take 3 for the Sea](#), [Food wise](#), [Planet Ark](#), or [Curby](#) for soft plastic recycling

- provide colour coded bins for landfill only, organic waste, paper recycling, mixed recyclables.

EDUCATORS WILL:

- encourage children to take an active role in caring for the environment and think of ways they can contribute to a sustainable future
- support children's understanding of their rights and responsibilities as members of local and global communities through meaningful and relevant educational experiences (ACECQA, 2022)
- incorporate recycling as part of everyday practice at the Service. Recyclable containers will be provided throughout mealtimes and experiences.
- support children's commitment to social justice through curriculum decision making
- role model environmental sustainability practices during play
- discuss environmentally responsible practices with the children and families as part of the curriculum
- provide information to families on environmental responsible practices that are implemented at the Service and encourage the application of these practices in the home environment
- support children to become *active citizens* in their communities- displaying values of respect, inclusion and helping others, as well as appreciating diversity in all forms (EYLF. V2.0)
- share ideas between educators, children, and families about environmentally responsible ideas, implementation, and resources. This will be supported through our communication strategies, including parent meetings, emails, newsletters, and informal conversations
- use a worm farm/composting bin to reduce food waste in the Service. Children will be encouraged to place food scraps into separate containers for use in the worm farm or composting bin. Educators will provide visual guides and discuss with the children and families which scraps worms can eat, which foods can be composted, and which food scraps must go in the bin. The children will be involved in maintaining the worm farm and compost bin
- role model energy and water conservation practices: For example, turning off lights and air-conditioning when a room is not in use, emptying water play containers onto garden areas.
- seek to purchase equipment that is environmentally friendly where possible. Educators will reduce the amount of plastic and disposable equipment they purchase and select materials that are made of natural materials
- use the concept of '*reduce, re-use and recycle*', which will become part of everyday practice for both children and educators to build lifelong attitudes towards environmentally responsible practices
- use 'green cleaning' products to replace chemicals where possible.

SUSTAINABLE PRACTICES MAY INCLUDE

SUSTAINABLE PRACTICE	IDEAS
RECYCLING	• Provide bins and signage for waste and recycled materials • Recycle paper and all other recyclable rubbish • Use recycled water (e.g., for watering gardens) • Connect with free recycling programs such as TerraCycle to recycle hard-to-recycle rubbish
GARDENING	• Plant vegetables, herbs, and fruit trees • Establish a worm farm • Give food scraps to worms or Service pets, or to a staff member to take home for their pet/s • Provide education to children about activities such as 'garden to plate' activities. • Provide opportunities for children to participate in experiences such as seed sprouting, vegetable gardening, cooking with what is grown, and provide education about weeds
ENERGY CONSERVATION	• Install LED lighting where possible • Turn off non-LED lights when not in use • Turn off electrical appliances at the outlet when not in use • Use natural ventilation and insulated blinds/drapes rather than air conditioning when temperatures are not extreme
WATER CONSERVATION	• Using half flush on the toilet • Turn off the taps and ensure leaking taps are fixed immediately • Teach children to turn off tap when brushing teeth • Collect rainwater and use in the garden and for water/sand play • Use water play water on the garden rather than tipping out at the end of the day
NATURE AND WILDLIFE	• Use natural materials – trees, blocks, boxes etc. in arts and crafts and play • Educate children about the natural decomposition cycle through exposure and participation in worm farms and composting food scraps • Educate children in how to care for pets, letting them actively participate in caring for the Service pets (if applicable) • Plant 'bird attracting' plants and install a birdbath • Plant 'butterfly attracting' plants • Create a lizard lounge • Collaborate with wildlife educators to assist in educating children
COMMUNICATE	• Display the Service's sustainability journey in the foyer area for families and visitors to view, provide feedback and offer suggestions • Provide families with hints and tips in newsletters about how they can become sustainable at home • Use scrap paper for art and craft • Use both sides of paper for drawing

CONTINUOUS IMPROVEMENT/REFLECTION

The *Environmentally Responsible Policy* will be evaluated and reviewed on an annual basis or earlier if there are changes to legislation, ACECQA guidance or any incident related to our policy. Feedback will be requested from children, families, staff, educators and management, and notification of any change to policies will be made to families within 14 days.

- RELATED RESOURCES

Sustainability Audit	Sustainability Commitment Statement

SOURCES

Australian Association for Environmental Education (AAEE) www.aaee.org.au

Australian Children's Education & Care Quality Authority. (2026). [Guide to the National Quality Framework](#)

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Department of Environment and Energy: www.environment.gov.au

[Education and Care Services National Regulations](#). (Amended 2025)

Queensland Early Childhood Sustainability Network (QECSN) www.qecsn.org.au

UNESCO. [Sustainable Development Goals- Resources for educators](#)

REVIEW

POLICY REVIEWED BY	Tracy Gill	Nominated Supervisor	04/02/2026
POLICY REVIEWED	FEBRUARY 2026	NEXT REVIEW DATE	FEBRUARY 2027
VERSION NUMBER	V2		
MODIFICATIONS	- annual policy review - sources checked for currency and updated as required		
POLICY REVIEWED	PREVIOUS MODIFICATIONS		NEXT REVIEW DATE

PHYSICAL ENVIRONMENT POLICY

The physical environment can contribute to children's wellbeing, happiness, and creativity as well as promoting the development of independence. It can contribute to and make visible the quality of children's learning and involvement in experiences. The choices made in an education and care service about resources, materials, spaces, layout, air, and light in combination with access to a range of experiences in the indoor and outdoor areas, have a direct impact on the quality of learning opportunities available to children.

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 2: CHILDREN'S HEALTH AND SAFETY		
2.1	Health	Each child's health and physical activity is supported and promoted.
2.1.1	Wellbeing and comfort	Each child's wellbeing and comfort is provided for, including appropriate opportunities to meet each child's needs for sleep, rest and relaxation.
2.1.2	Health practices and procedures	Effective illness and injury management and hygiene practices are promoted and implemented.
2.1.3	Healthy Lifestyles	Healthy eating and physical activity are promoted and appropriate for each child.
2.2	Safety	Each child is protected.
2.2.1	Supervision	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.
2.2.2	Incident and emergency management	Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practiced and implemented.
QUALITY AREA 3: PHYSICAL ENVIRONMENT		
3.1.1	Fit for Purpose	Outdoor and indoor spaces, buildings, fixtures and fittings are suitable for their purpose, including supporting the access of every child.
3.1.2	Upkeep	Premises, furniture and equipment are safe, clean and well maintained.

EDUCATION AND CARE SERVICES NATIONAL LAW AND NATIONAL REGULATIONS	
S.167	Offence related to protection of children from harm and hazards
82	Environment to be free from tobacco, vaping devices, vaping substances, drug and alcohol
84A	Sleep and rest

84D	Prohibition of bassinets
98	Telephone or other communication equipment
103	Premises, furniture and equipment to be safe, clean and in good repair
104	Fencing and security
105	Furniture, materials and equipment
106	Laundry and hygiene facilities
107	Space requirements—indoor
108	Space requirements—outdoor space
109	Toilet and hygiene facilities
110	Ventilation and natural light
111	Administrative space
112	Nappy change facilities
113	Outdoor space—natural environment
114	Outdoor space—shade
115	Premises designed to facilitate supervision
123	Educator to child ratios- centre based services
156	Relationships in groups
168	Education and care service must have policies and procedures
171	Policies and procedures to be kept available

RELATED POLICIES

Adventurous (Risky and Nature Play) Policy Animal and Pet Policy Child Safe Environment Policy Educational Program Policy Environmentally Responsible Policy Health and Safety Policy	Road Safety Policy Safe Storage of Hazardous Chemicals Policy Sleep and Rest Policy Sun Safety Policy Water Safety Policy Work Health and Safety Policy

PURPOSE

Our Service will ensure the environment is safe, stimulating, clean, and well maintained for children,

families, educators, and visitors. Children's awareness of the environment and sustainable practice will be supported through daily practices, resources and interactions. The physical environment will support children's participation and engagement, development, learning, and safety, and will provide supervised access to positive experiences and inclusive relationships. Our Service provides an environment free from the use of tobacco, including vapes and vaping devices, alcohol and illicit drugs.

SCOPE

This policy applies to children, families, educators, staff, approved provider, nominated supervisor, students, volunteers, visitors and management of the Service.

IMPLEMENTATION

Our Service is committed to providing an environment that promotes safety and enhances children's learning and development. We believe that children's safety, rights, and best interests are the paramount consideration for all Service operations, decisions and functions.

THE APPROVED PROVIDER, MANAGEMENT, NOMINATED SUPERVISOR AND EDUCATORS' RESPONSIBILITIES INCLUDE THE FOLLOWING.

ENSURE THE PHYSICAL ENVIRONMENT IS DESIGNED TO:

- maximise children's engagement and positive experiences
- provide space where children can experience quality care in a safe and healthy environment
- meet licensing requirements for buildings, space requirements, fencing, light, ventilation, firefighting equipment, emergency evacuation exits and safety glass for Education and Care Services National Regulations, the Building Code of Australia (BCA), NSW of Planning and Environment, local councils and regulatory authorities
- ensure fencing is of a height and design that children preschool age or under cannot go through, over or under the fence
- ensure the design feature of the fence does not create entrapment or snag hazards such as loop-top railings
- provide adequate storage to meet the needs and requirements of the Service
- provide sufficient and accessible handwashing, toileting, eating and sleeping facilities
- ensure toileting and hand-washing facilities are accessible from both the indoor and outdoor environments
- ensure adequate and appropriate hygienic facilities for nappy changing are provided, which are soundly constructed ensuring children's safety (Reg. 112)

- provide appropriate areas for food preparation
- provide a separate indoor space for children who are under two years of age
- provide an area for managerial purposes, consultation with children's parents and for private conversations to occur (Reg. 111)
- incorporate natural and artificial lighting, appropriate ventilation, heating, cooling and fresh air into the building/premises (Reg. 110)
- facilitate adequate supervision of children at all times, including toilets and nappy change facilities, ensuring child safe practices whereby enclosed or hidden spaces (e.g. forts, cubbies or temporary structures) are discouraged
- prevent educators or other adults being alone with a child, including maintaining clear lines of sight at all times
- prohibit the placement of posters, coverings or materials on windows, doors or viewing panels that obstruct visibility into learning spaces
- ensure safety and minimal disruption for children whilst playing
- ensure immediate communication is available at all times to and from parents/families and emergency services (Reg. 98)
- provide different types of play to occur both in the indoor and outdoor areas (e.g., quiet play areas and loud play areas)
- provide adequate shade for children in accordance with the recommendations of relevant authorities
- provide shade in the form of trees or physical shade structures
- provide a natural environment for children to explore and experience which may include plants, trees, gardens, rock, mud and/or water
- ensure all required fencing is compliant with current regulations and is maintained to ensure it is in good condition (including self-closing gates with safety locking mechanisms and boundary fencing)
- provide a variety of indoor and outdoor experiences, catering for children's interests and abilities
- provide a developmentally appropriate environment where children can explore, solve problems, create, construct and engage in critical thinking
- provide an environment that permits children to participate in activities independently or in small groups, and access resources autonomously
- ensure safety of children at all times. Non-fixed play equipment in the Service grounds must comply with maximum free height of fall under AS-4685:2021
- impact area surrounding play equipment must comply with AS/NZS 4422- playground surfacing requirements
- children on play equipment must be supervised at all times by an educator

- non-fixed play equipment over 600mm must have soft fall material surrounding the fall zone
- power points not in use have safety caps, all double adaptors and power-boards are out of reach of children, and all electrical cords are secured and not dangling.

CHOOSE APPROPRIATE RESOURCES AND EQUIPMENT:

- appropriately sized furniture and equipment will be provided in both the indoor and outdoor environment for the age ranges represented in the Service
- children will be supported to access appropriate furniture, resources, materials, toys and equipment that encourage appropriate challenges and risk taking in accordance with their individual developmental level
- resources will be adequate in number for the number of children attending our Service and be developmentally appropriate
- specific equipment requirements of children with additional needs will be catered for to ensure an inclusive environment
- resources and equipment will be chosen to reflect the cultural diversity of the Service's community and the cultural diversity of contemporary Australia, including the incorporation of the Aboriginal and Torres Strait Islander community
- large purchases of equipment will be the responsibility of the approved provider
- the nominated supervisor is responsible for consumables and the daily running purchases of the Service
- educators will provide ideas for equipment and materials purchase based on the needs and interests of children in their particular room
- educators will complete a log for the nominated supervisor of equipment that needs maintenance on a prioritised basis (see *Equipment and Maintenance Record*)
- children's ideas and suggestions in planning the indoor and outdoor environments will be facilitated
- children will be encouraged to make decisions about the use of equipment and resources
- the Service will actively seek the input of parents/guardians regarding current interests of their children so as to purchase appropriate toys and equipment
- climbing equipment will be installed according to manufacturers' recommendations and compliant with Australian Safety Standards. For example, incorporating soft fall materials wherever climbing equipment is set up.
- incorporate commercial, natural, recycled, homemade, and real resources that can be used in a variety of ways to encourage children's learning and creativity

- all equipment and resources including cots, highchairs, car seats, booster seats, etc. meet relevant Australian Standards and educators are trained in correct maintenance and assembly
- families are provided with the latest safety information on items such as cots, highchairs, car seats etc.
- educators discuss the safety characteristics of using toys and equipment with children
- educators will participate in on-going professional development in order to enhance children's learning and ensuring a safe and educational environment
- a maintenance log and register of toys and equipment is maintained by educators and the nominated supervisor.

LAUNDERING OF SOILED ITEMS:

- laundry and hygienic facilities are located and maintained in a way that do not pose a risk to children
- adequate storage is provided
- soiled clothing will be returned to a child's home for laundering
- educators will remove soiled content and place into a plastic bag. Items will be stored securely in a sealed container or double-bagged before being placed in the child's bag.

REARRANGING, ADDING OR REMOVING FURNITURE:

- maintain a record of any changes that are made to the physical environment of the Service is maintained, such as rearranging of rooms, to show continuous improvement [see: *Record of Service Modifications*]
- links between the arrangements and choice of resources and equipment, and the children's learning in the program will be documented
- set up and pack down of equipment will be conducted safely, minimising risk to children in accordance with WH&S requirements.

SLEEP/REST ENVIRONMENT:

- educators and staff will strictly adhere to the *Sleep and Rest Policy* and procedures
- all cots must meet the mandatory Australian Standard for Cots- (AS/NZS 2172)
- mattresses should be in good condition - clean, firm and flat and fit the cot base with no more than 20mm gap between the mattress sides and ends
- cots and beds will be positioned to encourage a calm and relaxing environment
- there will be a minimum space of 300mm between each cot to reduce the possibility of cross infection

- cots and beds will be regularly checked to ensure all bolts and fittings are secure and safe
- bassinets will not be used or stored at the Service (Reg. 84D)
- beds will be located in an area that is easy to access for all educators and other staff
- beds will be stored in a dry area
- educators will ensure to use correct manual handling techniques when moving the beds
- beds should not be placed on high shelves or in unstable or difficult to reach stacks
- light bedding will be used for cots and beds
- checks will be made to identify any hazards to ensure a safe environment
- hanging cords, strings from blinds, curtains or electrical devices will be away from cots and mattresses
- ensure soft toys and comforters will not be placed in sleep space with infants.

ONGOING MAINTENANCE:

- the Service will continuously reflect on its environment and put in place a plan to ensure that the environment reflects our ideology of providing an environment that is safe, stimulating, and engaging for all who interact within it
- frequent risk assessments of the indoor and outdoor environment will be conducted in order to minimise risk and hazards
- educators will complete an *Outdoor Environment and Playground Safety Audit* at least every six (6) months
- the nominated supervisor will document required maintenance in a maintenance plan/log for the Service as required. Repairs and maintenance will be conducted throughout the year according to priority including hazard removal, safety precautions and any relevant policies.
- the approved provider/nominated supervisor is responsible for engaging an external expert to complete a building safety checklist of the Service and its grounds bi-annually and ensure any work deemed necessary is completed to Australian standards
- the approved provider/nominated supervisor will stay up to date with banned/recalled products and remove these immediately from the Service if required
- the Service will have regular pest inspections carried out by an accredited pest control company. Documentation of these inspections will be kept and any further recommended treatments as a result of the findings from the pest control check will be carried out in a timely manner
- stay up to date with banned/recalled products and remove these immediately from the Service if required.

GROUPING OF CHILDREN:

- our Service groups the children according to their age and/or developmental stage. Within that space, there are a variety of different learning areas and opportunities for play experiences.
- each age group has different legally required adult to child ratios, which are adhered to at all times in both the indoor and outdoor environment
- our indoor and outdoor environment provides opportunities for developmentally appropriate planned experiences, intentional teaching, and spontaneous play throughout the day.

DAILY SAFETY CHECKS

A daily inspection of the premises will be undertaken before children begin to arrive. The *Opening/Closing Checklist and Outdoor Cleaning and Safety Checklist* will be used as the procedure to conduct these safety checks. A record of these will be kept by the Service. The approved provider and nominated supervisor will make the appropriate arrangements to have any identified repairs carried out as soon as possible. [See resources section of policy].

This inspection will include the:

- Service perimeters
- fences/fence line
- gates
- paths
- buildings
- all rooms accessible by children
- fixed equipment
- sand pit
- mud pit

This must be completed in order to identify any dangerous objects in the grounds ranging from sharps to poisonous or dangerous plants (including mushrooms) and animals. In the event of a sharp object being found (for example, a syringe) educators will wear gloves and use tongs to pick up the object and place it in the 'sharp object box'. This box will be disposed of as per the recommendations of our local council. Similarly, trees in the grounds must be checked regularly for overhanging, dead, or dangerous looking branches as well as checked for any infestations.

The approved provider must ensure all fences and barriers that enclose outdoor spaces used by children are of a height and design that children cannot go through, over or under. (Reg. 104).

CLEANING OF BUILDINGS, PREMISES, FURNITURE AND EQUIPMENT

GENERAL CLEANING

- the Service will use structured cleaning schedules to ensure that all cleaning is carried out regularly and thoroughly
- educators will clean the Service at the end of each day and throughout the day as needed
- accidents and spills will be cleaned up as quickly as possible to ensure that the Service always maintains a high level of cleanliness and hygiene
- educators and staff will adhere to our *Health and Safety Policy*.

WHEN PURCHASING, STORING AND/OR USING ANY DANGEROUS CHEMICALS, SUBSTANCES, MEDICINES OR EQUIPMENT, OUR SERVICE WILL:

- ensure all procedures are followed to maintain a safe environment
- adhere to the Service's *Safe Storage of Hazardous Chemicals Policy*
- adhere at all times to manufacturer's advice and instructions when using products to clean furniture and equipment at the service
- keep a register of all hazardous chemicals, substances and equipment used at the Service. Information recorded should include where they are stored, their use, any risks, and first aid instructions and the current SDS. The register will be readily accessible.

CHILDREN'S BATHROOM

- clear supervision is provided to children when in use (having regard to the need to maintain the rights and dignity of children)
- educators and other staff will encourage children to follow appropriate hygiene practices- hand washing, toileting
- bathrooms will be cleaned at least twice a day and at other times as required (see bathroom and nappy change Cleaning Checklist)
- bathroom floors will be mopped at least daily
- signage is to be used after mopping to ensure that children, educators and other staff and families are aware that the floor is wet
- educators are to ensure they follow the bathroom and toilet cleaning procedure
- educators will complete the *Bathroom Safety Audit* [every 6 months]

MAINTENANCE OF FIRE EQUIPMENT

- all fire equipment at our Service will be maintained as per the legal standards

- external agencies will be employed to assist the service with this maintenance (if no currently employed staff or educators are qualified to complete the maintenance checks)
- ensure smoke detectors are regularly tested and batteries replaced annually.

SUN PROTECTION

- educators and staff at the Service will adhere to our *Sun Safety Policy* and procedures at all times
- a combination of sun protection measures will be implemented whenever UV Index levels reach 3 and above
- educators will continue to check the UV rating prior to going outdoors and as the heat increases throughout the day (see *Sun Safety Policy* for further information)
- temperature of outdoor equipment and surfaces will be monitored during the day to ensure the area and equipment is safe for children to play (see: *Daily Playground Surface Temperature Check*).

WATER SAFETY

Regulations state that services in [New South Wales] are not permitted to have pools unless they existed on the premises before 6 November 1996. However, to stop accidents and illnesses relating to swimming pools, wading pools, water troughs and other water situations our Service will:

- remove any items or objects that could be used to climb into the fenced area of a pool, trough, or water storage unit e.g., chairs, bins, bikes, and any shrubs or overhanging trees
- make sure no child swims or plays in any water without:
 - risk assessments being completed and approved by the approved provider
 - written authorisation from a parent/guardian to learn water safety and swimming
 - appropriate educator/child ratios in place
 - having sufficient numbers of educators present who have first aid or recognised water safety and rescue procedures
- ensure that at all times children are near water, they are closely supervised. A child will never be left unattended near any water.
- staff will ensure that all water containers are made inaccessible to children and make sure children's play areas are safely fenced off from water hazards such as rivers, dams, creeks, lakes, irrigation channels, wells etc.
- ensure all wading pools/water troughs etc. will be immediately emptied after every use: storage will prevent the collection of water e.g., upright/inverted. The grounds will also be checked after rain or watering and water that has collected in holes or containers will be emptied/removed
- ensure wading/water troughs are hygienically cleaned, disinfected, appropriately:

- on a daily basis remove leaves and debris, hose away surface dirt and scrub inside with disinfectant
- wash away disinfectant before filling trough.

SERVICE CLOSURE

- two educators must close the Service each night
- both educators are to check the entire premises to ensure that all children and families have departed by checking sign in and out sheets for all rooms AND physically checking all rooms and areas
- educators are to follow Service-closing procedures each night (see: *Opening/Closing Checklist*)
- In the case where a parent has omitted to sign their child out, and the educators did not witness the child leave the service, the educators must take every step to get in contact with the parent to ensure the child has safely left the Service
- if unable to contact the family, the educators are to contact other educators present on that day for confirmation that the child has been collected. The nominated supervisor is to then be notified before leaving the Service
- individuals visiting our Service must also sign in when they arrive at the Service, and sign out when they leave (see: Visitor sign in/sign out record)
- details of absences during the day must also be recorded.

CONTINUOUS IMPROVEMENT/REFLECTION

The *Physical Environment Policy* will be evaluated and reviewed on an annual basis or earlier if there are changes to legislation, ACECQA guidance or any incident related to our policy. Feedback will be requested from children, families, staff, educators and management, and notification of any change to policies will be made to families within 14 days.

- RELATED RESOURCES

Blank Risk Assessment Action Plan	Outdoor Cleaning and Safety Checklist
Celebrations - Risk Assessment Action Plan	Outdoor Environment and Playground Audit
Daily Playground Surface Temperature Check	Physical Environment Audit
Equipment and Maintenance Record	Physical Environment and Parent Journey Audit
Equipment and Resource Audit Guide and Record	Physical Environment and Parent Journey Procedure
Hazardous Substances and Chemicals Register	Record of Service Modifications
Modifications to the Outdoor or Indoor Area - Risk Assessment Action Plan	Risk Assessment Guide and Procedure
	Sand Pit Management Procedure

Mud Pit Management Procedure Open and Closing Checklist	Space Item Structure Risk Assessment Action Plan

SOURCES

Australian Children's Education & Care Quality Authority. (2026). [Guide to the National Quality Framework](#)
[Cancer Council NSW](#)

Cancer Council Australia. [Be SunSmart](#)

[Education and Care Services National Law Act 2010](#).

[Education and Care Services National Regulations](#). (Amended 2025)

[KidSafe Australia](#)

KidSafe (2021). [Water Safety](#)

National Health and Medical Research Council. (2024). *Staying Healthy: preventing infectious diseases in early childhood education and care services* (6th Ed.). NHMRC. Canberra.

NSW Government *Kids and Traffic Early Childhood Road Safety Education Program*

Red nose Safe environment Ensuring Safe Sleep: [Best practices for supervising sleeping and resting children in Early Childhood Education](#)

REVIEW

POLICY REVIEWED BY	Tracy Gill	Nominated Supervisor	04/02/2026
POLICY REVIEWED	FEBRUARY 2026	NEXT REVIEW DATE	FEBRUARY 2027
VERSION NUMBER	V2		
MODIFICATIONS	- annual policy maintenance - minor edits within policy to improve child safety - sources checked for currency and updated as required		
POLICY REVIEWED	PREVIOUS MODIFICATIONS		NEXT REVIEW DATE

PHYSICAL ENVIRONMENT AND PARENT JOURNEY AUDIT PROCEDURE

Busy-ness! It's a biproduct of the current cycle and circumstances of delivering early years education. Unfortunately, we can't be everywhere at once and as a result things 'slip through the cracks'. When this happens another biproduct emerges. It's called 'car park conversation'. If your Service looked, felt or smelt different today you can bet a few parents made a passing comment or two in the carpark. If positive, it was a few...if it was negative...a full and complete conversation took place. It's for this reason we like to suggest you regularly complete a *Parent Journey Audit*.

Working in conjunction with the *Physical Environment Policy*, this procedure provides steps for management to gain feedback from families regarding the physical environment of the service.

Education and Care Services National Standards NQS QA 3 and 6: Element 3.1, 3.2, 3.3 and 6.1.2 Physical Environment and Collaboration with Families and Communities practices and procedures.

Related Policy: Physical Environment Policy

STEP ONE - PREPARATION		
1	The Approved Provider, Nominated Supervisor and educators will review the Service's <i>Physical Environment Policy</i> every 12 months	
2	Schedule the Physical Environment and Parent Journey Audit every 6 months	
3	To prepare for the audit ask 2-3 parents in advance to set time aside, about 30 mins to complete to audit	

STEP TWO - COMPLETING THE AUDIT FORM		
1	Advise the parents of the Audit format and procedure	
2	As the audit document indicates, ask the parent to start approximately 50m away from the building and work their way through each stage. It's worth reminding them that the intention is not to look too deeply. First impressions and issues that resonate instantly are the key to a successful audit of this type.	
3	<u>The Journey</u> : all items in this column simulate a typical visit to the facility from the point of approach, walk to the entry and a stroll through each area.	
4	<u>Rating 1</u> - Needs attention as soon as possible: in most cases this would apply to something which impacts on health, safety or hygiene. In reality an issue rated in this category should have already been found by staff and acted upon	

5	<u>Rating 2</u> – Improvement required: if there are any unsatisfactory items, this is where it will most likely be recorded. Examples can be cluttered floors, lack of resources, unpleasant odours, confusing presentations etc. Issues rated in this category should be submitted to your Quality Improvement Plan process.	
6	<u>Rating 3</u> – Meeting standards and expectations: being rated in this category represents an acceptable level. The ‘auditor’ (parent) is comfortable with the standard	
7	<u>Rating 4</u> – Exceeding expectations: being rated into category 4 is the goal. It shows that you are providing a high-quality service in the eyes of the parent completing the audit.	
8	Notes / Actions: parents should be encouraged to make brief suggestions in this space	

STEP THREE – REVIEW

1	Once the Audit has been completed ask the parent to date and initial where indicated. Thank them for their participation.	
2	Take steps to immediately fix any items rated as a ‘1’. It’s important to follow up any areas of concern immediately. It can work against you if a recognised issue remains untouched. In contrast it can work for you if a swift remedy is applied.	
3	Confirm other actions required and schedule completion. Record on the Action Plan	
1	Core issues or those requiring a longer-term solution, submit to the continuous improvement process (Q.I.P.)	
2	Question whether or not a related policy or procedure should be reviewed based on an issue raised. If a policy is to be reviewed use a <i>Policy Evaluation Worksheet</i> (~~Organic Policy Cycle~~)	
3	Acknowledge any items that receive a ‘4’ rating with the team ~~—more 4’s = more referrals~~	
4	Consider meeting with the parent/auditor to review the completed audit and directly address any identified issues	
5	File the completed audit in your Audit folder – it becomes part of your compliance trail	

REVIEW OF PROCEDURE

Date procedure created	13/01/2026	To be reviewed	13/01/2026
Approved by	Tracy Gill	Position	Nominated Supervisor
Procedure Reviewed Date	Modifications/Changes		

RISK ASSESSMENT GUIDE AND PROCEDURE

Maintaining children's health, safety and wellbeing is pivotal in the early childhood setting. The Education and Care Services National Law and Regulations require Services to conduct risk assessments to identify, assess and minimise the risk of harm to children, staff and visitors of the Service. Policies and procedures are required to be prepared and reviewed to *ensure that every reasonable precaution is taken to protect children from harm and from any hazard likely to cause injury* (S.167).

When working in children's services the health, safety, and wellbeing of each child is paramount and while the majority of childcare facilities have much in common in the area of 'risk' there will be some attributes and influences unique to each. Risk assessments should involve nominated supervisors, educators and anyone who has a duty of care for those in the Service.

This document is a tool to assist you to:

- identify hazards or potential hazards in the Service environment
- assess the risk of harm or potential harm by considering the likelihood and consequences of possible situations
- determine if modifications are required to minimise or eliminate any risks by implementing control measures
- develop a risk assessment action plan
- record any risk assessment for the Service on the *Risk Assessment Register*
- check the *Risk Assessment Register* monthly to evaluate and review risk assessments on a regular and systematic basis.

Since an emergency can rarely be foreseen, it is imperative that the Service has well-rehearsed procedures and policies to cater for any likely incident. To meet regulatory requirements, emergency and evacuation procedures should be practiced every 3 months with educators, children, families, and any other visitor to the Service and ensure these rehearsals are documented [Reg. 97(3)(b)].

Rehearsals for other potential incidents or situations help identify and mitigate possible risks to children and may include incidents such as: a dangerous animal entering the Service, an emergency anaphylaxis incident, an injury/accident of an educator or an outbreak of a potentially dangerous disease (COVID-19).

GUIDELINES

These guidelines aim to assist the Service effectively manage risks and provide basic direction for risk management in early education and care services. They outline the broad steps involved which can be applied to various emergency situations or potential hazards relevant the individual Service's needs. It is important to comprehend the diverse emergency events that may more likely happen in particular geographical areas than others. The list below will help identify risks specific to your Service. However, there may be other risks not covered within this document that will need to address with an appropriate policy and procedure.

- natural disaster
- fire
- flood
- severe storm (cyclone, dust storm, hail, blizzard, or ice)
- accident or injury to child or staff member
- road accident
- gas leak
- bomb threat
- act of terrorism/ hostage situation
- chemical or hazardous leaks and spills
- loss of power or water
- violent or potentially violent individual
- snake or other potentially dangerous animal
- outbreak of potentially dangerous disease or illness
- death of a child or adult

INTRODUCTION

The main consideration for risk management is the protection of children and staff within the Service. Managing risk involves identifying and assessing potential hazards and developing a **Risk Assessment Action Plan** implementing actions and control measures to manage identified risks. The *Risk Assessment Register* enables you to see when each risk assessment is due for review, with continual monitoring, evaluation and review of risk assessments the Service will be able to effectively manage risks.

Whilst emergencies can never be totally prevented, it is important to be aware of past situations, both within the Service, and in the local area. If you are unsure of possible potential hazards, a Google search can help. Simply search for the event and the suburb to locate relevant information. For example, a

search for '*Bushfire Denmark Western Australia*', will provide recent Emergency Bushfire warnings and Department of Fire and Emergency Services information.

Risk assessments must be reviewed at least annually or as soon as practicable after becoming aware of any circumstance that may affect the safe evacuation of children. All risk assessments will be regularly assessed and evaluated to facilitate continuous improvement in our Service.

If a risk concerning the safe evacuation of a child is identified during the risk assessment, the approved provider must update relevant policies, for example the *Emergency and Evacuation Policy*, and procedure as soon as possible. The risk assessment is to be stored safely and securely and kept for a period of 3 years.

REQUIRED RISK ASSESSMENTS

In accordance with the Education and Care Services National Law and Regulations, Services are required to conduct comprehensive risk assessments across various operational areas. These assessments are crucial for ensuring the safety and well-being of children under their care. Regulations where risk assessments are required include:

- Regulation 84C - *Sleep and Rest*
- Regulation 90 - *Medical Risk Minimisation (Medical Conditions)*
- Regulation 97 - *Potential Emergencies*
- Regulation 100, 101 - *Excursions*
- Regulation 102AAC - *Safe Arrival of Children*
- Regulation 102B, 102C – *Transport*
- Regulation 116 – *Assessment of Family Day Care residence and venue (FDC Services)*

OPTIONAL RISK ASSESSMENT TEMPLATES

Childcare Centre Desktop offer the following optional risk assessment templates.

- QA2 - Blank Risk Assessment Action Plan
- QA2 - Celebrations - Risk Assessment Action Plan
- QA2 - Child Protection Educational Program Risk Assessment
- QA2 - Child Safe Environment Risk Assessment
- QA2 - Digital Technologies Risk Assessment Action Plan
- QA2 - Incursion Risk Assessment Management Plan
- QA2 - Interruptions to Care Risk Assessment Action Plan

- QA2 - Modifications to the Outdoor or Indoor Area Risk Assessment Action Plan
- QA2 - Multi-Storey Building Emergency Evacuation Risk Assessment
- QA2 - Snake Threat Risk Assessment Action Plan
- QA2 - Space Item Structure Risk Assessment Action Plan
- QA2 - Supervision Risk Assessment
- QA2 – Water Safety Risk Assessment
- QA3 - Pets Animals Risk Assessment Action Plan
- QA4 - Bullying, Discrimination, Harassment and Sexual Harassment Risk Assessment

RISK ASSESMENT STEPS

STEP 1	Identify the hazard or potential hazard. Use <i>Guiding Questions</i> to be aware of potential risks.
STEP 2	Assessing the risk of harm or potential harm. <i>Likelihood and Consequences</i> .
STEP 3	Risk Rating Matrix
STEP 4	Risk Assessment Action Plan
STEP 5	Evaluate and Review

STEP 1: GUIDING QUESTIONS - Identify the hazard or potential hazard		
1	Each question on the Guiding Questions aims to assist in determining the severity of the consequences of any unplanned event	
2	Identify potential threats or developing risks associated to the Service by reflecting on the guiding questions. Answer 'Yes' or 'No' to each question. For any question answered 'no', consider if any adjustment or modification can be implemented to minimise or eliminate the risk.	
3	Identify potential events or activities which may be unique to the Service or local geographical area and as a team develop other guiding questions	
4	There may be many questions in Step 1 that will not relate to the identified risk but continue to work through each one. These are prompts to determine: policy adjustments, procedures, purchases and education so the team have the ability to take quick and effective action if and when required.	
IMPORTANT: <i>Answers form critical content for your RISK ASSESSMENT ACTION PLAN</i>		

STEP 2: ASSESSING THE LIKELIHOOD AND CONSEQUENCES

1	Consider the Service's physical attributes and preparedness (policies and procedures) that may also affect the outcome of any given situation. When assessing risks, it is imperative to think about all possible consequences of a single situation or event.	
2	Consider the likelihood that the potential hazard will occur at the Service. Use the <i>Assessing the Likelihood</i> table below to identify the likelihood for each activity or event.	
3	Consider and evaluate the consequences should this event/emergency/situation happen. Use the <i>Assessing the Consequences</i> table below to identify the consequence for each activity or event.	
IMPORTANT: <i>Do not attempt to assess multiple events or activities at the same time. Open a new risk assessment action plan for each event or activity.</i>		

ASSESSING THE LIKELIHOOD

ALMOST CERTAIN	Has occurred on an annual basis (or more frequently) in the past
LIKELY	Has occurred in the past few years
POSSIBLE	May occur at some stage (has occurred at least once in the history of the Service)
UNLIKELY	Has never occurred within the Service but has been known to infrequently occur in similar early education and care services in the local geographic area
PRACTICALLY IMPOSSIBLE	It is not known to have occurred in any similar early education and care service within the local geographic area

ASSESSING THE CONSEQUENCES

CRITICAL	Extreme risk. Death or permanent disability or multiple serious injuries. Loss of or catastrophic damage to premises. Risk needs careful planning and consideration required before going ahead-consultation and guidance required-policies/procedures/external professionals.
MAJOR	High risk. Complete a risk assessment and consider if risk is worth accepting. Serious long-term injury or illness could occur. Major damage to premises.
MODERATE	Medium risk. Deal with the hazard as soon as possible. Complete risk assessment to implement control measures to manage and reduce risk. Medical attention may be required. Damage to premises may occur.

MINOR	Low risk. Deal with the hazard when able-implement effective control measures to reduce risk. First aid may be required. Minor damage to premises. Unlikely to cause long-term problems.
INSIGNIFICANT	Very low risk. Deal with the hazard when able. No first aid required. No interruption to general operations. Damage to premises unlikely.

STEP 3: RISK RATING MATRIX

1	Reflecting on the guiding questions, the following table shows the risk rating when combining the likelihood of an event happening with the potential consequences	
2	Remember that the consequences may be altered due to answers given above. However, these can be reviewed and amended if changes are consequently made to the premises or the Service procedures that will minimise or eliminate a particular risk.	
IMPORTANT: <i>A final risk rating can be selected once you have considered the likelihood and consequences of a potential event.</i>		

RISK RATING MATRIX

LIKELIHOOD	CONSEQUENCE LEVEL					
		Critical	Major	Moderate	Minor	Insignificant
	Almost Certain	Extreme	Extreme	Extreme	High	Medium
	Likely	Extreme	Extreme	High	Medium	Medium
	Possible	Extreme	High	Medium	Medium	Low
	Unlikely	High	Medium	Medium	Low	Very Low
	Practically Impossible	Medium	Medium	Low	Very Low	Very Low

STEP 4: RISK ASSESSMENT ACTION PLAN

1	Using the <i>Risk Assessment Action Plan</i> template, record the potential risks for the event or activity. Use the table to prioritise policies and procedures that may need updating or reviewing. For example, if procedures are not currently in place for an item with a risk rating of 'Extreme', this would be a matter requiring urgent attention. At the other end of the scale, you may not need a policy or procedure for an item with a risk rating of 'Very Low', unless required by Regulations.	
2	Identify any potential emergency events or activities that may occur within the local area that may be a risk to the safety, health or wellbeing of children, staff or visitors	
3	Determine appropriate elimination or control measures to minimise risk of harm	
4	Consider if the level of risk is acceptable. If the level of risk is not acceptable, additional control measures or elimination will need to be identified and implemented. These may include the following options: - sharing the risk (outsourcing, professional assistance) - terminate (cease the activity) - accept (accept the level of risk with appropriate authorisation) - reduce (reduce the risk level by applying additional control measures until the risk is acceptable. Consultation with relevant authorities may assist- e.g., Rural Fire Service, SES/local government)	
5	Identify responsibilities and provide date of when this must be completed	

STEP 5: EVALUATE AND REVIEW

1	Record all risk assessments on the <i>Risk Assessment Register</i> to be able to view and monitor the Services risk assessments and be able to see clearly which risk assessments are nearly due for review	
2	A Risk Assessment must be monitored and evaluated to determine how well it has eliminated or managed the identified hazard. Alternative control measures may be required to achieve the best outcome.	
3	The Risk Assessment should be reviewed <i>at least</i> annually or following a local emergency event or circumstance that may affect the safe evacuation of children, such as severe storm or bushfire	
4	A regular and ongoing review of Risk Assessments will ensure eliminations or control measures are appropriate and up to date. This ensures that the risks or potential harm can be managed as low risk.	
5	The risk assessment is to be stored safely and securely and kept for a period of 3 years	

IMPORTANT:

This *Risk Assessment Guide*, *Risk Assessment Action Plan* and *Risk Assessment Register* are abridged versions and ultimately designed to help the Service begin the risk management process. Once these steps are completed,

apply the mindset of 'continuous improvement' and consistently work toward the most efficient and effective procedures possible to assess and manage risks within the Service environment.

REVIEW OF PROCEDURE			
Date procedure created	13.01.2026	To be reviewed	13.01.2027
Approved by	Tracy Gill	Position	Nominated Supervisor
Procedure Reviewed Date	Modifications/Changes		
January 2025	Procedure reviewed: Moved to quality area 3. New risk assessment, Water Safety Risk Assessment added to optional risk assessments.		

SAND PIT MANAGEMENT PROCEDURE

Sandpits are a great way to enhance children's holistic development providing opportunities for children to meet other children and engage in sensory, symbolic and physical play. They are also a potential foundation of infection and need to be well maintained and kept hygienic.

There are no specific laws or Australian Standards relating to the construction or maintenance of sandpits however, to ensure best practice and maintaining a child safe environment our service will follow a management procedure and complete relevant risk assessments. Our Service follows recommendations as outlined within Staying Healthy 6th Edition.

Working in conjunction with the *Physical Environment Policy*, this procedure ensures the sandpit is a safe and hygienic place for the children to explore.

Education and Care Services National Law or Regulations (*R. 84, 103, 105, 108, 113, 114, 115, 158, 160*) NQS QA 2: *Element 2.1.1, 2.2.1, 2.2.2 and 2.1.3 Health practices and procedures*

Related Policy: *Physical Environment Policy*

SAND PIT MANAGEMENT GUIDELINES					
The approved provider/nominated supervisor will ensure the sandpit is:					
1	of an appropriate size, which depends on the number of children using the service. Kidsafe (2017) recommends the general guidelines:				
		Number of Children	Size of Sandpit		
		20	15 square metres		
		40	30 square metres		
		60	40 square metres		
2	constructed with edges that are not sharp or dangerous to children (use timber logs or paved areas)				
3	kept at a safe depth of a minimum 500mm and top up at least annually, ensuring the level of the sand remains within 10cm of the sandpits edge				
4	adequately shaded with deciduous trees or a shade structure				
5	filled with appropriate sand that meets health and safety requirements such as washed beach or river sand which is recommended (Please note that builder or brick sand is not recommended)				
The nominated supervisor and educators will ensure the sandpit is:					

6	well drained, keeping it as dry as possible	
7	covered with a tightfitting animal and vermin proof cover when not in use to prevent contamination from animal faeces and protect children from sharp or dangerous objects (for example, a shade cloth can be used)	
8	checked daily for faeces, rubbish, needles and sharp objects which will be removed and disposed of appropriately	
9	raked at regular intervals each day to remove any dangerous or foreign matter	
10	exposed to sunshine and fresh air to help kill harmful germs	
11	thoroughly turned over each month to prevent moisture buildup and increase exposure to sunlight	
12	free from toys at the end of each day	
13	used hygienically by having children and educators wash their hands after use	

SAND PIT CLEANING

In the event of the sand being contaminated by animal or human faeces, blood or body fluid, for example a child going to the toilet in the sand, the sandpit must be evacuated and cleaned immediately. Educators will:

1	wear disposable gloves, remove the object with a shovel and dispose within a sealed plastic bag	
2	remove a section of sand around the area of contamination and place into a sealed plastic bag, dispose of plastic bag	
3	rake the sandpit and allow to dry in the sun	
4	wash hands thoroughly after using the sandpit	
5	remove and replace all sand if the contamination is large	

RISK ASSESSMENT

Consider the following when completing a risk assessment for the sandpit area

1	Choking- ensure any object used in the sandpit is not a choking hazard. Small pieces of plastic may become detached from toys and be dangerous when placed in the mouth	
2	Infection- Bacteria from animals for example, cats and bandicoots can be a source of infection and are dangerous to children and adults.	
3	Sun safety- ensuring the sandpit has adequate shade to prevent children from becoming sunburnt from dangerous UV rays	

4	Bites and stings- sand pits may attract insects to nest in the sand. Keeping the sandpit dry and free from grass or weeds may assist. (Cinnamon is a natural bug repellent. Vinegar and water in a spray bottle is helpful to repel ants)	
5	Bumps and scratches- ensure there are no sharp objects in the sand which may cut or injury a child. Check the surrounds of the sandpit for wood splinters, sharp corners, loose nails	

REVIEW OF PROCEDURE			
Date procedure created	26.11.2025	To be reviewed	November 2026
Approved by	Tracy Gill	Signature	
Procedure Reviewed Date	Modifications/Changes		

QUALITY AREA 4 POLICIES AND PROCEDURES

BULLYING, DISCRIMINATION AND HARASSMENT POLICY

Our Service is committed to creating a workplace with vision and meaningful direction, adhering to our code of conduct and practicing ethical behaviour to ensure a productive work environment free from bullying, discrimination, and/or harassment. Sexual harassment has no place in our Service.

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 4: STAFFING ARRANGEMENTS		
4.2	Professionalism	Management, educators and staff are collaborative, respectful and ethical.
4.2.1	Professional collaboration	Management, educators and staff work with mutual respect and collaboratively, and challenge and learn from each other, recognising each other's strengths and skills.
4.2.2	Professional standards	Professional standards guide practice, interactions and relationships.

EDUCATION AND CARE SERVICES NATIONAL REGULATIONS	
168	Education and care services must have policies and procedures

RELATED POLICIES

Code of Conduct Policy Cyber Safety Policy Dealing with Complaints Policy Family Communication Policy Health and Safety Policy Interactions with Children, Family and Staff Policy	Multi-Cultural Policy Privacy and Confidentiality Policy Respect for Children Policy Staffing Arrangements Policy Student, Volunteer and Visitor Policy Work Health and Safety Policy

PURPOSE

We are committed to providing a safe and equitable workplace for all staff and educators. Bullying, discrimination, and harassment will not be tolerated under any circumstances. As part of this commitment, we aim to prevent workplace bullying by adhering to the Early Childhood Code of Ethics, Fair Work requirements, and the Service statement of philosophy, ensuring a safe workplace and the wellbeing of all staff and educators employed at the Service. This policy has been developed to ensure all educators, staff, families and visitors to our Service are clear about the standards of behaviour that is expected.

SCOPE

This policy applies to families, staff, educators, management, approved provider, nominated supervisor, students, volunteers and visitors of the Service.

IMPLEMENTATION

Everyone has a right to work in a safe and respectful workplace and not face discrimination, be bullied or harassed at work. Workplace bullying occurs when a person or group of people repeatedly behave unreasonably towards a worker or a group of workers, creating a risk to health, safety, and wellbeing.

Bullying may involve any of the following types of behaviour:

- aggressive or intimidating conduct
- making belittling or humiliating comments
- spreading malicious rumours
- teasing, practical jokes or initiation of, or participation in 'initiation ceremonies'
- exclusion from work-related events
- unreasonable work expectations
- displaying offensive material, and/or
- pressure to behave in an inappropriate manner.

Bullying does not include management action carried out in a reasonable manner including:

- making decisions about poor performance
- taking disciplinary action
- directing and controlling the way work is to be carried out.

Discrimination occurs when someone is treated less favourably than others because of a particular characteristic (such as age, disability or gender) or belong to a particular group within the population (due to, for example, religion, culture, or sexual orientation).

Harassment involves unwelcome behaviour that intimidates, offends or humiliates a person because of particular characteristics as listed above.

Positive Duty requires organisation and business to take 'reasonable and proportionate measures' to eliminate, as far as possible: discrimination on the ground of sex; sexual harassment in connection with work; sexual harassment in connection with work; conduct creating a workplace environment that is hostile on the ground of sex; related acts of victimisation.

Psychosocial Hazards refer to aspects of work-related conditions or factors that could cause potential psychological or social harm to employees. Stress, fatigue, bullying, violence, aggression, harassment and burnout can be examples of potential psychosocial hazards, which can cause harm to employees physical and mental health, negatively impacting their overall wellbeing.

Sexual Harassment includes unwelcome sexual advance, unwelcome request for sexual favours and engaging in other unwelcome conducts of sexual nature. Our Service implements a zero-tolerance approach to sexual harassment.

There are a number of anti-discrimination, equal employment workplace relations, and human rights laws which make it illegal to discriminate or harass a person in the workplace. Australia's federal anti-discrimination laws are contained in the following legislation:

[Age Discrimination Act 2004](#)

[Disability Discrimination Act 1992](#)

[Racial Discrimination Act 1975](#)

[Sex Discrimination Act 1984](#)

[Fair Work Legislation Amendment \(Secure Jobs Better Pay\) Act 2022](#)

Our Service philosophy, Code of Conduct and the [Early Childhood Australia \(ACA\) Code of Ethics](#) will guide educator and staff behaviours and interactions and adhere to best practice by providing a vision and a purposeful and meaningful direction to ensure a safe working environment for all staff. Our Service will ensure that management, educators and staff are aware of the [Right to Disconnect](#) legislation within Fair Work Act 2009.. Management will respect the time educators and staff spend away from work including during periods of leave.

THE APPROVED PROVIDER/MANAGEMENT AND NOMINATED SUPERVISOR WILL ENSURE:

- that obligations under the *Education and Care Services National Law and National Regulations* are met
- educators, staff, students, visitors and volunteers have knowledge of and adhere to this policy and are advised on how and where the policy can be accessed
- a thorough induction process for new employees is conducted at the commencement of employment
- all staff have a comprehensive understanding of the Service's Code of Conduct, *Dealing with Complaints Policy* and the *Early Childhood Code of Ethics*
- the *Bullying, Discrimination and Harassment Policy*, and all related policies are reviewed annually

- all staff and educators are informed that inappropriate behaviour, including bullying, sexual harassment, discrimination and harassment will not be tolerated, and will be advised of potential consequences of this behaviour
- all staff and educators are aware of the Service's *Bullying, Discrimination and Harassment Policy* and procedure
- inappropriate behaviour is addressed in a timely manner
- a clear process is in place regarding raising complaints and grievances related to bullying, discrimination and harassment
- complaints or grievances are treated seriously and immediate action is taken in a timely manner
- all staff and educators are aware of appropriate interactions through professional development and training
- staff and educators are aware of their job roles and responsibilities which will be clarified through job descriptions, team meetings, performance appraisals and clear management expectations
- all staff and educators are encouraged to embrace the uniqueness and diversity of their colleagues
- constructive feedback is provided to staff and educators
- communication practices are reviewed frequently to ensure best practice
- they restrict contact to staff or educators outside of working hours, unless the contact is deemed reasonable
- all staff and educators are treated equally and fairly
- meetings are documented accurately and appropriately
- an understanding and compliance with discrimination law is communicated with all employees
- the Service implements a zero-tolerance approach towards racism
- that proactive measures are taken to identify and manage psychological and psychosocial hazards and risks within the work environment through risk assessments in line with WH&S legislation.

EDUCATORS WILL:

- be involved in decision making with a clear understanding of their roles and responsibilities, outlined in each individual position description
- embrace the uniqueness and diversity of their colleagues
- respect the skills, strengths and opinions of all educators in order to create team cohesion based on professionalism
- comply with all discrimination laws
- be responsible for their own actions in the workplace
- raise matters of concern to management at an early stage

- discuss any contact outside of working hours that they consider as unreasonable or disruptive with management
- report any incidents or bullying, discrimination or harassment, including sexual harassment they have experienced or witnessed
- provide management with specific information regarding the perceived bullying, discrimination, and/or harassment, and be prepared to have the complaint made known to the person to allow for fair management and rectification
- maintain confidentiality and not discuss or release information relating to bullying, discrimination, or harassment allegations
- follow the Service's *Bullying, Discrimination and Harassment Procedure*
- evaluate the effectiveness of strategies implemented to discourage and eradicate bullying, discrimination, and/or harassment
- ensure compliance with a zero tolerance of racism within the Service
- assist in identifying and reducing psychological and psychosocial hazards and risks within the work environment.

RESOURCES

Australian Human Rights Commission	Guidelines for Complying with the Positive Duty under the Sex Discrimination Act 1984 (cth)
Fair Work	Bullying in the Workplace
Respect@Work	https://www.respectatwork.gov.au/
Safe Work Australia	Preventing workplace sexual harassment

CONTINUOUS IMPROVEMENT/REFLECTION

Our *Bullying, Discrimination and Harassment Policy* will be reviewed on an annual basis in consultation with children, families, staff, educators and management.

CHILDCARE CENTRE DESKTOP- RELATED RESOURCES

Bullying, Discrimination and Harassment Procedure Bullying Discrimination Harassment and Sexual Harassment Risk Assessment	Code of Conduct Staff Acknowledgement

SOURCES

Anti-Discrimination Act: See <https://raisingchildren.net.au/disability/disability-rights-the-law/law/anti-discrimination-laws> for Acts for specific Australian states and territories.

Australasian Legal information institute: www.austlii.edu.au

Australian Children's Education & Care Quality Authority. (2025). *Guide to the National Quality Framework*

Australian Human Rights Commission. (2019). Reform of discrimination law: <https://www.humanrights.gov.au/>

Australian Human Rights Commission. (2023). [Sex Discrimination](#)

Early Childhood Australia Code of Ethics. (2016).

Education and Care Services National Law Act 2010. (Amended 2023).

[Education and Care Services National Regulations](#). (Amended 2023).

Fair Work Act 2009 (Cth).

Fair Work Ombudsman. (2019). Bullying & Harassment: <https://www.fairwork.gov.au/employee-entitlements/bullying-and-harassment>

Fair Work Ombudsman. (2019). Managing performance & warnings: <https://www.fairwork.gov.au/employee-entitlements/managing-performance-and-warnings>

Fair Work Ombudsman. Right to disconnect. <https://www.fairwork.gov.au/about-us/workplace-laws/legislation-changes/closing-loopholes/right-to-disconnect>

Fair Work Ombudsman. Sexual harassment in the workplace. <https://www.fairwork.gov.au/employment-conditions/bullying-sexual-harassment-and-discrimination-at-work/sexual-harassment-in-the-workplace>

Law Council of Australia. (2025). Bullying and harassment in the workplace: <https://www.lawcouncil.asn.au/policy-agenda/advancing-the-profession/equal-opportunities-in-the-law/bullying-and-harassment-in-the-workplace>

Safe Work Australia. (2025). Bullying: <https://www.safeworkaustralia.gov.au/safety-topic/hazards/bullying>

Safe Work Australia. Workplace Sexual Harassment: <https://www.safeworkaustralia.gov.au/safety-topic/hazards/workplace-sexual-harassment>

Western Australian Legislation Education and Care Services National Law (WA) Act 2012

Western Australian Legislation Education and Care Services National Regulations (WA) Act 2012

Work Health and Safety Act 2011 (Cth).

Workplace Relations Act 1996 (Cth).

REVIEW

POLICY REVIEWED BY	Tracy Gill	Nominated Supervisor	26.11.2026
POLICY REVIEWED	AUGUST 2025	NEXT REVIEW DATE	AUGUST 2026
VERSION NUMBER	V1		
MODIFICATIONS			

BULLYING, DISCRIMINATION AND HARASSMENT PROCEDURE

Bullying, discrimination and harassment claims will be addressed confidentially and promptly, working in accordance with Service policies and the Fair Work Ombudsman. To ensure best practice, employees should be provided with information, instructions, and training to enable them to work in a way that is safe and without risks to their health.

Working in conjunction with the *Bullying, Discrimination and Harassment Policy*, this procedure provides detailed steps for educators to ensure a productive work environment free from bullying, discrimination, and/or harassment at our Service.

Education and Care Services National Law or Regulations (R.168) NQS QA4: Element 4.2.1 and 4.2.2 Staffing practices and procedures.

Related Policies: Bullying, Discrimination and Harassment Policy, Grievance (Complaints) Policy

BULLYING, DISCRIMINATION AND HARASSMENT PROCEDURE		
1	The Approved Provider, Nominated Supervisor and educators will review and update the Service's <i>Bullying, Discrimination & Harassment Policy</i> each year	
2	Early intervention is encouraged as a way of solving the issue without a formal report, investigation or discipline being taken against an individual. Early intervention can be achieved through an individual self-managing a situation or seeking help from someone else to raise the issue. Self-management is encouraged as a first step to resolve an issue.	
3	Self-management is an informal approach to address workplace bullying. It involves the individual who experiences the negative behaviour directly telling the other person that the behaviour is not welcome, and it should not happen again. It should be done in a calm and professional way (e.g., telling the person about the impact of the behaviour and asking them not to do it again). If the behaviour continues or gets worse, a formal report should be made.	
4	If an individual does not feel comfortable or confident to manage a situation themselves, the issue should be raised with management	
5	The Nominated Supervisor or responsible person will manage the complaint process (unless the complaint is about them)	
6	Where a serious allegation has been made, an investigation will be the first step taken	
7	Fairness and impartiality will prevail throughout the investigation process	
8	When management approach an individual directly about their behaviour they will record the action/s taken	

9	Management will interview all parties involved, and if required witnesses	
10	Management will notify the parties of the investigation	
11	Management will seek sufficient evidence and documentation to ensure the concern can be investigated appropriately	
12	Management will then review all documents and evidence	
13	Management will provide the respondent with a summary of allegations	
14	Management will prepare a report outlining the complaint, how the investigation was conducted, relevant facts and findings	
15	Management will provide the respondent with the opportunity to respond to the complaint/concern	
16	Management will then make a decision based on the investigation report as to whether the claim has been proven, proven in part or not proven	
17	The decision along with a summary of the reason for making the decision, including what actions will follow will be provided to the complainant and respondent	
18	Management will take all reasonable steps to implement and monitor the actions required to resolve the issue raised	
19	Management will keep records of all steps completed within this procedure	

DISCRIMINATION PROCEDURE

Our Service adheres to Australian federal anti-discrimination laws and is aware of responsibilities to ensure people are not discriminated against on the basis of their:

- race, including colour, national or ethnic origin or immigrant status
- sex, pregnancy or marital status and breastfeeding
- age
- disability, or
- sexual orientation, gender identity and intersex status.

1	The name and telephone number of the person to whom complaints can be made is clearly visible at the front of the service, information about our <i>Dealing with Complaints Policy</i> will be easily accessible to all families, visitors and volunteers	
2	The Director/ Nominated Supervisor will intervene in issues they directly observe in the workplace or if they are requested to intervene by a staff member	

3	The Director/ Nominated Supervisor and educators will review the recruitment process to prevent discrimination at the Service	
4	The Director/ Nominated Supervisor and educators will review the enrolment process to prevent discrimination at the Service	
5	Any allegations relating to indirect or direct discrimination should be reported to the Director/ Nominated Supervisor who will document and record the incident confidentially before beginning an internal investigation if required	
6	The Director/Nominated Supervisor will follow the ~~Grievance~~ <i>Dealing with Complaints Policy</i> and Procedure regarding indirect or direct complaints or feedback regarding discrimination.	

REVIEW OF PROCEDURE			
Date procedure created	26.11.2025	To be reviewed	26.11.2026
Approved by	Tracy Gill		
Procedure Reviewed Date	Modifications/Changes		

PERFORMANCE MANAGEMENT POLICY

Our Service is committed to creating a work environment that maximises individual and team performance, values all employees and helps to build our capacity to care and educate children enrolled in our Service. We believe that performance management has significant benefits for our childcare service, as it leads to inspired and enhanced performance from each employee. Performance review meetings are viewed as an opportunity for each employee to plan proactively for the year ahead.

This policy will provide guidance for employers and management on how to monitor performance, plan and review work objectives and understand staff achievements. Where there is underperformance, we will work to resolve this promptly and effectively in accordance with an individual *Performance Improvement Plan* developed in conjunction with the employee.

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 4: STAFFING ARRANGEMENTS		
4.1	Staffing arrangements	Staffing arrangements enhance children's learning and development.
4.1.2	Continuity of staff	Every effort is made for children to experience continuity of educators at the service.
4.2	Professionalism	Management, educators and staff are collaborative, respectful and ethical.
4.2.1	Professional collaboration	Management, educators and staff work with mutual respect and collaboratively, and challenge and learn from each other, recognising each other's strengths and skills.
QUALITY AREA 7: GOVERNANCE AND LEADERSHIP		
7.1.3	Roles and responsibilities	Roles and responsibilities are clearly defined, and understood, and support effective decision-making and operation of the service.
7.2	Leadership	Effective leadership builds and promotes a positive organisational culture and professional learning community.
7.2.3	Development of professionals	Educators, coordinators and staff members' performance is regularly evaluated, and individual plans are in place to support learning and development.

EDUCATION AND CARE SERVICES NATIONAL LAW AND NATIONAL REGULATIONS	
S. 2A	Paramount consideration—safety, rights and best interests of children (
S. 3A	Paramount consideration
S.165	Offence to inadequately supervise children

S. 166	Offence to use inappropriate discipline
S.166A	Offence to subject child to inappropriate conduct [NSW] Offences relating to inappropriate conduct
S. 178	Suspension of education and care by certain persons [NSW]
S. 178A	Supervision of certain persons providing education and care [NSW]
82	Tobacco, drug and alcohol-free environment
83	Staff members and family day care educators not to be affected by alcohol or drugs
84	Awareness of child protection law
117B	Minimum requirements for a person in day-to-day charge
117C	Minimum requirements for a nominated supervisor
168(2)(i)	Policies and procedures are required in relation to a code of conduct for staff members
170	Policies and procedures to be followed
171	Policies and procedures to be kept available

RELATED POLICIES

Child Protection Policy	Probation and Induction Orientation Policy
Child Safe Environment Policy	Professional Development Policy
Code of Conduct Policy	Recruitment Policy
Dealing with Complaints Policy (Staff)	Responsible Persons Policy
Interactions with Children, Family and Staff Policy	Staffing Arrangements Policy
Privacy and Confidentiality Policy	Work Health and Safety Policy

RELATED LEGISLATION

Children's Services Award 2010	Educational Services (Teachers) Award 2020

PURPOSE

We aim to provide an effective performance management process to assist employees to assess their work performance against their position description, whilst establishing a positive work culture and professional workplace. We believe that children's safety, rights, and best interests are the paramount consideration for all Service operations, decisions and functions and ensure ongoing child-safe employment practices.

SCOPE

This policy applies to staff, educators, approved provider, nominated supervisor and management at the Service.

IMPLEMENTATION

Performance management plays an important role in linking staff performance goals and expectations through balanced feedback and reviews and help meet organisational objectives. Through the performance review process, management can acknowledge and identify the individual strengths, talents and interests of each employee whilst supporting the diverse knowledge and skills each person brings to the role and Service.

Each employee will participate in a formal Performance Review every 12 months and ongoing informal supervision. The review process will assist employees develop an understanding and expectation of their role, reflect on achievements and challenges and plan goals that may assist in accomplishing performance outcomes and expectations in the future. At all times of the performance management process, confidentiality and sensitivity shall be maintained to a high standard.

INDUCTION, ORIENTATION AND PROBATION PROGRAM

Our Service will implement child-safe recruitment practices, as per the *Recruitment Policy*, and complete verification of WWCC and prohibition checks to ensure no prospective staff member is subject to a suspension, supervision or prohibition notice. Management will ensure each employee undertakes an induction and orientation program upon employment at the Service as per the *Probation, Orientation and Induction Policy*. Employees will receive a position description as part of the appointment of employment and this will assist in setting expectations and requirements of the position. Employees will participate in *Probationary Meetings* that are scheduled within the first week of employment then monthly until the conclusion of the **six (6)** month probationary period. Feedback will be provided to the employee regarding performance and management will provide support and opportunities for setting professional development goals.

STAFF PERFORMANCE REVIEW

Performance reviews are best completed on a regular and systematic manner to allow management to provide feedback on an employee's work performance and for staff to reflect on their own performance. A *Performance Review* meeting will be conducted every 12 months with each employee to review their work performance, outline expectations and responsibilities and set professional goals. The *Performance*

Review Form can be used to assess employee's goals and objectives, areas of strength, responsibilities and discussion as to what extent these have been met.

Ongoing supervision will ensure staff:

- consistently uphold the Child Safe Standards
- follow the Code of Conduct and maintain professional boundaries
- meet obligations under mandatory reporting and child protection legislation
- comply with digital-safety requirements
- engage in safe, respectful and appropriate interactions with children
- demonstrate ongoing suitability for their role.

Child safety compliance will form a mandatory component of each performance review.

DISTINCTION BETWEEN REPORTABLE CONDUCT, MISCONDUCT, AND PERFORMANCE

CONCERNS

The approved provider will ensure the nominated supervisor and other staff involved in performance management understand that issues relating to employee behaviour and performance can vary in nature and severity. Management will use the following references to determine the distinctions between types of conduct:

Reportable conduct refers to behaviour or actions that involve allegations of child-related harm, including abuse or neglect, inappropriate conduct or discipline or other serious conduct that must be reported under National Law or Reportable Conduct Scheme

Misconduct includes behaviour or actions by an employee that breach Service policies, procedures, or professional standards, but do not constitute reportable conduct. Misconduct may include, for example, inappropriate workplace behaviour, breaches of code of conduct, or repeated non-compliance with operational requirements. Misconduct is managed through formal disciplinary processes, which may include warnings, counselling, or other corrective measures.

Performance concerns relate to an employee's ability to meet the requirements of their role, including skill, competence, or behavioural expectations in fulfilling job responsibilities. Performance issues are managed through performance development processes, coaching, and support plans, with the aim of assisting the employee to achieve the required standards.

MANAGEMENT OF REPORTABLE CONDUCT OR MISCONDUCT

The approved provider will ensure that all allegations, incidents or suspensions of reportable conduct or misconduct are responded to and managed in accordance with the *Code of Conduct Policy*, *Child Protection Policy* and *Staffing Arrangements Policy*. Where police or other relevant authorities (e.g. the regulatory authority, Reportable Conduct Scheme, or child protection authority) are not conducting an investigation, or where their investigation has concluded, management may undertake an internal investigation.

Our Service will comply with all directions issued by relevant authorities following any notifications of reportable conduct. This includes adhering to any supervision or suspension notices and ensuring that the staff member or educator does not attend the premises or engage in education and care during an investigation. Where an investigation is underway the staff member or educator will be immediately removed from duties involving working directly with children.

MANAGING UNDERPERFORMANCE

Appropriate management of underperformance plays a key role of performance management. Should the manager/nominated supervisor identify any performance issues or concerns the *Managing Staff Underperformance Procedure* should be initiated including the implementation of a *Performance Improvement Plan* if required. All discussions with the employee will be accurately documented including date and time, the concern raised, immediate action taken and outcome.

Indicators of poor or underperformance or unsatisfactory behaviour may include:

- the employee not performing tasks associated with the role according to the position description
- the employee not carrying out the work to the standard as set by the position description
- the employee displaying unacceptable, disruptive or negative behaviour at work
- the employee not following policies and procedures of the Service.

Management will review past Performance Review reports to identify any previous concerns and review the employee's position description to identify any concerns or responsibilities that are not being met. Identification of the underperformance or unsatisfactory behaviour will consider the seriousness of the issue, how long the issue has existed and the employee's present performance and how this varies to what is expected of the employee.

A Performance Management Meeting will be arranged with the employee once underperformance or

unsatisfactory behaviour has been clearly identified. Management will provide clear communication with employees to clarify:

- performance indicators (why there is an issue)
- expectations around ethics, values and behaviour
- how their underperformance or behaviour impacts the workplace environment and
- why there is a concern from management.

Employees will be informed of expectations and performance standards and requested to participate in a *Performance Improvement Plan* if required.

PERFORMANCE IMPROVEMENT PLAN

A *Performance Improvement Plan* will be developed with the employee outlining actions and goals to be implemented. Performance expectations and what is to be achieved over a specific period of time will be discussed and documented with the employee.

During the *Performance Improvement Plan* process the employee will be supported to address and resolve instances or patterns of underperformance or unsatisfactory behaviour. If the employee has not taken reasonable steps to address or resolve their performance or unsatisfactory behaviour and the *Performance Improvement Plan* has not been followed, the employee will be advised of the next steps in the performance management process which may include:

- extension of the *Performance Improvement Plan* time frame
- provision of extra support, guidance or mentoring
- issuing of formal warnings and ultimately if the issue cannot be resolved, termination of employment.

A review of the *Performance Improvement Plan* is to be conducted to discuss the employee's progression and to provide feedback of the goals and outcomes set. If the employee is showing satisfactory improvement of the identified issue the *Performance Improvement Plan* will be resolved and processes implemented to ensure improvements will be maintained.

TERMINATION OF EMPLOYMENT

If an employee's performance or behaviour does not improve to the required standard or conduct is determined to be reportable or serious misconduct, termination of their employment may be an option. An employee cannot be dismissed in circumstances that are 'harsh, unjust or unreasonable.' It is vital to be fair to employees, giving reasons for dismissal, and an opportunity to respond to those allegations. If

the employee's performance does not improve following formal Performance Management Meetings and the implementation and completion of a *Performance Improvement Plan*, then it may be appropriate to issue a formal warning or consider dismissal of employment.

Following a decision to terminate employment management will provide an employee with written notice of the day of termination when ending their employment. The written notice must provide details of the employee's last day and a reason why the employment was terminated.

Employment notice periods will be determined in accordance with the appropriate award. [Please note the *Educational Services (Teachers) Award 2020* provides a greater minimum period notice than that required under the *National Employment Standards*.]

SERIOUS MISCONDUCT – TERMINATION OF EMPLOYMENT

Employers are required to adhere to the Fair Work Act when terminating an employee's employment due to the engagement in 'serious misconduct'.

Serious misconduct involves an employee deliberately behaving in a way that is inconsistent with continuing their employment, it may include the following:

- criminally prosecutable offences directly related to employment (child abuse or neglect)
- causing serious and imminent risk to the health and safety of another person or to the reputation or profits of their employer's business
- theft, embezzlement, tax evasion
- fraud, misapplication, corruption
- assault, taking of bribes
- being intoxicated at work
- refusing to carry out a lawful and reasonable instruction that is part of the job
- inability to hold a current Working with Children Check

A meeting is to be arranged with the employee regarding the termination of employment due to serious misconduct. A support person should be offered to the employee for the meeting. The manager is to explain the reasons for the termination of employment and the employee provided with a letter explaining the terms of the termination of employment. (See: *Termination of Employment Procedure*).

THE APPROVED PROVIDER/MANAGEMENT/NOMINATED SUPERVISOR WILL:

- follow the *Performance Review Procedure* for regular and systematic review of work performance and behaviour
- ensure all staff comply with the *Code of Conduct* at all times
- provide employees with a comprehensive probation, induction and orientation program
- provide all employees with a clear and concise position description upon employment
- conduct performance review meetings with each employee every 12 months
- prepare accordingly before any Performance Review meeting with individual employees
- provide time to discuss the process of the review meeting, duration of meeting and provide points for discussion which may include:
 - self-reflection of performance
 - identifying highlights during the year
 - achievement of professional development goals
 - personal characteristics
 - job knowledge and work output
 - motivation
 - leadership
 - family relationships
 - administration skills
 - people management skills
 - career aspirations
 - identifying challenges
- set a mutually convenient time to meet and conduct the *Performance Review*
- provide feedback to each employee articulating areas of strength and weaknesses and identifying new goals and/or Quality Improvement Plan (QIP) areas to be a focus of the employee during the next 12 months
- highlight and discuss any areas where underperformance is identified
- maintain confidentiality and uphold professional integrity at all times
- ensure the employee and manager signs the Performance Review document
- provide a copy of the document to the employee
- identify, document, investigate and report any allegations or incidents involving inappropriate conduct or discipline as per our *Child Protection Policy and Management of Inappropriate Conduct Procedure*.

In the case of underperformance, the approved provider/nominated supervisor will:

- provide employees with 24 hours' notice of any Performance Management meeting and offer a silent support person to support the employee
- be specific with any concerns or issues to be raised during the Performance Management meeting
- document any Performance Management meetings using appropriate forms and templates
- develop and implement a *Performance Improvement Plan* with the individual employee and adhere to the *Managing Staff Underperformance Procedure* if required
- identify outcomes and appropriate goals to assist the educator to improve performance within an agreed timeline
- take appropriate action when performance does not meet the agreed outcomes and goals
- provide an *Official Performance Warning Letter* to the employee formally as part of the *Managing Staff Underperformance Procedure* as required
- adhere to the *Termination of Employment Procedure* when terminating employment of an employee, including termination of employment due to serious misconduct
- provide the employee with a *Termination of Employment letter* upon termination of employment
- provide the employee with a *Termination of Employment letter* upon termination of employment due to serious misconduct.

EDUCATORS AND STAFF MEMBERS WILL:

- perform work to the standard as expected as identified within their position description
- participate collaboratively in annual *Performance Review* meetings as a condition of their employment
- reflect on any achievements or challenges that have occurred within the past 12 months to contribute to the *Performance Review*
- address any concerns or issues regarding work performance and highlight areas for improvement or development
- consider any circumstances or events that may have affected performance. e.g., periods of ill health, excessive workloads
- assist to develop goals and expectations during the *Performance Review* process
- complete any training or professional development identified as part of a *Performance Improvement Plan*.

CONTINUOUS IMPROVEMENT

The *Performance Management Policy* will be evaluated and reviewed on an annual basis or earlier if there are changes to legislation, ACECQA guidance or any incident related to our policy. Feedback will be requested from children, families, staff, educators and management and notification of any change to policies will be made to families within 14 days.

- RELATED HUMAN RESOURCES

Management of Inappropriate Conduct Procedure	Performance Review Form - Cook
Managing Staff Underperformance Procedure	Performance Review Form - Nominated Supervisor
Official Performance Warning Letter	Performance Review Form - Staff
Performance Discussion Plan (Prior to meeting)	Position Descriptions
Performance Improvement Plan	Termination of Employment (Serious Conduct) Letter
Performance Management Follow-up Review	Termination of Employment Letter
Performance Management Meeting Minutes	Termination of Employment Procedure
Performance Review - Procedure	

SOURCES

Australian Children's Education & Care Quality Authority. (2026). *Guide to the National Quality Framework Children (Education and Care Services) National Law (NSW)*

Education and Care Services National Law Act 2010.

Education and Care Services National Regulations. (Amended 2025)

Fair Work Ombudsman: Best Practice Guide: *Managing underperformance Best Practice Guide (2020)*

Fair Work Ombudsman. Children's Services Award.

Fair Work Ombudsman. Educational Services (Teachers) Award 2020

Workplace Relations Act 1996 (Cth).

Victoria Government. Business Victoria. (2020). Review staff performance <https://business.vic.gov.au/business-information/staff-and-hr/staff-management/review-staff-performance>

REVIEW

POLICY REVIEWED BY	Tracy Gill	Nominated Supervisor	25/01/2026
POLICY REVIEWED	JANUARY 2026	NEXT REVIEW DATE	JANUARY 2027
VERSION NUMBER	V2		
MODIFICATIONS	- policy updated out of review cycle due to legislative amendments and compliance requirements - information included regarding management of inappropriate conduct		

MANAGING STAFF UNDERPERFORMANCE PROCEDURE

Performance management has significant benefits for our Service, as it leads to inspired and enhanced performance from each educator and staff member. Where there is underperformance, we will work to resolve this promptly and effectively in accordance with an individual *Performance Improvement Plan* developed in conjunction with the employee.

Underperformance is not the same as misconduct. Misconduct is a serious offence such as theft or assault, which may warrant instant dismissal. In cases of misconduct employers will seek specific advice from the Fair Work Ombudsman, or professional legal advice about how to proceed before taking any action.

Working in conjunction with the *Performance Management Policy* and *Code of Conduct Policy*, this procedure assists managers to manage underperforming employees in a prompt and professional manner.

Education and Care Services National Law and Regulations (S. 2A, 3A, 166, 166A and 178, R. 82, 83, 84, 155, 168, 170 and 171) NQS QA 4 and 7: Element 4.1.1, 4.1.2, 4.2.1, 4.2.2, 7.1.1, and 7.1.3 Staffing practices and procedures
Related Policies: *Performance Management Policy* and *Code of Conduct Policy*

STEP 1: STAFF PERFORMANCE REVIEW		
1	The approved provider, nominated supervisor and educators will review and update the Service's <i>Performance Review Policy</i> each year to ensure an understanding of the performance review process	
2	The nominated supervisor will conduct <i>Performance Review</i> meetings with every staff member every 12 months to review work performance and outline further expectations and responsibilities and set professional goals. All discussions with the employee will be accurately documented including date and time, the concern raised, immediate action taken and outcome.	
3	A performance review form will be used to assess employee's goals and objectives and identify areas of strengths, responsibilities and discussion as to what extent these have or have not been met	
4	During the <i>Performance Review</i> meeting, the supervisor will complete a rating system to ascertain if the staff member is achieving an expected level of performance or achievement	
5	If any areas are identified as underperforming by the staff member, or unsatisfactory behaviour has been demonstrated, further action may be taken	
6	Management will review past performance review reports to identify any previous concerns and review the employee's position description to identify any concerns or responsibilities that are not being met	

STEP 2: MANAGING STAFF UNDERPERFORMANCE

1	Underperformance, or poor performance may include: - the employee not performing tasks associated with the role according to the position description - the employee not carrying out the work to the standard as set by the position description - the employee displaying unacceptable, disruptive or negative behaviour at work - the employee not following policies and procedures of the Service	
2	The nominated supervisor will review past performance review reports to identify any previous concerns and review the employee's position description to identify any concerns or responsibilities that are not being met.	
3	The nominated supervisor will assess and analyse the issue by determining: - the seriousness of the issue - how long the issue has existed - the employee's present performance and how this varies to what is expected of the employee	
4	Where concerns relate to inappropriate conduct or discipline towards a child, including conduct that is unsafe or inconsistent with the Service's Code of Conduct or child safe obligations, these matters must be identified, documented, investigated and reported in accordance with the <i>Child Protection Policy and Management of Inappropriate Conduct Procedure</i> . An educator or staff member will be stood down and prohibited from working directly with children while an investigation is undertaken.	

STEP 3: PERFORMANCE MANAGEMENT MEETING

1	The nominated supervisor will advise the employee of the purpose of the meeting in advance so they can adequately prepare for the meeting	
2	Advise the employee of the date and time of the meeting - allow for at least 24 hours' notice of the meeting	
3	Advise the employee they are permitted to bring a support person of their choice or union representative to the meeting. Their role is to support the employee during the meeting- not speak or advocate for them.	
4	Arrange for the meeting to take place in a private and comfortable environment that is non-threatening, away from distractions and interruptions	
5	Management will provide clear communication with the employee to clarify: - performance indicators (why there is an issue) - expectations around ethics, values and behaviour - how their underperformance or behaviour impacts the workplace environment and - why there is a concern from management.	

6	Management will clearly articulate the outcome they wish to achieve from the meeting	
7	Management will provide the employee with the opportunity to have their point of view heard and duly considered	
8	Management will listen to the employee about the issue or to any comments the employee makes	
9	Management will summarise their understanding of the meeting to the employee	
10	Management will clearly explain that more serious actions may need to be taken if the employee's performance does not improve. This may include, further mentoring, counselling, issuing formal warnings and ultimately if the issue cannot be resolved, termination of employment	
11	Minutes from this meeting will be documented accurately and verified by the employee and/or support person	

STEP 4: PERFORMANCE IMPROVEMENT PLAN

1	A <i>Performance Improvement Plan</i> will be developed in consultation with the employee outlining actions and goals to be implemented.	
2	The employee is requested to contribute to the development of the <i>Performance Improvement Plan</i> to help resolve the issue. • Explore ideas by asking open ended questions • Emphasise common ground • Keep on track • Focus on positive possibilities • Offer assistance such as professional development, redefining role and responsibilities etc.	
3	Performance expectations and what is to be achieved over a specific period of time will be discussed and documented with the employee	
4	The employee's position description will be used to review the role and responsibilities of the employee	
5	Management will identify and document any areas for professional development that can be implemented as part of the <i>Performance Improvement Plan</i>	
6	Dates for follow up meetings and monitoring of the plan will be established in consultation with the employee	
7	The <i>Performance Improvement Plan</i> will be finalised and signed by management and the employee. A copy will be provided to the employee and a copy placed in the employee's file	

STEP 5: PERFORMANCE PLAN REVIEW		
1	Management will monitor the employee's performance and continue to provide feedback and encouragement	
2	Management will work with the employee to ensure that performance improvements are sustained	
3	Management will conduct a review meeting- 6-8 weeks following the initial meeting and implementation of the <i>Performance Improvement Plan</i>	
4	Management will discuss how the employee believes they have performed against the set goals developed within the <i>Performance Improvement Plan</i> and review goals, strategies or make adjustments if required	
5	Timeframes of the <i>Performance Improvement Plan</i> may need to be extended or further support offered to assist the employee	
6	Management will provide meeting minutes to the employee and a copy of any amendments to the <i>Performance Improvement Plan</i>	

STEP 6: DISCIPLINARY ACTION		
1	Management will provide the employee with a reasonable opportunity to rectify any performance issue before progressing to formal warning procedures	
2	Management will provide an employee an official warning in writing before ending their employment	
3	If a warning is given to an employee, management will: • be clear about the reason for the warning • provide written clarification • set clear expectations about what actions need to be demonstrated to resolve the issue • ensure the warning is fair and reasonable in the circumstances	
4	If an employee's performance does not improve to an acceptable standard following a performance management plan, termination of their employment may be considered	
5	Management will follow the <i>Termination of Employment Procedure</i> for all circumstances where an employee's employment is terminated	

For further assistance and support for understanding the performance and development framework for Early Childhood Teachers (ECT) use the Australian Professional Standards for Teachers. These Standards relate to teaching practice: Professional Knowledge, Professional Practice and Professional Engagement. See: <https://www.aitsl.edu.au> for further information.

REVIEW OF PROCEDURE			
Date procedure created	25/1/2026	To be reviewed	JANUARY 2027
Approved by	Tracy Gill	Signature	<i>Tracy Gill</i>
Location of procedure	Policies and procedures & QR code foyer		
Procedure reviewed date	Modifications/Changes		
January 2026	Procedure reviewed: Information included regarding management of inappropriate conduct. Removal of termination of employment information as this is covered in a separate procedure.		

PERFORMANCE REVIEW PROCEDURE

Performance reviews are best completed on a regular and systematic manner to allow management to provide feedback on an employee's work performance and for employees to reflect on their own performance. A *Performance Review* meeting will be conducted every 12 months with each employee to review their work performance, outline expectations and responsibilities and set professional goals. The *Performance Review Form* can be used to assess employee's goals and objectives, areas of strength, responsibilities and discussion as to what extent theses have been met.

Working in conjunction with the *Performance Management Policy*, this procedure assists managers to track performance management in a regular and systematic manner.

Education and Care Services National Law or Regulations (*R. 82, 84, 155 and 168*) *NQS QA 4 and 7: Element 4.1.1, 4.1.2, 4.2.1, 4.2.2, 7.1.1, and 7.1.3 Staffing practices and procedures*

Related Policies: *Code of Conduct Policy, Performance Management Policy*

STEP 1: INDUCTION, ORIENTATION AND PROBATION PROGRAM		
1	Management will ensure all employees receive a position description according to the position of held at the time of employment to set clear expectations and requirements of the position	
2	Employees will participate in <i>Probationary Meetings</i> that are scheduled during the first week of their employment and then monthly until the conclusion of the probationary period	
3	The probationary period will be a minimum of 6 months	
4	At the end of the probationary period, management will provide feedback on performance, along with support and opportunities for setting professional development goals	

STEP 2: STAFF PERFORMANCE REVIEWS		
1	Management will schedule regular and systematic performance reviews for each employee every 12 months	
2	Performance review meetings are held with each employee and management to review work performance and outline expectations and responsibilities, and set professional goals	
3	Management will record the employee's progress and if required, make adjustments to their professional goals	
4	Employees are encouraged to speak with the nominated supervisor at any time if they have concerns or questions about their work performance	

STEP 3: BEFORE THE PERFORMANCE REVIEW MEETING

1	The nominated supervisor will provide sufficient time to the employee to prepare for the performance review meeting	
2	The nominated supervisor will provide each employee with information about the performance review meeting structure and process and request the employee to reflect on their professional goals and work performance over the previous 12 months. Points for discussion may include: • self-reflection of performance • understanding of Code of Conduct • understanding and commitment to providing a child safe environment for all children (Child Protection, Mandatory Reporting, Child Safe Standards) • identifying highlight during the year • achievement of professional development • personal characteristics • job knowledge and work output • motivation • leadership opportunities • family relationships • administration skills • career aspirations • identification of challenges within the organisation/service	
3	The nominated supervisor will schedule a mutually agreeable time for the performance review meeting	
4	To prepare for each employee, the nominated supervisor will retrieve any documentation/ professional learning goals or other information to ensure each review meeting is professional and reflective of the individual	

STEP 4: DURING THE PERFORMANCE REVIEW MEETING

1	The nominated supervisor conducting the review will utilise a <i>Performance Review</i> form to record responses and complete a rating system to indicate the employee's level of performance or achievement. This form will be prepared prior to the scheduled meeting for each employee.	
2	The nominated supervisor will listen actively and respond appropriately to the employee's responses and reflections. Respect will be given to each employee and time allocated for discussion.	
3	The nominated supervisor will remain objective and balance constructive criticism with positive feedback towards achieving professional goals and position description	
4	The nominated supervisor will complete all areas of the <i>Performance Review Form</i> and initiate discussion about statements that have been highlighted as strengths	
5	The nominated supervisor will facilitate further discussion of how both the employee and management can build on these strengths in the future	

6	The nominated supervisor will raise the areas of responsibility or behaviour that have not been met. Promote active listening and remain flexible to reverse any initial conclusions about the employee, as they may raise influences not previously considered.	
7	Use Comments Box for relevant comments as required. As suggestions are made for future training or mentoring, add these to the Follow up and Support Box.	
8	Provide opportunities for the employee to openly share opinions regarding management support and job satisfaction or identifying any challenges within the service preventing continual improvement	
9	Ensure the employee clearly understands their objectives and has a realistic picture of their career and pay prospects for the year ahead. Double check that they are satisfied they have been able to air any issues or concerns – the employee must leave the room feeling that they have been listened to.	
10	As confirmation that the employee understands and agrees with all points and outcomes raised, ask them to sign the document in the space provided. Provide a copy of the <i>Performance Review Form</i> for the employee and keep the original copy in the employee's record.	

STEP 5: MANAGING UNDERPERFORMANCE

1	Should the nominated supervisor identify any areas of performance issues or concerns during the performance review, the <i>Underperformance Management Procedure</i> should be implemented including the development of a <i>Performance Improvement Plan</i> if required	
2	See: <i>Managing Staff Underperformance Procedure</i> for further information	

REVIEW OF PROCEDURE

Date procedure created	13.01.2026	To be reviewed	13.012027
Approved by	Tracy Gill	Position	Nominated Supervisor
Procedure reviewed date	Modifications/Changes		

PREGNANCY IN EARLY CHILDHOOD POLICY

Pregnancy is a time of great physical and emotional change that can lead to changes in the woman's ability to perform and manage certain types of work. Our Service is committed to ensuring the health, safety, and wellbeing of pregnant staff members by providing information, strategies, and ongoing support, as well as information about leave entitlements available to them.

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 2: CHILDREN'S HEALTH AND SAFETY		
2.1.2	Health practices and procedures	Effective illness and injury management and hygiene practices are promoted and implemented.
QUALITY AREA 4: STAFFING ARRANGEMENTS		
4.1.2	Continuity of staff	Every effort is made for children to experience continuity of educators at the service.
QUALITY AREA 7: GOVERNANCE AND LEADERSHIP		
7.1.2	Management systems	Systems are in place to manage risk and enable the effective management and operation of a quality service that is child safe.
7.1.3	Roles and responsibilities	Roles and responsibilities are clearly defined, and understood, and support effective decision making and operation of the service.

EDUCATION AND CARE SERVICES NATIONAL LAW AND NATIONAL REGULATIONS	
S. 2A	Paramount consideration—safety, rights and best interests of children
S. 3A	Paramount consideration
88	Infectious Disease Policy
168	Education and care service must have policies and procedures
170	Policies and procedures to be followed

RELATED POLICIES

Administration of Medication Policy	Immunisation Policy
Dealing with Infectious Diseases Policy	Nappy Change and Toileting Policy
Hand Hygiene Policy	Staff Leave Entitlement Policy
Health and Safety Policy	Work Health and Safety Policy

PURPOSE

Our Service supports the health, safety and wellbeing of pregnant employees through appropriate risk assessment and workplace adjustments. In doing so, the safety, rights and best interests of children remain the paramount consideration in all decisions, actions and practices. We understand that pregnancy can bring many changes to women's ability to manage certain types of work, particularly at the later stages of pregnancy. We aim to work with all employees to negotiate a supportive working environment that will assist them to be healthy and productive members of the workforce.

SCOPE

This policy applies to families, staff, educators, management, approved provider, nominated supervisor, students, volunteers and visitors of the Service.

IMPLEMENTATION

The steps to support a female employee's health and wellbeing during pregnancy will vary. For many female employees, variations to duties, equipment, and the work environment will not be necessary, and they can continue with their usual duties for the duration of their pregnancy. It is the employee's responsibility to raise and discuss any workplace concerns and/or issues with the approved provider or nominated supervisor. Variations to duties will be negotiated, and equipment that supports the health, safety, and wellbeing of pregnant employees will be provided.

HEALTH AND SAFETY

The potential risk of injury or ill health will be discussed with staff members who are pregnant in accordance with the Service's *Health and Safety Policy* and procedures. Where there is an identifiable risk associated with a pregnant employee's work, the approved provider/nominated supervisor will consult with the employee to examine how the work can be modified to eliminate or minimise the risk.

- The approved provider/nominated supervisor will maintain current information about their Workplace Health and Safety (WHS) responsibilities to their employees and maintain a safe workplace
-
- In regard to infectious diseases, the approved provider/nominated supervisor will inform all staff about the potential risks to health that may arise through their employment at the Service.
- The approved provider/nominated supervisor will ensure that all employees are aware of the risks of Cytomegalovirus (CMV) exposure during pregnancy

- The approved provider/nominated supervisor will encourage pregnant employees of childbearing age to be aware of health risks, including:
 - exposure to specific infectious viruses/diseases or conditions that can have an adverse impact on pregnancy and the unborn child including COVID-19, Cytomegalovirus (CMV), Hand, foot and mouth disease, Human Parvovirus B19 (erythema infectiosum, fifth disease), Listeriosis, Rubella (German measles), Measles, Hepatitis B, HIV (Human Immunodeficiency Virus), AIDS (Acquired Immunodeficiency Syndrome), Pertussis (Whooping cough), Toxoplasmosis and Chickenpox (varicella)
 - stress and burnout
 - swollen feet and varicose veins
 - heat stress
 - cigarette smoke (outside smoke-free zones)
 - chemicals and chemical fumes
- The approved provider/nominated supervisor will implement strategies that help reduce physical stress for pregnant employees, such as reducing physical
- tasks, such as sweeping and raking
- Pregnant women should avoid contact with cat faeces to minimise the risk of toxoplasmosis.

MANUAL HANDLING

To minimise the risk of back pain and back injury to pregnant employees and to comply with Health and Safety and other relevant legislation, we will:

- ensure pregnant employees are aware they are at more risk of back pain and injury from working while pregnant because of anatomical and physiological changes such as softening of ligaments and tendons, extra weight load, muscle fatigue, and tiredness
- advise pregnant staff to consult their doctor if they have any back pain or other health concerns during the pregnancy
- ensure that pregnant staff are aware of the following strategies to reduce the risk of back pain and/or injury; they will be encouraged to:
 - avoid bending over: use their knees and hips to lower self to the children's level or when picking something up from a low level
 - try to maintain a correct posture, as the growing uterus can frequently cause postural problems
 - try not to stand in any one position for too long
 - use footrests for raising feet when sitting

- use correct lifting and carrying techniques
- ensure that furniture such as nappy change tables is at the correct height to avoid unnecessary bending
- use stepladders and trolleys if required
- use adult-sized furniture, for example, adult-sized chairs rather than children's chairs
- ensure that heavy or awkward items are stored at an appropriate height and close to where they are needed
- restrict lifting of children or heavy equipment.

Source: *The Pregnancy Centre* and *Child Australia*.

STRESS MANAGEMENT

To minimise the risk of stress and ensure pregnant employees have adequate opportunities for leave and holidays, we will ensure employees are:

- aware they are at a higher risk of stress at work because of changing abilities to meet usual work commitments
- aware that the risk of stress at work might increase with the progression of the pregnancy
- aware that they are entitled to take leave from work and should seek support from the approved provider/ nominated supervisor to arrange leave
- provided with assistance for leave planning with current information about their conditions of employment and leave entitlements
- encouraged to see their general practitioner/ obstetrician if they experience any stress or other health concerns during pregnancy to receive the support and care they need.

INFECTIOUS DISEASES AND IMMUNISATION

Due to constant close contact with children, staff at early childhood education and care services may be at an increased risk of contracting viruses and some vaccine-preventable diseases. Authorities advise against pregnant women receiving live viral vaccines during pregnancy or within 28 days prior to becoming pregnant. Therefore, women of childbearing age should ensure their vaccinations are up to date.

Common vaccine-preventable infections that may have an adverse effect on pregnancy include:

COVID-19

Pregnant women are at a higher risk of severe illness and complications from COVID-19, which can also

affect the health of their unborn baby. We recommend that pregnant staff members talk to their doctor about any concerns regarding COVID-19 and ask about the available vaccines, as these significantly reduce risks. Employees should also practice good hand and respiratory hygiene and wear masks.

RUBELLA (GERMAN MEASLES)

The greatest risk to the unborn baby occurs in the first 20 weeks of pregnancy, with a higher risk if the mother contracts Rubella in the first 10 weeks. Employees planning pregnancy should have a blood test to check their immunity. Vaccination must be given at least 28 days before becoming pregnant.

MEASLES

This is a highly infectious viral disease that can cause serious complications to the unborn child. It spreads through direct and indirect contact with contaminated people or surfaces. The measles virus can survive up to 2 hours in the air or on surfaces. Just being in the same room as someone with measles can result in infection. Employees can minimise the risk of infection by paying particular attention to hand hygiene and ensuring that all staff and children use correct cough and sneeze hygiene practices. Employees must also ensure that cleaning practices are being conscientiously followed throughout the centre. This vaccination is not recommended during pregnancy: the non-immune employee should ensure that the vaccination has been received 28 days before becoming pregnant.

NOTE: The vaccination for Rubella and Measles is given together in the MMR vaccination (Measles, Mumps, and Rubella).

CHICKENPOX (VARICELLA)

Chickenpox is a highly infectious viral infection. In pregnant women, chickenpox can lead to birth abnormalities in the baby and other complications. The risk is highest during the first 20 weeks of pregnancy. Employees should be vaccinated before becoming pregnant, with 2 doses of the vaccine given at least 4 weeks apart. Pregnant women cannot receive the chickenpox vaccine. If a pregnant employee is exposed to chickenpox, they should seek medical advice as soon as possible, as they may be able to receive an injection of varicella-zoster immunoglobulin (VZIG).

HEPATITIS B

Hepatitis B is transmitted through blood and other bodily secretions. Adult vaccinations are available, but should not be received during pregnancy. However, all babies born in Australia receive the Hepatitis B vaccination at birth as part of the National Immunisation Program (NIP) [Schedule](#). Employees must ensure that policies and National Health Medical Research Council (NHMRC) guidelines are followed for

managing exposure to blood and bodily fluids, including ensuring that wounds on children and staff are covered appropriately to reduce the risk of transmission.

INFLUENZA (FLU)

Influenza vaccinations are strongly recommended for pregnant women and can be safely given at any stage of the pregnancy. Vaccinating pregnant women also protects their infants from influenza in the first 6 months of their life. The employee should practice good hand and respiratory hygiene and use gloves.

PERTUSSIS (WHOOPIING COUGH)

Pertussis can be a life-threatening disease for the newborn. It is recommended that the pregnant employee receive a pertussis vaccination in the second or third trimester of pregnancy, as evidence indicates this is more beneficial to the newborn than receiving the vaccination before pregnancy.

Pregnant employees must also be aware of infections for which there are **no** vaccinations and take the necessary precautions. These infections include:

CYTOMEGALOVIRUS (CMV)

CMV is a common virus that often does not cause any symptoms. However, pregnant women are most at risk of serious implications, as the CMV virus can travel across the placenta and infect the baby. CMV can spread at any stage of pregnancy, but risks are higher in the first half of pregnancy. CMV is spread through bodily fluids, such as saliva and urine. CMV cannot be fully prevented. The best protection from CMV is avoiding contact with a child's saliva or urine, and hand washing after any such exposure.

Pregnant employees should therefore pay particular attention to hand hygiene. Best practice would suggest that they avoid changing nappies, assisting in toileting, cleaning up toileting accidents, or feeding infants, as there is a high risk of coming into contact with bodily fluids. The pregnant staff member may be temporarily reassigned to work in a room with older children to minimise the requirement of nappy changing, toileting, and assisting with nose wiping. Pregnant staff members will be reminded to wash and dry their hands after touching young children, and to be vigilant when cleaning toys and surfaces that may have come into contact with saliva, urine or other bodily fluids. The employee should practice good hand and respiratory hygiene and use gloves.

HAND, FOOT AND MOUTH DISEASE

Although the risk is minimal, employees who acquire this disease in late pregnancy can pass it to the

unborn child. The employee should therefore pay particular attention to hand and respiratory hygiene and use gloves.

HUMAN PARVOVIRUS B19 (ERYTHEMA INFECTIOSUM, FIFTH DISEASE)

This virus can be transmitted to the unborn baby. The employee should therefore pay particular attention to hand and respiratory hygiene.

LISTERIOSIS (food poisoning)

Listeriosis is a bacterial infection caused by *Listeria monocytogenes*, which can be harmful during pregnancy. To prevent listeriosis during pregnancy, the pregnant employee should avoid high-risk foods like raw meats, deli meats, unpasteurized dairy products, and pre-prepared salads or fruit. Ensure that raw food from animal sources is thoroughly cooked and wash all fruits and vegetables thoroughly before eating.

TOXOPLASMOSIS

This disease is caused by a parasite that passes from animals to people. During pregnancy, the parasite can pass through the placenta to the developing baby. A blood test can reveal if the mother is immune. The employee should pay attention to hand hygiene, avoid cleaning the sand pit (where there may be cat faeces) or bird cages, and avoid contact with soil (e.g., gardening). Infection can be avoided by cooking meat thoroughly, washing fruits and vegetables and by drinking clean water.

HIV (HUMAN IMMUNODEFICIENCY VIRUS), AIDS (ACQUIRED IMMUNODEFICIENCY SYNDROME)

HIV is a virus that can lead to AIDS. Like Hepatitis B, these viruses are transmitted through blood and other bodily secretions. Employees must ensure that policies and the National Health and Medical Research Council (NHMRC) guidelines are followed for managing exposure to blood and bodily fluids, including ensuring that wounds are covered appropriately.

THE APPROVED PROVIDER, MANAGEMENT AND NOMINATED SUPERVISOR WILL:

- assess and manage any potential risks for pregnant employees, implementing reasonable adjustments to duties while ensuring children's safety, rights and best interests remain the paramount consideration and that adequate supervision is maintained at all times
- ensure that the health and safety needs of pregnant employees are considered and act flexibly as far as is reasonably practicable

- ensure that all employees are familiar with recommended vaccinations for early childhood employees in accordance with the [Australian Immunisation Handbook](#)
- recommend to all staff that they consult their general practitioner to seek advice on immunisation prior to planning a pregnancy
- encourage all staff to undergo blood tests to check their immunity status to common childhood infections, and take the appropriate action depending upon results
- alert all staff and families if a child or staff member contracts an infectious disease
- ensure that all staff members are practising effective hand hygiene at all times
- ensure that all staff members are familiar with infection control policies and procedures and actively adhere to these at all times
- consult with the pregnant employee to examine how their work tasks can be modified to eliminate or minimise risks of injury or illness
- negotiate with the pregnant employee to ensure a safe environment
- provide information to the employee's general practitioner, as requested, in regard to normal duties performed on a day-to-day basis
- meet anti-discrimination law obligations by ensuring pregnant employees are treated with respect.

EMPLOYEES WHO ARE PREGNANT WILL:

- disclose their pregnancy promptly to ensure that the employer can support their health, safety, and well-being in the workplace (Note: There is no requirement under the Fair Work Act 2009 for an employee to disclose their pregnancy.)
- maintain immunisation records
- consult with their general practitioner if planning a pregnancy to establish their immunity status for common childhood infections, and to get information about recommended vaccinations
- ensure their treating medical practitioner is aware of the specific work environment and activities that are undertaken on a day-to-day basis
- provide up-to-date immunisation statements to management
- adhere to Workplace Health and Safety legislation and take reasonable care for their own health and safety and that of others, cooperate with the approved provider/nominated supervisor on health and safety matters, including following control measures and adjustments to manage risks during pregnancy
- be familiar with and adhere to policies and procedures pertaining to infection control and effective hand and respiratory hygiene

- consult with their obstetrician and/or medical practitioner should there be an outbreak of an infectious disease or virus in the Service that they are not immune to, in regard to whether they should continue to attend work
- immediately advise the approved provider and/or nominated supervisor if they believe there is a workplace hazard or potential risk to their pregnancy
- notify the approved provider and/or nominated supervisor of the pregnancy if health and safety issues that may affect the pregnancy are experienced or may be foreseen
- provide the required notice of intended leave in writing to the approved provider and/or nominated supervisor
- provide medical evidence from a general practitioner and/or specialists (as required) to the approved provider and/or nominated supervisor promptly
- provide a doctor's certificate confirming they are fit to continue working if they wish to continue working beyond 6 weeks before the expected date of birth ([Fair Work Ombudsman](#))
- discuss paid and/or unpaid parental leave entitlements and options with management/approved provider
- inform their employer as soon as possible if they intend to take up unpaid parental leave within 24 months of the child's birth-discuss how this leave will be taken, either as a single continuous period, flexibly, or a combination of both.

Note: More information about staff leave entitlements, including parental leave, is discussed in our *Staff Leave Entitlements Policy*. All leave entitlement information has been removed from this policy and is included in the *Staff Leave Entitlements Policy*.

SAFE JOBS

Pregnant employees, including casuals, are entitled to move to a [safe job](#) if they are fit for work, but it isn't safe for them to do their normal job due to pregnancy. The employee must provide evidence that:

- she is able to work but cannot do her normal job (including why their normal job is not safe).
- how long should she not work in her normal job.

Evidence can be a medical certificate from a medical practitioner.

THE APPROVED PROVIDER/NOMINATED SUPERVISOR WILL:

- maintain current information regarding their legal responsibilities to pregnant employees
- not ask if an employee is pregnant unless there are genuine health and safety concerns

- respect a pregnant employee's right to confidentiality regarding their pregnancy and when this information should be disclosed to colleagues
- ensure that all pregnant employees are notified of their legal right to paid parental leave, unpaid parental leave and other entitlements once the pregnancy is disclosed
[disclose information and conditions about employer-funded paid parental leave if this is part of the service's workplace agreement]
- discuss government funded [Parental Leave Pay](#) entitlements to eligible employees
- discuss [Keeping in touch days](#) whilst the employee is on unpaid parental leave to assist the employee to stay connected with the Service
- arrange a meeting with the employee when they are nearing the end of their leave to discuss return-to-work expectations- hours of work, flexible working conditions or any other arrangements
- provide the employee with the same job they had before leave, or an available position for which she is qualified and suited, and that is closest in pay and status to the pre-parental leave position
- consider any requests from the employee for a variation and/or flexibility in hours on their return to work
- when recruiting employees to replace employees on parental leave, candidates must be notified by the employer that:
 - the role is temporary
 - the employee on leave has a right to their pre-parental leave position when they return to work and
 - the employee and the employer may have a right to cancel or end the leave early in certain circumstances (e.g., stillbirth or infant death).

RETURNING TO WORK AFTER PARENTAL LEAVE

Employees who are entitled to paid or unpaid parental leave under the Fair Work Act have the right to return to their pre-parental position at the end of the leave - '*Return to work guarantee*' or in the case of an employee who was transferred to alternative duties, to the position held immediately before this transfer. Where such a position no longer exists, but other positions are available for which the employee is qualified and capable of performing, they will be entitled to a position as nearly comparable in status and salary to their former position. More information on [returning to work from parental leave](#).

Employees may [end their parental leave](#) and return to work early.

The approved provider/nominated supervisor will support the returning employee to settle back into the work environment with consideration for their physical and emotional wellbeing. Where possible, they

will support the employee's smooth return to work and ensure continuity of care for the children. This may include offering flexible work hours and creating a supportive workplace culture, such as providing a private, comfortable space for breastfeeding, expressing milk, or other personal needs.

CONTINUOUS IMPROVEMENT/REFLECTION

Our *Pregnancy in Early Childhood Policy* will be evaluated and reviewed on an annual basis or earlier if there are changes to legislation, ACECQA guidance or any incident related to our policy. Feedback will be requested from children, families, staff, educators and management, and notification of any change to policies will be made to families within 14 days.

RELATED RESOURCES

Pregnant Employee Medical Clearance Form

SOURCES

Australian Children's Education & Care Quality Authority. (2026). [Guide to the National Quality Framework](#)

Australian Government Department of Health [Australian Immunisation Handbook](#)

Australian Government Department of Health, Disability and Ageing [Immunisation](#)

Australian Government. [Pregnancy birth and baby](#).

Australian Human Rights Commission: <https://www.humanrights.gov.au>

CMV Australia. (2024). <https://www.cmv.org.au/>

Early Childhood Australia. (2016). *Code of Ethics*.

[Education and Care Services National Law Act 2010](#)

[Education and Care Services National Regulations 2011](#)

Fair Work Act 2009 (Cth).

Fair Work Ombudsman [Employee checklist for unpaid parental leave](#)

Fair Work Ombudsman [Ending parental leave early](#)

Fair Work Ombudsman [Entitlements while pregnant](#)

Fair Work Ombudsman [Keeping in touch days](#)

Fair Work Ombudsman [Parental leave and related entitlements fact sheet](#)

Fair Work Ombudsman [Parental leave Best Practice Guide](#) (2024).

National Health and Medical Research Council. (2024). [Staying Healthy: preventing infectious diseases in early childhood education and care services \(6th Ed.\)](#). NHMRC. Canberra.

Safe Work Australia

The Pregnancy Centre (2016). [Taking care of your back](#)

Work Safe Queensland. [Cytomegalovirus \(CMV\) in early childhood education and care services](#).

REVIEW

POLICY REVIEWED BY	Christian Stumpfs	Area Manager	25/06/2026
POLICY REVIEWED	JUNE 2026	NEXT REVIEW DATE	JUNE 2027
VERSION NUMBER	V2		
MODIFICATIONS	• annual policy maintenance • operational decisions to include paramount consideration added • updated information in line with Staying Healthy guidelines, and other government initiatives • review of leave entitlement information provided in policy; information covered in <i>Staff Leave Entitlement Policy</i>		
PREVIOUS MODIFICATIONS			

PROBATION INDUCTION AND ORIENTATION POLICY

Our Service aims to implement a probation and induction orientation program to ensure employees are aware of their roles and responsibilities to enable effective performance within their employment at Glenmore Park Early Learning Centre. A formal induction and orientation program provides an opportunity for new employees to have an understanding of the values and organisational culture within our Service.

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 4: STAFFING ARRANGEMENTS		
4.1	Staffing arrangements	Staffing arrangements enhance children's learning and development.
4.1.1	Organisation of educators	The organisation of educators across the service supports children's learning and development.
4.1.2	Continuity of staff	Every effort is made for children to experience continuity of educators at the service.
4.2	Professionalism	Management, educators and staff are collaborative, respectful and ethical.
4.2.1	Professional collaboration	Management, educators and staff work with mutual respect and collaboratively, and challenge and learn from each other, recognising each other's strengths and skills.
4.2.2	Professional Standards	Professional standards guide practice, interactions and relationships.
QUALITY AREA 5: RELATIONSHIPS WITH CHILDREN		
5.1.1	Positive educator to child interactions	Responsive and meaningful interactions build trusting relationships which engage and support each child to feel secure, confident and included.
QUALITY AREA 7: GOVERNANCE AND LEADERSHIP		
7.1.3	Roles and Responsibilities	Roles and responsibilities are clearly defined and understood and support effective decision making and operation of the service.
7.2.3	Development of professionals	Educators, co-ordinators and staff members' performance is regularly evaluated, and individual plans are in place to support learning and development.

EDUCATION AND CARE SERVICES NATIONAL REGULATIONS	
4	Definitions
82	Environment to be free from tobacco, vaping devices, vaping substances, drugs and alcohol
84	Awareness of child protection law
90	Medical conditions policy
170	Policies and procedures to be followed
171	Policies and procedures to be kept available
172	Notification of change to policies or procedure
Part 4.4	Staffing Arrangements
Division 7	Approval and determination of qualifications
Division 9	Staff and educator records—centre-based services

RELATED LEGISLATION

NSW Anti-Discrimination Act 1977	Fair Work Act 2009
Federal and State Occupational Safety and Health Legislation	Federal and State Equal Opportunity Legislation and any other relevant industrial awards
Education and Care Services National Law Act 2010	Children and Young Persons Act 1998
Sex Discrimination Act	Family Law Act 1975
Child Care Subsidy Secretary's Rules 2017	Child Care Subsidy Minister's Rules 2017
A New Tax System (Family Assistance) Act 1999	
Family Assistance Law — Incorporating all related legislation as identified within the Child Care Provider Handbook	

RELATED POLICIES

CCS Governance Policy CCS Personnel Policy Child Protection Policy Child Safe Environment Policy Code of Conduct Policy Dealing with Complaints Policy Governance Policy	Privacy and Confidentiality Policy Recruitment Policy Safe Use of Digital Technologies and Online Environment Policy Staffing Arrangements Policy Student, Volunteer and Visitors Policy

PURPOSE

We aim to ensure the most suitably qualified, experienced and reliable staff are employed at our Service. We are committed to ensuring we meet all legislative and regulatory requirements including the Education and Care Services National Law and National Regulations, Children and Young Persons Act, Fair Work Act, Family Assistance Law and Anti-Discrimination Act.

The National Quality Framework states that a comprehensive induction process plays a critical role in creating and maintaining a positive and professional culture. By providing an efficient and effective induction and orientation program we aim to ensure employees have the skills and knowledge to perform their roles confidently.

An effective induction and orientation program provides a formal process to provide new employees, students and volunteers with information regarding service policies, procedures and practices. An induction and orientation program are available for all new employees and employees returning to work after a period of absence to ensure a smooth integration into our Service.

At the time of employment, management will provide the employee with a [Fair Work Information Statement](#) and casual employees will be provided with a copy of the [Casual Employee Information Statement](#) (CEIS) at time of engagement.

SCOPE

This policy applies to staff, educators, approved provider, nominated supervisor, volunteers, students and management of the Service.

CHILD SAFE STANDARDS

Our Service is committed to be a child safe Education and Care Service and embeds the National Child Safe Principles- Child Safe Standards. Our robust recruitment, probation and induction/orientation processes play a vital role in protecting children from harm.

PROBATIONARY PERIOD

All new employees are subject to a probationary period of **six (6) months**. This ensures assessment for both the employee and service to ensure suitability of the role for the employee.

The probationary period is a condition of employment for all new employees. During this time employees will receive advice, training and guidance to help them become familiar with and competent in,

performing the work they have been appointed to do. The appointment is subject to the satisfactory completion of the probationary period which itself is subject to termination during any stage, by either party, upon notice in writing, or by payment in lieu of notice.

During the probationary period an induction and orientation program will be initiated with the new employee. This allows the new employee an opportunity to understand the expectations and standard of conduct required to pass the probationary period.

Probationary meetings will be scheduled within the first week of employment and then monthly during the probationary period. Feedback will be provided to the employee regarding performance and additional training and mentoring may be offered if required. The probation meeting is also an opportunity for the new employee to ask any questions or raise any concerns. A Probationary Meeting checklist and record will be completed to document the meeting and placed into the staff file. *(See Probation Meeting Review)*

The employee may terminate employment within the probationary period by providing the appropriate notice in writing as per employment contract. The employer may terminate employment within the probationary period by providing the appropriate notice as per employment contract. A termination of employment letter will state the reason of termination, notice period and the date of the employees last day of employment. *(See Probation Letters)*

At the end of the probationary period, the approved provider or appointed nominee will advise if the employee has successfully completed the probationary period and provide a letter confirming their ongoing employment. *(See Probation Letters)*

Employees, full time and part time, will accrue and are eligible to access paid leave entitlements during the probationary period such as annual leave and sick leave. If an employee does not pass their probation period any unused annual leave entitlements will be paid out.

PROBATION AND COMPLIANCE WITH POLICIES AND PROCEDURES

During the probationary period, employees are expected to familiarise themselves with and consistently follow the Service's policies and procedures.

- Performance and conduct: Failure to comply with policies and procedures may result in corrective action, including verbal or written warnings.

- Support and training: Where appropriate, additional guidance, training or supervision will be provided to support the employee in meeting expectations.
- Serious breaches: Any serious breach of policy (such as safety, confidentiality, or child protection obligations) may result in immediate termination of employment.
- Ongoing suitability: Continued non-compliance during probation may indicate that the employee is unsuitable for the role and may lead to termination of employment in accordance with the employment contract and the Fair Work Act 2009.

INDUCTION AND ORIENTATION

Our Service is committed to providing a comprehensive induction program to ensure the smooth integration of new employees, students and volunteers. The approved provider or assigned nominee will support the new employee and help them to understand the organisational structure, how decisions are made and communicated and what role they will have in the decision-making process.

The approved provider or assigned nominee will provide details to new employees about the *Fair Work Act* regarding the 'right to disconnect' and expectations for contact outside of hours, the process for making contact and expectations for any changes to shifts.

An induction checklist will be used to support this process, which explains an employee's responsibility to know the policies, procedures and practices within our Service and their duty of care obligations to ensure the safety and wellbeing of all children.

Induction will include relevant information on child safe practices adhering to the National Principles Child Safe Organisations -Child Safe Standards National Model Code and Guidelines for taking images and video of children while providing education and care, Code of Conduct, Child Information Sharing Schemes (CISS) and strategies that identify, assess and minimise risks to children and mandatory reporting procedures

New employees (including the nominated supervisor and staff members), students and volunteers are to familiarise themselves with the *Child Protection Policy* to understand the Child Protection Law and their obligations and mandatory reporting duties to ensure the safety and wellbeing of children at the Service.

On the first day of employment the approved provider or assigned nominee will ensure the new employee has completed all relevant paperwork. (*See Individual Staff Record*).

The induction and orientation program will work alongside the probation period. It is expected the induction and orientation program will be performed during the six (6) month probation period.

The new employee, student or volunteer will be required to read and become familiar with key Service policies and procedures as part of the induction and orientation program. These include, but are not limited to, the following key policies:

- Child Protection Policy
- Child Safe Environment Policy
- Safe Use of Digital Technologies and Online Environments Policy
- Sick Staff Policy and Procedure
- Code of Conduct Policy
- Behaviour Guidance Policy
- Educational Program Policy
- Work Health and Safety Policy
- Privacy and Confidentiality Policy
- Emergency Evacuation Policy
- Medical Conditions Policy
- Incident, Injury, Trauma and Illness Policy
- Dealing with Complaints Policy
- Safe Arrival of Children Policy (If applicable)
- Safe Transportation Policy (if applicable)

During the induction and orientation program, new employees, students and volunteers will be advised of any children with a health care need, allergy or relevant medical condition. The Service Philosophy, Staff Handbook, Code of Conduct and the Early Childhood Australia Code of Ethics will be shared with the new employee, student or volunteer during the induction and orientation program.

All new employees will be appropriately trained and informed of workplace health and safety policies and procedures before commencing employment, such as hazard and incident forms and reporting procedures, use of PPE equipment, location of fire safety equipment, emergency and evacuations procedures (including lockdowns), location and use of Safety Data Sheets (SDS), any WorkCover information, security procedures and location of first aid kits as described in the *Induction Checklist*.

As part of the induction and orientation program, the approved provider or assigned nominee will provide opportunities for discussing and unpacking the following key documents, (including the location of these documents):

- Education and Care Services National Law and National Regulations
- The National Quality Standard
- Service Policies and Procedures
- Belonging, Being and Becoming: The Early Years Learning Framework
- My Time Our Place: Framework for School Age Care in Australia (as required)
- Early Childhood Australia- Code of Ethics
- National Principles Child Safe Organisations -Child Safe Standards-
- Child Information Sharing Scheme (CISS) and Family Violence Information Sharing Schemes (FVISS)
- National Model Code and Guidelines

CONTINUOUS IMPROVEMENT/REFLECTION

Our *Probation, Induction and Orientation Policy* will be reviewed annually or earlier if there are changes to legislation, ACECQA guidance or any incident related to our policy. Feedback will be requested from children, families, staff, educators and management and notification of any change to policies will be made to families within 14 days.

CHILDCARE CENTRE DESKTOP- RELATED RESOURCES

Code of Conduct – Staff Acknowledgement Individual Staff Record Induction Checklist New Educator Orientation Survey New Employee Introduction Letter New Employee Orientation Guide Probation Letters – Guide and Drafts	Probation Meeting Procedure Probation Meeting Review Form Staff Handbook Student Volunteer Induction Checklist Student Volunteer Handbook

SOURCES

Australian Children’s Education & Care Quality Authority. (2025). [Guide to the National Quality Framework](#)
 Australian Children’s Education & Care Quality Authority. (2024). [Taking Images or Videos of Children While Providing Early Childhood Education and Care. Guidelines for the National Model Code.](#)
 Australian Government. Fair Work Ombudsman. (2024). [Hiring employees](#)
 Australian Human Rights Commission. Child Safe Organisations. <https://humanrights.gov.au/our-work/childrens-rights/projects/child-safe-organisations>
 Early Childhood Australia Code of Ethics. (2016).

[Education and Care Services National Law Act 2010](#). (Amended 2025)

[Education and Care Services National Regulations](#). (Amended 2025)

NSW Government. (2020). Office of the Children's Guardian: [A guide to the Child Safe Standards](#)

REVIEW

POLICY CREATED BY	Tracy Gill	Nominated Supervisor	26.11.206
POLICY REVIEWED	NOVEMBER 2025	NEXT REVIEW DATE	NOVEMBER 2026
VERSION NUMBER	V1		
MODIFICATIONS			

PROBATION MEETING PROCEDURE

Our Service aims to implement a probation and induction orientation program to ensure employees are aware of their roles and responsibilities to enable effective performance within their employment at Glenmore Park Early Learning Centre. A formal induction and orientation program allows an opportunity for new employees to have an understanding of the values and organisational culture within our Service.

An effective induction and orientation program provides a formal process to provide new employees information regarding service policies, procedures and practices.

Probationary meetings will be scheduled within the first week of employment and at the end of the probationary period. Feedback will be provided to the employee regarding performance. The probation meeting is also an opportunity for the new employee to ask any questions or raise any concerns. A *Probationary Meeting Review Form* will be completed to document the meeting and placed into the staff file.

Working in conjunction with the *Probation Induction and Orientation Policy* this procedure provides instructions for the Nominated Supervisor and management to follow during the probation and orientation process with new employees.

Education and Care Services National Law or Regulations (R.4, 84, Part 4.4, Division 7, 9 and 10) NQS QA 4, 5 and 7: Element 4.1.1, 4.1.2, 4.2.1, 4.2.2, 5.1.1, 7.1.3, 7.2.3. Staffing Arrangements, Relationships with Children and Governance and Leadership.

Related Policy: Probation Induction and Orientation Policy

STEP 1: Before the employee begins employment		
1	WWCC must be verified by employer BEFORE staff member begins employment	
2	Documentation as per <i>New Employee Documentation Checklist</i> completed	

STEP 2: First Day		
1	Tour of the service and introductions to other employees	
2	<i>New Employee Induction Checklist</i> started with key areas addressed	

STEP 3: End of first week		
1	Probation meeting held to discuss performance	
2	Feedback is provided and any concerns raised	
3	<i>New Employee Induction Checklist</i> completed	
4	<i>Probation Meeting Review</i> form completed	
5	Review of policies and procedures, including completion of the <i>Policy Acknowledgement Form</i>	

STEP 4: End of 6 Month probation period		
1	Probation meeting held to discuss performance and feedback provided	
2	<i>Probation meeting Review</i> form completed	
3	Formal Probation Letter provided to advise employee of the outcome: • Extend probation or • Terminate employment or • Probation passed	

REVIEW OF PROCEDURE			
Date procedure created	Tracy Gill	To be reviewed	26.11.2025
Approved by	Tracy Gill	Signature	
Procedure Reviewed Date	Modifications/Changes		

PROTECTED DISCLOSURES (WHISTLEBLOWER) POLICY

This policy encourages employees, volunteers, contractors, subcontractors, parents and carers to report any concerns or instances of wrongdoing or misconduct without hesitation. It also reinforces the Service's strong commitment to supporting and protecting individuals who make protected disclosures, ensuring they are safe from any form of detrimental action, which will not be tolerated under any circumstances. When Kindy Australia Group receives a protected disclosure, we have obligations to protect the person who made the disclosure and to appropriately manage and address the disclosure.

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 2: CHILDREN'S HEALTH AND SAFETY		
2.2.3	Child Safety and Protection	Management, educators and staff are aware of their roles and responsibilities regarding child safety, including the need to identify and respond to every child at risk of abuse or neglect.
QUALITY AREA 4: STAFFING ARRANGEMENTS		
4.2.1	Professional collaboration	Management, educators and staff work with mutual respect and collaboratively, and challenge and learn from each other, recognising each other's strengths and skills.
4.2.2	Professional standards	Professional standards guide practice, interactions and relationships.
QUALITY AREA 7: GOVERNANCE AND LEADERSHIP		
7.1	Governance	Governance supports the operation of a quality service that is child safe.
7.1.2	Management systems	Systems are in place to manage risk and enable the effective management and operation of a quality service that is child safe.
7.2	Leadership	Effective leadership builds and promotes a positive organisational culture and professional learning community.

EDUCATION AND CARE SERVICES NATIONAL LAW AND NATIONAL REGULATIONS	
S. 2A	Paramount consideration – safety, rights and best interests of children
S. 3A	Paramount consideration
S.5AA	Meaning of inappropriate conduct
S. 162A	Child protection training Offence relating to child protection training
S. 166A	Offences relating to inappropriate conduct Offence to subject child to inappropriate conduct [NSW]
S. 174AA	Educators and other staff members of education and care service to notify certain information [NSW]

Division 7	Serious detrimental action
S. 300E	Requirement for policy about protected disclosures [NSW]
84	Awareness of child protection law
168	Education and care services must have policies and procedures
170	Policies and procedures to be followed
171	Policies and procedures to be kept available
172	Notification of change to policies or procedures
175	Prescribed information to be notified to the regulatory authority
181	Confidentiality of records kept by approved provider

RELATED LEGISLATION

<i>Public Interest Disclosures Act 2022 (NSW)</i> <i>Independent Commission Against Corruption Act (1988)</i>	<i>Anti-Discrimination Act 1977 (NSW)</i> <i>Work Health and Safety Act 2011 (NSW)</i> <i>Corporations Act 2001 (Cth)</i>

RELATED POLICIES

Bullying, Discrimination and Harassment Policy Child Protection Policy Child Safe Environment Policy Code of Conduct Policy Dealing with Complaints Policy (Staff) Governance Policy	Interactions with Children, Family and Staff Policy Privacy and Confidentiality Policy Staffing Arrangements Policy Supervision Policy Work Health and Safety Policy

PURPOSE

This policy supports a culture of integrity and accountability by providing a safe and confidential process for reporting wrongdoing, misconduct, or any matter that may pose a risk to the safety, welfare or wellbeing of children within our Service. We believe that children's safety, rights, and best interests are the paramount consideration for all Service operations, decisions and functions. Our Service ensures that child safety, wellbeing and best interests take priority over all other considerations, including financial interests or other obligations of management, and are embedded in our daily practices, policies and procedures.

This policy outlines how Kindy Australia Group manages protected disclosures, identifies reporting contacts, explains the reporting process and details the safeguards available to individuals who make such disclosures.

SCOPE

This policy applies to all current and former staff, educators, management, approved provider, nominated supervisor, students, families, contractors, subcontractors, volunteers and visitors of the Service.

DEFINITIONS

For additional definitions and key terms used within this policy, refer to *Key Terms – Policies and Procedures*.

Protected Disclosure/Qualifying Disclosure: A disclosure of information where the reporter (whistleblower) has reasonable grounds to suspect the information concerns:

- conduct that endangers or may endanger the safety, health or wellbeing of children
- misconduct or an improper state of affairs
- illegal activity or breach of law
- inappropriate conduct toward children
- fraudulent activity or corruption
- negligence
- systemic practices posing serious risk to health and safety
- breach of child protection requirements
- failure to comply with the National Law or Regulations
- taking or threatening to take detrimental action against a person who has made a disclosure, is suspected to have made or is planning to make a disclosure.

In NSW, a protected disclosure means a disclosure of information or provision of documents:

(a) to the NSW Early Learning Commission in compliance with a request under, or in accordance with the National Law, or

(b) to the NSW Early Learning Commission or to a manager of an approved provider of an approved education and care service, if the person is making the disclosure honestly, and on reasonable grounds, believes the disclosure shows or tends to show –

(i) an offence against the National Law has been or is being committed; or

(ii) the safety, health or wellbeing of a child or children being educated and cared for by an education and care service is at risk

Not all concerns or complaints are protected disclosures. A disclosure will only be protected where the person making the report does so honestly and on reasonable grounds, and the information tends to show wrongdoing, an offence under the National Law, or a risk to the safety, health or wellbeing of a child or children. Personal work-related grievances that do not involve broader wrongdoing or risks to children are not protected disclosures.

Reasonable grounds to suspect: The discloser's reasons for suspicion must be reasonable, when considered objectively. Even if the disclosure proves incorrect, protection applies if reasonable grounds existed.

Detrimental Action: Any disadvantage to a person including:

- dismissal, demotion or suspension
- harassment, intimidation or victimisation
- discrimination or adverse treatment
- damage to reputation, property or financial position
- injury or harm including psychological
- threats of any of the above

Personal work-related grievances: Generally, these do not qualify for whistleblower protection unless they:

- include information about misconduct beyond personal circumstances
- involve breach of employment laws punishable by 12+ months imprisonment
- relate to detrimental action for making a protected disclosure
- represent danger to public safety

Serious Detrimental Action: any act or omission that causes, involves or encourages detriment to the person, or the threat of detriment (whether express or implied). However, the following are not considered serious detrimental action:

- lawful action taken by a person or body to investigate a possible contravention of the National Law
- prosecuting a person for a criminal offence
- referring a matter about a person to the independent arbiter
- making a disciplinary agreement or disciplinary order in relation to a person
- giving a disciplinary notice to a person

Whistleblowing: a whistleblower, also known as a reporter, is a person who provides information and exposes serious wrongdoing within an organisation in the hope of stopping it. Whistleblowing plays a crucial role in managing risk and cultivating an ethical culture and is an effective way of uncovering potential serious wrongdoing including misconduct, fraud and corruption.

IMPLEMENTATION

Our Service promotes a culture of transparency and will provide safe, confidential channels for disclosures, investigate fairly, and protect disclosers from detrimental action. Our Service encourages anyone who suspects illegal, unethical, corrupt or fraudulent behaviours, wrongdoing, inappropriate conduct or inappropriate discipline to report those concerns.

THE APPROVED PROVIDER/NOMINATED SUPERVISOR/ MANAGEMENT WILL ENSURE:

- that obligations under the Education and Care Services National Law and Education and Care Services National Regulations are met
- educators, staff, students, visitors and volunteers understand and adhere to this policy and associated procedure and are advised on how and where the policy can be accessed
- copies of this policy are readily accessible and available for inspection
- families are aware of this *Protected Disclosure (Whistleblower) Policy* and are advised on how and where the policy can be accessed
- a safe environment is created where employees and volunteers feel supported to report any wrongdoing
- a culture of transparency and integrity is promoted within the Service
- regular training and awareness sessions about whistleblower protections and processes are provided to all staff, educators and volunteers and that records of training are maintained. Regular training will occur every 12-24 months
- multiple reporting channels including internal and external options
- appoint eligible recipients to receive disclosures
- any whistleblower reports are promptly investigated
- feedback is provided to whistleblowers on the progress and outcomes of their reports, where appropriate.

EDUCATORS/VOLUNTEERS/STUDENTS WILL:

- immediately report all incidents, allegations and complaints relating to child safety to the approved provider (see: *Child Protection Policy*)

- be encouraged to report any concerns, even if you are unsure whether they meet the definition of a protected disclosure. All reports will be assessed by the Service in accordance with this policy and relevant legislation.
- cooperate with investigations into disclosures
- maintain confidentiality about disclosures and investigations
- support colleagues who make protected disclosures
- not engage in or tolerate detrimental action against whistleblowers
- complete required training on whistleblower protections and procedures, including during induction and at regular intervals

FAMILIES WILL:

- be informed of their right to make protected disclosures about serious wrongdoing
- have access to information about how to make a disclosure
- be protected if they make a qualifying disclosure
- have confidence that disclosures will be taken seriously and investigated appropriately.

HOW TO MAKE A DISCLOSURE

Disclosures can be made by current and former employees and educators, volunteers, students, contractors, families, persons with management or control at the Service. Disclosures may be made:

- in person
- in writing (letter or email)
- by telephone
- through a discussion (face-to-face, via telephone or virtually)
 - through a legal practitioner

Anonymous disclosures will be accepted; however, this may limit the Service's ability to investigate the matter fully or provide feedback.

When making a disclosure, the whistleblower should provide:

- description of the conduct or issue
- names of persons involved in suspected wrongdoing, their role, title and how they are involved
- dates, times and locations of key events
- any witnesses
- supporting documentation or evidence
- contact details (unless anonymous)

PROTECTION AND REMEDIES FOR REPORTERS

Individuals making qualifying disclosures are protected from:

- civil, criminal or administrative liability
- contractual remedies or rights being enforced
- admissibility of disclosed information in proceedings against them
- detrimental actions or threats

Individuals who make a protected disclosure in accordance with legislation are entitled to significant protections. These protections include:

Protection from detrimental action: the Service will take all reasonable steps to ensure that no person suffers detriment for making, or intending to make, a protected disclosure. Detrimental action includes dismissal, injury, damage, intimidation, harassment, discrimination or adverse treatment. Taking serious detrimental action against a person because of a protected disclosure is a criminal offence.

Preventing harmful actions: the Service will undertake a risk assessment upon receiving a disclosure and implement strategies to minimise the risk of detrimental action.

Recovery of damages: a person who suffers loss, damage or injury as a result of serious detrimental action may seek compensation through legal proceedings.

Ability to seek an injunction: a person may apply to a court to prevent or stop detrimental action. This may include orders to:

- stop harmful behaviour
- reinstate employment
- require corrective action

Immunity from liability: a person making a protected disclosure is protected from civil, criminal or administrative liability for making the disclosure. This includes protection from breach of confidentiality obligations. This protection does not extend to any wrongdoing by the person making the disclosure.

Immunity from costs: a person who brings proceedings in relation to a protected disclosure is generally not liable for legal costs unless the claim is made without reasonable cause.

REPORTING DETRIMENTAL ACTION

If an individual has experienced or is at risk of detrimental action as a result of making a disclosure, they should report this immediately.

Reports can be made to:

- the approved provider
- the nominated supervisor
- the Designated Whistleblower Protection Officer
- or an external authority

The Service will take all reasonable steps to:

- investigate the concern
- prevent further detrimental action
- support the affected person
- take appropriate disciplinary action where required

FALSE OR MALICIOUS DISCLOSURES

While protection extends to incorrect disclosures made within reasonable grounds, deliberately false or malicious reports will be treated seriously and may result in:

- disciplinary action
- termination of employment
- legal action
- referral to authorities

INTERNAL RECIPIENTS OF A DISCLOSURE

Approved provider: Dora Nilda Palacios Vazquez

Nominated supervisor: Tracy Gill

Email: t.gill@gpelc.com.au

Phone: 47 268000

Designated whistleblower protection officer: Renee Certoma

EXTERNAL RECIPIENTS OF A DISCLOSURE

If a staff member, volunteer or other person would prefer to make an external protected disclosure outside the Service, they may contact the regulatory authority, Ombudsman or the statutory child protection authority.

Regulatory Authority - NSW Early Learning Commission

- 1800 619 113 email: information@earlylearningcommission.nsw.gov.au

Independent Commission Against Corruption (ICAC)

- 1800 463 909 website: www.icac.nsw.gov.au

NSW Ombudsman

- 1800 451 524 website: www.ombo.nsw.gov.au

RECEIVING AND MANAGING DISCLOSURES

Our Service is committed to ensuring that all protected disclosures are handled appropriately, fairly, and confidentially. The person managing the disclosure will, on behalf of the Service:

- acknowledge receipt of a disclosure within 5 business days (where the discloser can be contacted)
- assess whether the disclosure qualifies for protection under relevant legislation
- determine appropriate investigation procedures while maintaining confidentiality
- take all reasonable steps to protect the discloser from detrimental action
- ensure procedural fairness for any person mentioned in a disclosure
- provide a summary of outcomes, where appropriate and lawful
- document all disclosures, investigations and outcomes securely and confidentially

RISK ASSESSMENT AND MANAGEMENT

Upon receiving a disclosure, the Service will conduct a risk assessment to identify any risk of detrimental action. This assessment will consider risks to:

- the person making the disclosure
- the person who is the subject of the disclosure
- witnesses
- individuals involved in the investigation

The Service will implement strategies to minimise identified risks, which may include:

- adjusting reporting lines
- providing support services
- ensuring secure communication channels
- ongoing monitoring throughout the process

INVESTIGATING DISCLOSURES

Before commencing an investigation, the Service will assess whether the disclosure qualifies as a

protected disclosure under relevant legislation and determine the appropriate response, including whether the matter should be referred to an external authority.

The person managing the disclosure will:

- conduct thorough, fair and impartial investigations into qualifying disclosures
- determine the nature, scope and appropriate investigator (internal or external)
- complete investigations as soon as practicable
- keep the discloser informed of progress where appropriate and lawful
- take corrective action when wrongdoing is substantiated
- report to relevant authorities as required- regulatory authority, Police, Office of Children's Guardian

MANAGING DISCLOSURES CONFIDENTIALLY

Following a disclosure, the Service will ensure that the discloser is protected from detriment. The person managing the disclosure will:

- maintain strict confidentiality of the discloser's identity (subject to legal exceptions)
- limit the number of people who are aware of the discloser's identity or information that could identify them
- ensure that any person who becomes aware of the discloser's identity is reminded of their obligation to maintain confidentiality
- restrict access to records and information to authorised personnel only
- ensure secure storage of all documentation, including electronic and hard copy files
- protect disclosers from victimisation, harassment or detrimental action
- provide access to support services including Employee Assistance Programs where available
- monitor and assess risks of detriment to disclosers throughout the process
- take disciplinary action against anyone who takes detrimental action against a whistleblower
- maintain confidentiality of the discloser's identity except where disclosure is required by law or necessary to prevent a serious risk to a child or another person

In some circumstances, it may be necessary to disclose certain information during an investigation to ensure procedural fairness. In these cases, all reasonable steps will be taken to minimise the risk of the discloser being identified. If it becomes likely that the discloser's identity may be revealed, the Service will, where practicable:

- inform the discloser in advance
- review and update the risk assessment
- implement additional strategies to minimise the risk of detrimental action

- provide appropriate support to the discloser.

CONTINUOUS IMPROVEMENT/REFLECTION

The *Protected Disclosures (Whistleblower) Policy* will be evaluated and reviewed on an annual basis or earlier if there are changes to legislation, ACECQA guidance or any incident related to our policy.

Feedback will be requested from children, families, staff, educators and management and notification of any change to policies will be made to families within 14 days.

SOURCES

Australian Government. [Work Health and Safety Act 2011](#) (Cth).

Australian Securities & Investments Commission. [Whistleblower rights](#)

Children (Education and Care Services) National Law (NSW)

[Education and Care Services National Law Act 2010](#)

[Education and Care Services National Regulations 2011](#)

[Education and Care Services National Regulations \(NSW\) \(2025\)](#)

Justice and Connect. (2025). [Whistleblower protection laws for not-for-profit organisations](#).

NSW Department of Education. (2024). [Public interest disclosures procedures](#)

NSW Early Learning Commission. (2026). [Child safety reforms](#)

NSW Early Learning Commission. (2026). [Protected Disclosures Model Policy](#)

NSW Ombudsman. (2025). [Public Interest Disclosures](#)

REVIEW

POLICY REVIEWED BY	Christian Stumpfs	Area Manager	10/06/2026
POLICY REVIEWED	JUNE 2026	NEXT REVIEW DATE	DECEMBER 2026
VERSION NUMBER	V2.06.26		
MODIFICATIONS	• policy reviewed out of schedule in line with amendments to Children (Education and Care Services) National Law (NSW) and sample policy provided by NSW ELC		
PREVIOUS MODIFICATIONS			

RECRUITMENT POLICY

Our Service aims to implement a robust, well-planned child safe recruitment process to ensure we select the best person for the position and the needs of our early childhood education service. We aim to engage employees who are suitably qualified, experienced and passionate about the early years. Our *Recruitment Policy* outlines our processes to ensure they are aligned with legislative obligations, our Service's child safe culture, values and support diversity and inclusion.

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 4: STAFFING ARRANGEMENTS		
4.1	Staffing arrangements	Staffing arrangements enhance children's learning and development.
4.1.1	Organisation of Educators	The organisation of educators across the Service supports children's learning and development.
4.1.2	Continuity of staff	Every effort is made for children to experience continuity of Educators at the Service.
4.2	Professionalism	Management, educators and staff are collaborative, respectful and ethical.
4.2.1	Professional collaboration	Management, educators and staff work with mutual respect and collaboratively, and challenge and learn from each other, recognising each other's strengths and skills.
4.2.2	Professional Standards	Professional standards guide practice, interactions and relationships.
QUALITY AREA 5: RELATIONSHIPS WITH CHILDREN		
5.1.1	Positive educator to child interactions	Responsive and meaningful interactions build trusting relationships which engage and support each child to feel secure, confident and included.
QUALITY AREA 7: GOVERNANCE AND LEADERSHIP		
7.1.3	Roles and Responsibilities	Roles and responsibilities are clearly defined and understood and support effective decision making and operation of the service.
7.2.3	Development of professionals	Educators, co-ordinations and staff members' performance is regularly evaluated, and individual plans are in place to support learning and development.

EDUCATION AND CARE SERVICES NATIONAL LAW AND NATIONAL REGULATIONS	
S. 3A	Paramount consideration
S. 166A	Offence to subject child to inappropriate conduct
S. 174AA	Educators and other staff members of education and care service to notify certain information [
S. 188	Offence to engage person to whom prohibition notice applies
S. 188A	False or misleading information about prohibition notice
4	Definitions
82	Environment to be free from tobacco, vaping devices, vaping substances, drugs and alcohol
83	Staff members and family day care educators not to be affected by alcohol or drugs
84	Awareness of child protection law
137	Approval of qualifications
168	Education and care services must have policies and procedures
170	Policies and procedures to be followed
171	Policies and procedures to be kept available
172	Notification of change to policies or procedure
188	Compliance directions
Part 4.4	Staffing Arrangements
Division 7	Approval and determination of qualifications
Division 9	Staff and educator records—centre-based services

RELATED LEGISLATION

NSW Anti-Discrimination Act	Fair Work Act 2009
Federal and State Occupational Safety and Health Legislation	Federal and State Equal Opportunity Legislation and any other relevant industrial awards
Education and Care Services National Law Act 2010	Children and Young Persons Act 1998
Sex Discrimination Act 1984	Child Care Subsidy Secretary's Rules 2017
Age Discrimination Act 2004	Disability Discrimination Act 1992

Racial Discrimination Act 1975	A New Tax System (Family Assistance) Act 1999
Family Law Act 1975	
Family Assistance Law – Incorporating all related legislation as identified within the Child Care Provider Handbook	

RELATED POLICIES

CCS Personnel Policy	Privacy and Confidentiality Policy
Child Safe Environment Policy	Probation, Induction and Orientation Policy
Child Protection Policy	Safe Use of Digital Technologies and Online Environment Policy
Code of Conduct Policy	Staffing Arrangements policy
Dealing With Complaints Policy	
Governance Policy	

PURPOSE

We aim to ensure the most suitability qualified, experienced and reliable staff are employed at our Service. We are committed to ensuring we meet all legislative and regulatory requirements including the Education and Care Services National Law, [Children and Young Persons \(Care and Protection\) Act](#), Fair Work Act and Anti-Discrimination Act.

All Service operations, decisions, and functions are underpinned by the principle that the rights and best interests of all children are paramount. Our Service ensures that child safety, wellbeing, and best interests take priority over all other considerations, including financial interests or other obligations of management.

Our Service is committed to be a child safe Early Education and Care Service and embed the National Child Safe Principles- Child Safe Standards and our recruitment and screening processes play a vital role in protecting children from harm. Our Service adopts and aligns with the [National Model Code](#) and Ministerial Direction (NSW) related to taking images or videos of children. (See *Safe Use of Digital Technologies and Online Environments Policy*.)

Our Service values workplace diversity and inclusion and we strongly encourage applicants from Aboriginal and Torres Strait Islanders, women, and individuals with disability. Recruitment and selection of staff will be guided by the requirements of relevant legislation, issues of equity and diversity, qualification, knowledge and skills, workforce participation and experience.

SCOPE

This policy applies to staff, educators, approved provider, nominated supervisor and management of the Service.

RECRUITMENT DECISIONS

The approved provider or assigned nominee will approve all recruitment decisions as outlined in this Recruitment Policy and Recruitment Plan Procedure. (*See Recruitment Plan*). Recruitment decisions will be based on the need and requirements of the Service and will consider the following:

- ensuring the Service meets all staffing requirements as per Education and Care Services National Law and National Regulations
- any resignation of existing staff
- an increase in occupancy.

The recruitment processes will be consistent, transparent, professional and timely. Any grievances relating to the recruitment procedure will be addressed as per the *Dealing with Complaints Policy*. All personal information regarding recruitment will be treated with the strictest confidence.

Selection criteria for each vacant position will be determined before advertisement and will take the following into consideration:

- position title
- qualifications required for the position, including mandatory child safety
- experience required for the position
- position description/skills required for the position
- conditions of employment
- mandatory employment screening requirements including verifying Working with Children Check (WWCC), where applicable National Police Criminal History checks, immunisation requirements, prohibited screening checks and conducting reference checks for every candidate to ascertain the candidate's attitudes and behaviours in previous child-related roles.
- clear expectations about commitment to child safety (Child Safe Standards) and wellbeing
- demonstrated understanding of child protection law, mandatory reporting requirements and processes to ensure the safety and wellbeing of children.

Comprehensive position descriptions for each advertised position will be available for all applicants. Any applicants deemed unsuitable will be advised within an appropriate time frame.

ADVERTISEMENTS

Information about the position and the Service will be provided to potential applicants which includes:

- job title
- position description- including objectives of the role, duties and accountability
- location
- description of the organisation/Service, including ownership details
- hours of work
- salary (award/ above award)
- Service Philosophy
- operation hours, age group of children educated and cared for
- selection criteria relating to the position available
- how to apply for the role
- a strong commitment to providing and upholding a safe environment for children including an understanding of child protection law and mandatory reporter obligations
- closing date for applications
- contact information for further information
- immunisation requirements
- WWCC requirements

Vacant positions may be advertised internally to encourage career advancement and opportunity. External advertisements may be placed through relevant media and networks including social media, newspaper and employment services

Potential applicants will be asked to complete an employment application as part of their application for the position available. (*See Employment Application*).

SELECTION PANEL AND INTERVIEWS

A selection panel will be determined for applicants short listed for an interview. The selection panel will consist of at least 2 people. Our Service will use the interview guide and questionnaire when preparing for interviews. (*See Interview Guide and Questionnaire*).

Applicants who require support or access provisions, are encouraged to advise this at the time of their application, to ensure appropriate assistance is provided throughout the recruitment process.

Questions will be prepared in advance of the interview and applicant responses will be recorded during the interview. Reflective questions to support safeguarding practices will be included to assist in determining whether the applicant is suitable to work with children. Each applicant will be asked the same questions to ensure fair and equitable treatment of all applicants. Interviews will be conducted in a private space and confidentiality will always be maintained. Applicants will be provided an opportunity to ask questions relating to the service and position at the end of the interview.

CONFLICT OF INTEREST

Any person on a selection panel must disclose to the approved provider or person organising the interview process if there is a conflict of interest at the time of reviewing the applications. A conflict of interest may arise if the applicant is a personal friend or past or present close work colleague. Management must promote transparency and accountability, promote integrity and impartiality during the employment process and therefore consider if the conflict of interest poses a risk to the consistency of the application process.

The approved provider or management will assess the conflict of interest and identify if the conflict of interest poses a risk to the fairness and consistency of the recruitment process. The selection panel member may be removed from the recruitment process if the conflict is deemed significant. Any decision regarding a conflict of interest will be documented and steps identified to manage the conflict recorded to ensure accountability and fairness.

PRE-EMPLOYMENT SCREENING- PROBITY CHECKS

Effective pre-employment screening ensures our Service is compliant to legislative and regulatory requirements and aims to ensure we engage staff who have the skills, experience, qualifications and are a general 'fit', in alignment with National Principles for Child Safe Organisations

All preferred candidates will undergo appropriate pre-employment checks including reference checks, Working with Children Check (WWCC) clearance, immunisation status checks and where applicable National Police criminal history checks before an offer of employment is recommended. Once an employee provides their WWCC clearance, management will verify the clearance to ensure that it is valid and current. Measures should be in place to ensure probity checks are completed by a person or persons who have no prior professional relationship or personal friendship with the applicant to mitigate the perception of bias in the recruitment process.

All prospective applicants will be required to complete a prohibition notice declaration on the *Employment Application Form* to acknowledge they do not hold any prohibition notices, suspension, supervision notices or disciplinary action that would prevent them from working with children. The approved provider will use the 'register search' tool on the [NQA ITS](#) to check prohibition notices linked to prospective candidates as part of the recruitment process. These checks will be recorded on the *Prohibition Persons Search Register*. Prospective candidates applying for the role of nominated supervisor or responsible person are required to complete a Compliance History notice as part of acknowledgement to the role to ensure the candidate is suitable to work with children. Existing employees are encouraged

to disclose any enforcement actions, including enforceable undertakings that are issued to them. Any negative findings identified through these recruitment checks will be considered during the recruitment and selection process. Prospective applicants with relevant prohibition or disciplinary actions may be deemed unsuitable and will not be engaged to work within the Service.

REFERENCE CHECKS

Verbal reference checks will be conducted over the phone for preferred applicants. Reference check questions will be determined prior to the check conducted and will establish the relationship the referee has with the applicant.

At least 2 (two) references are to be provided for a reference check. Where possible references should be from the immediate previous employer. The reference checks will ascertain, where possible, the applicant's attitudes and behaviours in previous child-related roles and ascertain whether the applicant has ever been the subject of complaints. (see ACECQA [Referee checks tool](#)).

WWCC/POLICE CHECKS

Working with Children Check legislation aims to prevent people who pose a risk from working with children as paid employees or volunteers. All employees, volunteers and students must undergo a Working with Children Check clearance prior to working at the Service. Employees, volunteers or students that are unable to provide a copy of a validated WWC Check prior to the start of engagement or employment will not be able to undertake any work-related activity within the Service.

Once an employee provides their WWCC clearance, management will verify the clearance to ensure that it is valid and current. Any applicant that has been excluded from working with children in another state /territory will face an automatic exclusion from the recruitment process.

NEW SOUTH WALES A Working with Children Check (WWCC) clearance is required for all employees, volunteers and students over the age 18. The Service will verify the WWCC and ensure the employee, student or volunteer is cleared to work with children online at the [Office of the Children's Guardian](#) in NSW prior to ALL students, volunteers and employees undertaking work at the Service. Staff and educators must notify the approved provider of negative WWCC events or changes to teacher accreditation within 24 hours of becoming aware of the change. (S. 174AA)

QUALIFICATION CHECKS

The approved provider will verify the qualifications of prospective educators and staff during the application process. Applicants are required to provide copies of their qualifications, which will be assessed for authenticity and compliance with regulatory requirements. To ensure validity, the approved provider or nominated supervisor may undertake the following checks.

- contact the Registered Training Organisation (RTO)

- check ACECQA's [List of Approved Qualifications](#)
- contact the state teaching registration board (if applicable)
- cross reference qualifications using the applicants Unique Student Identifier (for courses completed after 2015).

Where a qualification is deemed invalid or fraudulent, the approved provider will notify the applicant and notify the [Australian Skills Quality Authority \(ASQA\)](#), [National Anti-Corruption Commission](#) and regulatory authority.

PRODA BACKGROUND CHECKS

Employees involved in the administration of Child Care Subsidy are required to undertake additional background checks. (See *CCS Personnel Policy*).

OFFER OF EMPLOYMENT

An offer of employment will be made to the successful applicant following careful consideration by the selection panel. A confirmation of employment letter will be provided to successful applicants upon acknowledgment. (See *Confirmation of Employment Letter*). Successful applicants are required to provide documentation regarding qualifications and immunisations and complete an employee immunisation record. (See *Individual Employee Record and Employee Immunisation Record*.)

A written employment contract will be provided to the successful applicants detailing the position, hours of shift, Award information, wages and salary, date and time of commencement, contact person, probationary period. The employee will be provided with a [Fair Work Information Statement](#) and casual employees will be provided with a copy of the [Casual Employee Information Statement](#) (CEIS) at time of engagement. Employees engaged on a Fixed Term Contract will be provided with a [Fixed Term Contract Information Statement](#).

Applicants who are unsuccessful will be notified within an appropriate time frame and offered feedback regarding their application.

PROBATIONARY PERIOD AND INDUCTION

Each new employee is subject to a Probationary Period of six (6) months. This ensures assessment for both the employee and service to ensure suitability of the role for the employee. During this time employees will receive advice, training and guidance to help them become familiar with and competent in, performing the work they have been appointed to do. The appointment is subject to the satisfactory completion of the Probationary period which itself is subject to termination during any stage, by either party, upon notice in writing, or by payment in lieu of notice.

Management will provide casual employees with the [Casual Employee Information Statement](#) (CEIS)-

- after six months of employment
- after 12 months of employment and
- every 12 months after that to ensure employees are aware of the casual conversion to permanent employment legislation under the Fair Work Act

Our Service is committed to providing a comprehensive induction program to ensure the smooth integration of new employees. The approved provider or assigned nominee will support the new employee and help them to understand the organisational structure, how decisions are made and communicated and what role they will have in the decision-making process.

An induction checklist will be used to support this process, which explains an employee's responsibility to know the policies, procedures and practices within our Service and their duty of care obligations to ensure the safety and wellbeing of all children.

Induction will include relevant information on child safe practices including adhering to the Education and Care Services National Law and Regulations, Child Safe Standards, the National Model Code and Guidelines for taking images and video of children while providing education and care to children, Code of Conduct and completing mandatory child safe training which include strategies to identify, assess and minimise risks to children, understanding of child protection law and mandatory reporting procedures.

Staff and educators must be able to provide an explanation of child protection obligations as mandatory reporters, including when a report must be made and how to make a report. (Reg. 84). Educators and staff will be explicitly made aware of offences related to subjecting any child to inappropriate conduct or inappropriate discipline within the education and care service and reporting obligations to the regulatory authority, nominated supervisor and police.

Information will be provided to each new employee about their rights and responsibilities regarding hours of work, salary (award), Fair Work Act and associated legislation including Right to Disconnect.

(See Induction Checklist).

Continuity in care within the Service is paramount. By orientating staff professionally and correctly, it guarantees the consistency of care not only within the room but also across the entire Service. New employees will undergo regular supervision appraisals, mentoring, training and development as part of the orientation process.

CONTINUOUS IMPROVEMENT/REFLECTION

Our *Recruitment Policy* will be updated and reviewed on an annual basis or earlier if there are changes to legislation, ACECQA guidance or any incident related to our policy. Feedback will be requested from

children, families, staff, educators and management and notification of any change to policies will be made to families within 14 days.

CHILDCARE CENTRE DESKTOP - RELATED RESOURCES

Casual Conversion Procedure and Letter	Induction Checklist
Code of Conduct	Interview Guide and Questionnaire
Confirmation of Employment	Offer of Employment Letter
Employee Details Form	Prohibited Persons Search Register
Employment Application	Recruitment Communication Letters
Employee Immunisation Record	Recruitment Plan
HR Management Review Audit	Recruitment Reference Checks
Individual Employee Record	Staff Handbook

SOURCES

Australian Children's Education & Care Quality Authority. (2025). [Guide to the National Quality Framework](#)

Australian Children's Education & Care Quality Authority. (2023). [Embedding the National Child Safe Principles](#)

Australian Children's Education & Care Quality Authority. (2025). [NQF Child Safe Culture Guide](#).

Australian Children's Education & Care Quality Authority. (2024). [Taking Images or Videos of Children While Providing Early Education and Care. Guidelines for the National Model Code](#).

Australian Government Department of Education. [Child Care Provider Handbook \(2025\)](#)

Australian Government. Fair Work Ombudsman. (2024). [Hiring employees](#)

Australian Government. [Australian's anti-discrimination law](#)

Australian Human Rights Commission. [Child Safe Organisations](#).

Commission for children and young people [Being a child safe organisation](#)

[Education and Care Services National Law Act 2010](#). (Amended 2025)

[Education and Care Services National Regulations](#). (Amended 2025)

NSW Government. (2025). [Education and Care Services \(Supply, Authorisation and Use of Devices\) Order 2025](#).

NSW Government. Office of the Children's Guardian. [Child Safe Recruitment and The Working with Children Check](#).

REVIEW

POLICY REVIEWED BY	Tracy Gill	Nominated Supervisor	27.11.2025
POLICY REVIEWED		NEXT REVIEW DATE	NOVEMBER 2026
VERSION NUMBER	V1		
MODIFICATIONS			
POLICY REVIEWED	PREVIOUS MODIFICATIONS		NEXT REVIEW DATE

STAFF LEAVE ENTITLEMENT POLICY

Our Service is committed to providing a safe and healthy workplace that supports employees to take breaks away from the workplace to balance work with rest, recreation and family responsibilities.

The *Staff Leave Entitlement Policy* aims to comply with Government legislation and workplace laws to provide clear guidelines on employment conditions and entitlements set by the Fair Work Ombudsman through the National Employment Standards (NES) and relevant Awards, including but not limited to the Children's Services 2010 Award and Education Services (Teachers) 2020 Award.

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 4: STAFFING ARRANGEMENTS		
4.1.1	Organisation of educators	The organisation of educators across the service supports children's learning and development.
4.1.2	Continuity of staff	Every effort is made for children to experience continuity of educators at the service.

EDUCATION AND CARE SERVICES NATIONAL LAW AND NATIONAL REGULATIONS	
S. 2A	Paramount consideration—safety, rights and best interests of children
S. 3A	Paramount consideration
S.165	Offence to inadequately supervise children
S.167	Offence relating to protection of children from harm or hazards
126A	Illness or absence of a qualified educator who is required to meet the relevant educator to child ratio
135	Illness or absence of early childhood teacher or suitably qualified person
145	Staff records
147	Staff members
151	Record of educators working directly with children
152	Record of access to early childhood teachers
152A	Record of replacement of educator
152B	Record of replacement of early childhood teacher or suitably qualified person
168	Education and care service must have policies and procedures

RELATED LEGISLATION

Children and Young Persons Act 1998 Child Safe Environment Policy	Federal and State Occupational Safety and Health Legislation
Education and Care Services National Law Act 2010	NSW Anti-Discrimination Act 1977
Fair Work Act 2009	Paid Parental Leave Amendment (More Support for Working Families) Act 2024
Federal and State Equal Opportunity Legislation and any other relevant industrial awards	

RELATED POLICIES

Code of Conduct Policy Child Safe Environment Policy Dealing with Complaints Policy Governance Policy Pregnancy in Early Childhood Policy	Privacy and Confidentiality Policy Recruitment Policy Responsible Person Policy Sick Staff Policy

PURPOSE

This policy has been developed to communicate expectations and obligations regarding applying for leave from the Service, including annual leave, personal/carer's leave, Parental Leave Pay, long service leave, community service leave, family and domestic violence leave, compassionate leave, rostered days off, superannuation, termination/resignation of employment and overtime/time in lieu.

SCOPE

This policy applies to staff, educators, approved provider, nominated supervisor and management of the Service.

IMPLEMENTATION

Our Service will commit to providing leave arrangements for all employees as legislated by the Australian Government through relevant industrial Awards and the National Employment Standards as set by the Fair Work Ombudsman. We will offer an opportunity for staff to access paid and unpaid leave for a range of purposes to support a healthy and productive workplace. This policy provides guidelines for staff to request and apply for leave. All documentation relating to leave entitlements is to be stored securely and in accordance with our *Privacy and Confidentiality Policy*.

DEFINITIONS

FAMILY MEMBER

The Fair Work Ombudsman defines an [immediate family member](#) as:

- spouse or former spouse
- [de facto partner](#) or former de facto partner
- child
- parent
- grandparent
- grandchild
- sibling, or
- child, parent, grandparent, grandchild or sibling of the employee's spouse or de facto partner (or former spouse or de facto partner).

This definition includes step-relations (e.g., step-parents and step-children) as well as adoptive relations.

A household member is any person who lives with the employee.

TYPES OF EMPLOYMENT

There are different types of employment depending on the applicable Awards. For detailed information, refer to the [Children's Services Award 2010 \[MA000120\]](#) and the [Educational Services \(Teachers\) Award 2020](#).

- Full-time employees are generally engaged to work an average of 38 ordinary hours per week.
- Part-time employees work regularly, but generally less than a full-time employee.
- Fixed-term employees are employed for a set period.
- Casual employees are typically engaged on a temporary or short-term basis, but they can also be employed on a regular, systematic basis, regular casual employees.

NATIONAL EMPLOYMENT STANDARDS (NES)

The NES sets minimum employment standards and conditions for employees within Australia including maximum weekly hours, requests for flexible working arrangements, offers and requests to convert from casual to permanent employment, parental leave and related entitlements, annual leave, personal/carer's leave, compassionate leave and unpaid family and domestic violence leave, community service leave, long service leave, public holidays and notice of termination and redundancy pay.

ANNUAL LEAVE

Annual leave will be accrued at the rate as stated in the relevant Award and NES. The NES, Children's Services Award 2010 and Educational Services (Teachers) 2020 state that full-time employees will be

entitled to 4 weeks of annual leave every 12 months. Part-time employees are entitled to annual leave on a pro rata basis. For example, if an employee works 19 hours per week, they will be entitled to 2 weeks' annual leave. Casual employees are not entitled to annual leave.

Annual leave begins to accumulate from the first day of employment. Annual leave accumulates when employees are on leave, including paid leave, such as paid annual leave, ~~and~~ paid sick and carer's leave, community service leave, including jury duty and long service leave. The balance of annual leave at the end of each year carries over to the next year.

Annual leave does not accumulate when the employee is on unpaid leave, such as unpaid annual leave, unpaid sick/carer's leave, unpaid parental leave and unpaid family and domestic violence leave.

Annual leave does not accumulate when an employee is on unpaid leave, receiving the Australian Government Parental Leave Pay.

REQUESTING ANNUAL LEAVE

Annual leave must be accumulated before it can be taken as paid leave. To request annual leave, employees must lodge a *Leave Request Form* and hand it to the nominated supervisor. Employees will be notified in writing if the request has been successful and approved. Leave will not be granted to any **two (2) employees** for the same period. Leave request forms must be submitted at least **2 weeks** before the leave is requested.

All leave will be subject to approval. The operational and key staff requirements of the business will be taken into consideration prior to leave being approved. This includes ensuring the Education and Care Services National Regulations (2011) requirements for staffing are met at all times.

DIRECTION TO TAKE ANNUAL LEAVE

Employees may be directed to take annual leave if the employee has an excessive accumulation of annual leave, usually if the balance of annual leave is over 8 weeks.

CHRISTMAS SHUT DOWN

Our Service may close over the Christmas holiday period. During this time, employees are directed to take annual leave. If the employee does not have sufficient annual leave accumulated, they will be directed to take leave without pay during the shutdown period.

PAID PERSONAL LEAVE OR PERSONAL/CARER'S LEAVE

Personal leave will be accrued at the rate as stated in the relevant Award and NES. The NES, Children's Services Award 2010 and Educational Services (Teachers) 2020 state that personal leave will be accrued at the rate as stated in the relevant award or agreement. All permanent full-time staff are entitled to 10 days of personal leave each year, and pro-rata for part-time staff. Casual staff are not entitled to personal leave. Evidence may be requested for any personal leave where a staff member is unable to work due to illness or injury or is caring for a family member.

Personal leave provides provisions for an employee to take time off to help them deal with personal illness, caring responsibilities and family emergencies. Personal leave can be used when an employee is ill or injured. An employee may have to take time off to care for an immediate family or household member who is sick or injured or help during a family emergency. This is known as carer's leave, but it comes out of the employee's personal leave balance.

Personal leave begins to accumulate from the first day of employment. Personal leave must be accumulated before it can be taken as paid leave. Personal leave accumulates when employees are on leave, including paid leave such as paid annual leave and paid sick and carer's leave, community service leave, including jury duty, long service leave and paid parental leave. Personal leave does not accumulate when the employee is on unpaid annual leave, unpaid sick/carer's leave, unpaid parental leave and unpaid family and domestic violence leave.

NOTIFICATION OF ABSENCE

Absences should not occur without prior notification where reasonably practicable. If the employee is unwell and cannot attend their rostered shift, the employee must contact the nominated supervisor or assigned nominee at least **two (2) hours** before the commencement of their shift. Under no circumstances are messages to be left with a colleague. Text messages/ emails/private messages are not an acceptable form of communication.

Failure to notify and attend a scheduled shift may be treated as abandonment of responsibilities and may result in termination of employment.

REQUESTING PERSONAL LEAVE

Personal leave should not be requested in advance. We encourage all medical appointments to be arranged outside of work hours. If a medical appointment or elective surgery is pre-arranged and it is advised that the employee is unfit to work, then this will be discussed with the nominated supervisor prior to leave being approved.

MEDICAL CERTIFICATE REQUEST

For those in permanent positions, evidence may be requested for personal leave to state that the staff member was genuinely entitled to personal leave and be provided by a registered medical practitioner. A statutory declaration is considered an acceptable form of evidence. If a staff member does not provide evidence when asked, they may not be entitled to paid personal leave.

UNPAID CARER'S LEAVE

All employees, including casual workers, are entitled to 2 days of unpaid carer's leave for each occasion when a member of the employee's immediate family or household requires care or support because of a personal illness, injury, or emergency. Employees can't take unpaid carer's leave if they could instead take paid carer's leave (this doesn't apply to casual employees who have no entitlement to paid carer's leave).

HEALTH OF EMPLOYEE

Employees may be requested to provide a medical clearance if management is concerned that the employee may have an injury or illness that poses a risk to their own health or wellbeing, or the health or wellbeing of children or colleagues. The employee may be requested to take personal leave or leave without pay until medical clearance is arranged.

PARENTAL LEAVE

Parental leave lets employees take time away from work for the birth or adoption of a child. The term 'parental leave' can include:

- [unpaid parental leave](#)
- government-funded payments
 - [Parental Leave Pay](#)
- [employer-funded paid parental leave payments](#)

UNPAID PARENTAL LEAVE

Under the National Employment Standards in the Fair Work Act 2009, an employee employed with the same employer for 12 months or more before they or their partner gives birth or adopts a child, or employees who experience a stillbirth or the death of an infant during the first 24 months of life may be entitled to up to 12 months of [unpaid parental leave](#). This includes casual employees who have been working for their employer regularly and systematically for at least 12 months.

An employee can also request an additional 12 months' unpaid leave. This [checklist](#) helps employees follow all the steps required for taking unpaid parental leave under the NES.

PAID PARENTAL LEAVE SCHEME

For children born or adopted **after** July 1, 2026, a payment for up to 130 days, or 26 weeks, is available to assist parents in caring for a child. For children born or adopted after July 1, 2025, the payment is for up to 120 days, or 24 weeks. Furthermore, if an employee's child is born or adopted from 1 July 2025, the Australian Taxation Office will pay them a 12% superannuation contribution on this payment, paid after the relevant financial year has ended, starting from July 2026.

See: [Paid Parental Leave scheme changes](#)

EMPLOYEE FUNDED PARENTAL LEAVE/ENTITLEMENT

The Paid Parental Leave scheme cannot be absorbed into a paid maternity or leave scheme provided by our Service.

An employee who's been on unpaid parental leave is entitled to come back to the job they had before going on leave. An employee on unpaid parental leave can shorten their leave if the employer agrees. If the employer doesn't agree, then the employee has to return to work on the planned date.

Our Service requests **4 weeks' notice** for any changes to the planned return to work date.

REQUEST FOR FLEXIBLE WORKING CONDITIONS

Employers and employees can agree to change standard working arrangements to help employees balance work with other aspects of their lives. The employee must have worked with the employer for at least 12 months. This includes casual employees who have been working for their employer regularly and systematically for at least 12 months. The request must fit into one of the following categories:

- a pregnant employee
- a parent of, or has responsibility for the care of, a child who is school age or younger

- a carer (within the meaning of the Carer Recognition Act 2010)
- a person with disability
- aged 55 or older
- experiencing family and domestic violence, or
- providing care or support to an immediate family member, or someone they live with, who is experiencing family or domestic violence.

The employee must make the request in writing, and the employer must consider their request, discuss the request with the employee to try to reach an agreement about changes to their working conditions and respond in writing within 21 days. The employer must state whether the request is granted or refused and provide reasons if the request is refused, and only refuse a request on reasonable business grounds.

LONG SERVICE LEAVE

Long service leave applies to employees who are full-time and part-time. In some states and territories, [long serving casual employees](#) are eligible for long service leave. Employees are entitled to long service leave as per state/territory laws or provisions. Contact the [long service leave agency](#) in your state or territory for further information.

To request long service leave, employees must lodge a *Leave Request Form* and hand it to the nominated supervisor. Employees will be notified in writing if the request has been successful and approved. Leave will not be granted to any **two (2) employees** for the same period. Leave request forms must be submitted at least **2 weeks** before the leave is requested.

LEAVE WITHOUT PAY

Leave without pay will not be approved unless all existing annual and personal leave has been granted. To request leave without pay, employees must lodge a *Leave Request Form* and hand it to the nominated supervisor. Employees will be notified in writing if the request has been successful and approved. Leave will not be granted to any **two (2) employees** for the same period. Leave request forms must be submitted at least **2 weeks** before the leave is requested.

COMMUNITY SERVICE LEAVE/JURY DUTY

Community service leave covers voluntary emergency management activities or jury duty. Community service leave is unpaid, except for jury duty.

An employee engages in a voluntary emergency management activity if:

- the activity involves dealing with an emergency or natural disaster
- the employee engages in the activity on a voluntary basis
- the employee was either requested to engage in an activity, or it would be reasonable to expect that such a request would have been made if circumstances had permitted, and
- the employee is a member of or has a member-like association with a recognised emergency management body.

An employee is entitled to take community service leave while they are engaged in the activity and for reasonable travel and rest time. There is no limit on the amount of community service leave an employee can take.

Jury duty is a type of community service leave under the NES. Employees must advise their employers of the period or expected period of leave as soon as possible. If an employee requests leave, they need to provide evidence showing they attended jury selection or jury duty. In some circumstances, employees may be entitled to certain payments from their employer or from the court whilst attending jury duty. Go to: [Payment for full-time and part-time employees](#) and [Payment for casual employees](#).

FAMILY AND DOMESTIC VIOLENCE PAID LEAVE

The National Employment Standards (NES) provide conditions for all employees, including full-time, part-time and casual employees, to access 10 days of paid family and domestic violence leave within a 12-month period. The leave is not pro-rated for part-time or casual employees. Family and domestic violence leave does not accumulate each year if it is not used; the 10 days of leave are renewed every 12 months on the employee's work anniversary.

Employees are able to take paid family and domestic violence leave in accordance with the conditions set by the Fair Work Ombudsman.

COMPASSIONATE LEAVE

All employees (including casual employees) are entitled to 2 days of compassionate leave for each occasion. Compassionate leave can be taken when a member of an employee's immediate family or household:

- dies
- contracts or develops a life-threatening illness or injury
- a baby in their immediate family or household is stillborn
- they have a miscarriage

- their current spouse or de facto partner has a miscarriage.

Full-time and part-time employees receive paid compassionate leave, and casual employees receive unpaid compassionate leave. Full-time and part-time employees are paid at their base pay rate for the ordinary hours they would have worked during the leave. Compassionate leave cannot be cashed out.

SUPERANNUATION

All employees who earn above the threshold limit will be entitled to superannuation paid at the statutory rate. Our superannuation provider is **HESTA**. If you wish to have your superannuation paid to your fund of choice, you will need to complete the [Superannuation standard choice form](#).

TERMINATION/RESIGNATION CONDITIONS

Notice of termination of employment will be as per the relevant Award. In the event of instant dismissal, the notice period may be paid, and the employee may be asked to leave immediately. Employees who fail to give the required notice must forfeit the relevant termination pay. Notice to terminate employment must be given in writing to the nominated supervisor.

CHILDREN'S SERVICES AWARD 2010

An employee must give the employer notice of termination in accordance with the Children's Services Award, as outlined in the table below. The notice of termination required to be given by an employee is the same as that required of an employer, except that the employee does not have to give additional notice based on the employee's age. An employer has to provide an extra week of notice if the employee is over 45 years old and has worked for the employer for at least 2 years.

Employee's period of continuous service with the employer at the end of the day the notice is given	Period of notice
Not more than one year	1 week
More than 1 year but not more than 3 years	2 weeks
More than 3 years but not more than 5 years	3 weeks
More than 5 years	4 weeks

EDUCATIONAL SERVICES (TEACHERS) AWARD 2020

Period of notice – 4 weeks' notice. Employment of an employee (other than a casual employee) will not be terminated without at least 4 weeks' notice (inclusive of the notice required under the [NES](#)), or 4 preschool term weeks in the case of a preschool employee, or the payment of 4 weeks' salary instead of

notice. The notice of termination required to be given by an employee is the same as that required of the employee's employer. An employer has to provide an extra week of notice if the employee is over 45 years old and has worked for the employer for at least 2 years.

Employees must provide written notice regarding resignation from employment as outlined within their *Employment Contract*. The resignation letter should state the employee's intended final working day. The approved provider or nominated supervisor will provide confirmation of acceptance of the resignation and outline any final arrangements. Access to digital folders, accounts, systems and online platforms will be reviewed and restricted after the employee's final working day. Where there are concerns about security, confidentiality, or misconduct, access may be restricted immediately at the discretion of the approved provider or nominated supervisor.

ABSENCE FROM EMPLOYMENT WITHOUT NOTIFICATION

An employee may be taken to have abandoned their employment if they do not provide notification of absence. The nominated supervisor will make reasonable attempts to contact the employee. If the employee does not respond to these attempts, the termination of employment procedure will be initiated.

ROSTERED DAYS OFF

Our Service does not provide RDO's for staff

OVERTIME AND TIME IN LIEU

Overtime may be paid in circumstances where the full-time employee works over 38 hours per week or where employees are required to work or attend meetings or training outside of general ordinary hours 7:00am to 6:00pm. Part-time and casual employees may be paid overtime rates for any hours worked over an 8-hour shift. Overtime rates will be paid as per the Award. All overtime must be approved by the nominated supervisor prior to the employee working additional hours. Time in Lieu (TIL) may be accepted by an employee in agreement for additional hours worked instead of overtime, in line with the relevant Award.

To request Time in Lieu leave, employees must lodge a *Leave Request* form and notify the nominated supervisor. Employees will be notified in writing if the request has been successful and approved. Leave will not be granted to any **two (2) employees** for the same period. Leave request forms must be submitted at least **2 weeks** before the leave is requested.

CONTINUOUS IMPROVEMENT/REFLECTION

Our *Staff Leave Entitlement Policy* will be evaluated and reviewed on an annual basis or earlier if there are changes to legislation, ACECQA guidance or any incident related to our policy. Feedback will be requested from children, families, staff, educators and management, and notification of any change to policies will be made to families within 14 days.

RELATED RESOURCES

Employee Exit Guide Employment Contract Casual	Employment Contract Permanent Staff Leave Request Form

SOURCES

Australian Children's Education & Care Quality Authority. (2026). [Guide to the National Quality Framework](#)
 Australian Government. Fair Work Ombudsman. [Fair Work Ombudsman](#)
 Australian Government. Fair Work Ombudsman. [Community service leave](#)
 Australian Government. Fair Work Ombudsman. [Paid family and domestic violence leave](#)
 Australian Government. Fair Work Ombudsman. [Flexible working arrangements best practice guide](#)
 Australian Government. Fair Work Ombudsman. [Jury duty](#)
 Australian Government. Fair Work Ombudsman. [Long service leave](#)
 Australian Government. Fair Work Ombudsman. [Parental leave](#)
 Australian Government. Fair Work Ombudsman. Modern Award. [Children's Services Award \[MA000120\]](#)
 Australian Government. Fair Work Ombudsman. Modern Award. [Educational Services \(Teachers\) Award 2020](#)
 Australian Government- Fair Work Ombudsman [Parental leave best practice guide](#)
 Australian Government. Fair Work Ombudsman. [Sick and carer's leave](#)
 Australian Government Services [Paid Parental Leave scheme Employer Toolkit \(updated 2026\)](#)
[Education and Care Services National Law Act 2010](#)
[Education and Care Services National Regulations 2011](#)

REVIEW

POLICY REVIEWED BY	Christian Stumpfs	Area Manager	25/06/2026
POLICY REVIEWED	JUNE 2026	NEXT REVIEW DATE	JUNE 2027
VERSION NUMBER	V2		
MODIFICATIONS	- annual policy maintenance - edits for clarity and consistency		

	• updated changes to the Paid Parental Leave scheme, effective 1 July 2026 and other leave entitlements • sources and hyperlinks checked and updated as required
PREVIOUS MODIFICATIONS	

STAFF 'WELLNESS PROGRAM' POLICY

According to the World Health Organisation, adults spend approximately one third of their lives at work. A range of workplace determinants can have a negative or positive impact on the health and wellbeing of an employee. Within our Service, we are committed to promoting a positive work environment where the health, safety and wellbeing of our employees is acknowledged and supported.

Wellness is more than just an active process of becoming aware of and learning to make healthy choices for our mental, physical and social needs to ensure our body is maintained and works efficiently.

Wellness is “about our overall state of wellbeing that enables us to live and function at our best.”

(Queensland Government, 2019, Healthier. Happier. Workplaces).

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 4: STAFFING ARRANGEMENTS		
4.2	Professionalism	Management, educators and staff are collaborative, respectful and ethical.
4.2.1	Professional collaboration	Management, educators and staff work with mutual respect and collaboratively, and challenge and learn from each other, recognising each other's strengths and skills.
4.2.2	Professional Standards	Professional standards guide practice, interactions and relationships.

RELATED POLICIES

Dealing with Complaints Policy (Staff) Interactions with Children, Family and Staff Policy Privacy and Confidentiality Policy	Professional Development Policy Work, Health and Safety Policy

PURPOSE

We believe in providing a healthy workplace that values and enhances the health and wellbeing of our employees. Promoting wellbeing can help prevent stress and create a positive working environment where individuals and organisations thrive. *'A healthier workplace means everyone wins.'* (Queensland Government, 2019, Healthier. Happier. Workplace).

SCOPE

This policy applies to educators, staff, management, approved provider and nominated supervisor of the Service.

IMPLEMENTATION

As our employees care for and educate children, it is essential to support them with the right tools and resources to make healthier choices to improve their own health and wellbeing. Employees who remain healthy increase productivity, enhance the workplace culture, and embody the healthy behaviours we convey to children on a daily basis. We believe in using the workplace for improving and maintaining good health.

Our Service is committed to developing a shared vision to improve the health and wellbeing of our employees. We believe the development of a *Wellness Program* may build an awareness of a healthy culture within our organisation and motivate and engage all employees to be involved in improving their own health and wellbeing.

Our Service promotes healthy wellbeing of all employees and strives to foster a supportive workplace environment aimed at reducing burnout and compassion fatigue. Our Service encourages management to refrain from contacting employees outside of work hours, unless the contact is deemed reasonable and necessary for business purposes. Additionally, disciplinary action will not be taken against employees who refuse to respond to non-urgent communication outside of their normal working hours, in accordance with [Right to Disconnect legislation](#).

WELLNESS PROGRAM

Our work in Early Childhood Education requires sustained high physical, mental and emotional effort to complete our job. Such sustained work demands can have an impact on the wellbeing of employees. A *Wellness Program* may help individual employees overcome specific health-related issues. Our Service will encourage employees to create a shared vision to develop a *Wellness Program* that reflects and addresses the needs of our current staff and creates a wellness culture. Management and staff will co-develop a policy and procedures that support the health and wellbeing of employees.

Components of a Wellness Program *may* include:

Environmental wellness:

- Finding satisfaction within the work environment
- Ensuring the work environment and relationships are comfortable and supportive
- Recognising opportunities that lead to new skills and acting on those opportunities
- Working to ensure the stability and longevity of the natural environment

Emotional wellness:

- Keeping a positive attitude
- Being sensitive to your feelings and the feelings of others
- Learning to cope with stress
- Being realistic about your expectations and time
- Taking responsibility for your own behaviours
- Dealing with your personal and financial issues realistically
- Viewing challenges as an opportunity
- Being able to work independently
- Being able to work within a team, and knowing you can ask for help

Spiritual wellness:

- Being open to different cultures and religions
- Participating in community projects
- Defining personal values and ethics
- Participating in spiritual activities
- Caring about the welfare of others

Social wellness:

- Being comfortable with and liking yourself as a person
- Interacting with and accepting people of varying ages, backgrounds, genders, race, lifestyle, etc.
- Foster healthy and positive relationships with co-workers
- Communicating your feelings
- Developing friendships
- Engaging in social activities
- Balancing your time to include both work and life

Intellectual wellness:

- Learning because you want to, not because you have been told to
- Completing required tasks
- Learning through professional development, including, readings, discussions, workshops, training, etc.
- Observing what is around you

- Listening
- Staying current with early childhood knowledge
- Questioning
- Exposing yourself to new experiences

Physical wellness:

- Exercising regularly
- Healthy eating
- Getting regular check-ups
- Avoiding the use of alcohol, tobacco and illicit drugs

THE APPROVED PROVIDER/NOMINATED SUPERVISOR AND MANAGEMENT WILL:

- demonstrate commitment to ongoing collaboration and engagement to create a workplace *Wellness Program*
- adhere to *Right to Disconnect* legislation
- consult with employees to ensure workplace strategies meet the needs of the workplace
- support employees 'participation in the *Wellness Program*
- foster mentoring and development pathways for employees. This may include providing programming time, mentoring sessions, professional development opportunities, capacity building, and supporting wellbeing initiatives.
- provide a workplace environment and systems that are supportive of employee wellness
- provide opportunities for employees to participate in wellness activities
- acknowledge stressful situations for employees, both at work and at home
- recognise that an employee's health is determined by several factors, both work and non-work related
- limit contacting employees outside of normal work hours, unless contact is deemed reasonable and necessary for business purposes
- ensure disciplinary action is not taken against employees who refuse to respond to non-urgent communication
- regularly provide employees with information about the importance of health and wellness (newsletters, brochures, readings, etc.)
- display ACECQA posters to support and promote staff and educator wellbeing
- introduce formal leave policies to cover mental health days
- ensure employees take their required breaks (e.g., morning tea, lunch)

- provide access to support agencies, including counselling services
- encourage employees to support colleagues during difficult situations

EDUCATORS WILL:

- work within the Service's procedure and policies implemented to address workplace wellness
- be respectful, caring and inclusive of all colleagues
- utilise each other's strengths regardless of qualification and experience
- commit to further contributions to ongoing collaborative engagement to evaluate and enhance the *Wellness Program*
- participate in the *Wellness Program*
- communicate their wellness with management

RESOURCES

ACECQA- Educator Wellbeing Posters <https://www.acecqa.gov.au/resources/supporting-materials/posters#EWP>

Alcohol and Other Drugs Information Service (ADIS) 1800 422599

Beyond Blue- online and phone mental health support. 1300 22 4636 <https://www.beyondblue.org.au/>

Beyou- provides educators with knowledge, resources and strategies for helping children and young people achieve their best possible mental health <https://beyou.edu.au/>

Black Dog Institute- provides information and resources for mood disorders, depression and bipolar disorder. <https://www.blackdoginstitute.org.au/education-services/workplaces/>

Blue Knot Helpline- access to trained, experienced and trauma-informed counsellors, male and female, support adult survivors of childhood trauma and abuse. 1300 657 380

Head to Health- Australian Government Department of Health Digital mental health resources for all your needs. <https://headtohealth.gov.au/>

Headspace- A meditation app to assist with stress management, sleep and self-care <https://www.headspace.com/>

Q Life provides nation-wide peer support and referral service for LGBTI people, their families and health professionals. <https://qlife.org.au/> 1800 184 527

Smiling Mind- Free mindfulness meditation app to help you look after your mental health and manage stress and daily challenges <https://www.smilingmind.com.au/>

Ted Talks- explore the latest thinking on how to build a better learning community for educators, families and children. <https://www.ted.com/talks>

Work Health and Wellbeing- Strengthen your business Workplace Health and Safety Queensland. Toolkit designed to help businesses to improve systems that influence work health and wellbeing.

<https://www.worksafe.qld.gov.au/safety-and-prevention/mental-health/mentally-healthy-workplaces-toolkit>

CONTINUOUS IMPROVEMENT/REFLECTION

The *Staff Wellness Program Policy* will be reviewed on an annual basis or earlier if there are changes to legislation, ACECQA guidance or any incident related to our policy. Feedback will be requested from children, families, staff, educators and management and notification of any change to policies will be made to families within 14 days.

SOURCES

ACT Government. [Healthier Work Initiative](#).

Australian Children's Education & Care Quality Authority. (2026). [Guide to the National Quality Framework](#)

Be You (2018): <https://beyou.edu.au>

Early Childhood Australia (2016). *Code of Ethics*.

Fair Work Act 2009 (Cth).

Fair Work Australia- (2024). [Right to disconnect legislation](#)

Ombudsman Act 2001 (Cth).

Privacy and Personal Information Protection Act 1998 (Cth).

Work Health and Safety Act 2011 (Cth).

Workplace Relations Act 1996 (Cth).

World Health Organization

REVIEW

POLICY REVIEWED BY	Tracy Gill	Nominated Supervisor	09/04/2026
POLICY REVIEWED	APRIL 2026	NEXT REVIEW DATE	APRIL 2027
VERSION NUMBER	V2		
MODIFICATIONS	- annual policy review - sources checked and updated as required		

QUALITY AREA 5 POLICIES AND PROCEDURES

ANTI-BIAS AND INCLUSION POLICY

Anti-bias is the practice of inclusion and underpins our Service philosophy. It is the acceptance that all children are valued and respected. We believe in the statement of inclusion as advocated by Early Childhood Australia (ECA) that *'Inclusion means every child has access to, participates meaningfully in, and experiences positive outcomes from early childhood education and care programs.'* (2016).

Our Service believes that children have the right to be treated equally and our goal is to develop children's identity and self-esteem in a trusting and supportive environment. We embrace diversity in all its forms to help develop positive and accepting attitudes in children, and to help them gain a better understanding of their environment, community, country, and the world.

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 5: RELATIONSHIPS WITH CHILDREN		
5.1	Relationships between educators and children	Respectful and equitable relationships are maintained with each child.
5.1.1	Positive educator to child interactions	Responsive and meaningful interactions build trusting relationships which engage and support each child to feel secure, confident and included.
5.1.2	Dignity and rights of the child	The dignity and rights of every child are maintained.
5.2	Relationships between children	Each child is supported to build and maintain sensitive and responsive relationships.
5.2.1	Collaborative learning	Children are supported to collaborate, learn from and help each other.

EDUCATION AND CARE SERVICES NATIONAL LAW AND NATIONAL REGULATIONS	
S. 2A	Paramount consideration—safety, rights and best interests of children
S. 3A	Paramount consideration
S. 162B	Child safety training
S.166A	Offence to subject child to inappropriate conduct Offences relating to inappropriate conduct
155	Interactions with children
156	Relationships in groups

157	Access for parents
168	Education and care service must have policies and procedures
170	Policies and procedures are to be followed

RELATED LEGISLATION

Disability Discrimination Act 1992 Sex Discrimination Act 1984	United Nations Convention on the Rights of the Child (1989)

RELATED POLICIES

Additional Needs Policy Behaviour Guidance Policy Child Safe Environment Policy Code of Conduct Policy Educational Program Policy	Gender Equity Policy Interaction with Children, Family and Staff Policy Orientation of Families Policy Privacy and Confidentiality Policy Respect for Children Policy

PURPOSE

We aim to provide an inclusive environment for all children, families and educators, acknowledging the uniqueness of every person regardless of their race, gender, sexuality, religion, culture, physical and mental abilities and socio-economic background. This policy ensures all children, families, and staff are welcomed and treated equitably and with respect. Our *Gender Equity Policy* provides further direction on how our Service promotes equitable opportunities and challenges gender stereotypes within the broader Anti-Bias and inclusion framework.

SCOPE

This policy applies to educators, families, staff, management, approved provider, nominated supervisor, students, volunteers and visitors of the Service.

IMPLEMENTATION

Our Anti-Bias and Inclusion Policy underpins the philosophy of our Service. The role of educators is to encourage children to share and learn about the individuality of each child and their family and their role in the Service. This policy aims to assist children to form positive social relationships, develop their identity and self-awareness and to learn to accept the diversity of members within and outside of the Service community. Our Service embeds the National Principles for Child Safe Organisations *[insert*

applicable Child Safe Standards for your state or territory] and promotes a culture of safety and wellbeing to minimise the risk of child abuse or harm to children whilst promoting children's sense of security and belonging.

"Being culturally responsive includes a genuine commitment to take action against discrimination in any form, embedding Aboriginal and Torres Strait Islander perspectives in all aspects of the curriculum and working collaboratively with culturally and linguistically diverse children and families." (EYLF, V2.0, 2022, p. 65)

CHILD SAFETY AND INCLUSION

Inclusion supports children's rights, fosters diversity and overcomes bias and barriers that may exist preventing children from participating in experiences within our Service. Inclusion is consistent with the Convention on the Rights of the Child and other international conventions, including the UN Convention on the Rights of Persons with Disabilities, UN Declaration on the Rights of Indigenous Peoples and the National Principles for Child Safe Organisations.

Inclusion involves considering all children's social, cultural and linguistic diversity (including learning styles, abilities, disabilities, gender, family circumstances and geographic location) in curriculum decision-making processes. (EYLF, V2.0, 2022. p.66)

Our Service recognises that inclusion, equity and respect are fundamental to child safety. We ensure that the safety, rights and best interests of the child are the paramount consideration in all decisions and practices. We acknowledge that discriminatory, exclusionary or humiliating behaviour may constitute inappropriate conduct and is inconsistent with child safe obligations.

THE APPROVED PROVIDER/NOMINATED SUPERVISOR/EDUCATORS WILL:

- ensure all children are treated with dignity and respect
- actively prevent and respond to discriminatory language, stereotyping, exclusion or bias
- promote a culturally safe and inclusive environment that supports children's identity and sense of belonging
- document and respond to incidents of bias or discrimination in accordance with the *Child Safe Environment Policy and Code of Conduct*
- ensure all staff complete mandatory child safe training, including awareness of inappropriate conduct and culturally safe practices

- ensure any behaviour that compromises a child's dignity, rights or wellbeing will be addressed promptly and managed in line with legislative requirements and Service policy
- ensure all children are provided with equitable access to resources, activities and environments; participate meaningfully while learning to foster a sense of belonging; and have opportunities to experience positive learning outcomes.

CULTURAL OR NATIONAL ORIGIN AND RACIAL IDENTITY

Our Service values and promotes equity, respect and awareness of different cultures. We ensure a culturally inclusive curriculum that reflects the cultural, linguistic and religious diversity of our society.

THE APPROVED PROVIDER/NOMINATED SUPERVISOR/EDUCATORS WILL:

- ensure obligations under the Education and Care Services National Law, Education and Care Services National Regulations and Disability Discrimination Act 1992 (DDA) are met
- access information and professional development/awareness about other cultural and racial identities, especially those relevant within the Service
- engage in critical reflection about stereotypes and biases
- foster an inclusive environment within the Service
- have zero tolerance for racist or discriminating behaviour by adults or children
- ensure our program design and delivery builds on community and cultural strengths
- develop strong partnerships with families and children to extend their individual and communities' cultural responsiveness
- ensure children have opportunities to participate with a wide variety of resources from the daily life of a variety of families and cultures
- where possible, engage educators that reflect a variety of cultural, national origin, and racial identities
- affirm and foster children's knowledge and pride in cultural identity
- foster children's curiosity, enjoyment and empathetic awareness of cultural differences and similarities
- provide children with tools to respond appropriately to bias- build on children's strengths, interests and individuality
- teach children to overcome any inappropriate responses triggered by cultural differences
- encourage children to ask about differences in physical characteristics
- enable children to feel pride and equality about their racial identity
- help children to become aware of our shared physical characteristics – what makes us all human
- encourage parent input into the program and to participate on a level that they feel comfortable with,

sharing their culture and their language

- collect information from each family on enrolment and incorporate it into the program to meet individual family needs in regard to ethnicity and home language
- develop communication plans with families to ensure inclusion- use of interpreter/cultural support
- where possible use both the educators and children's first language as appropriate within the Service environment
- respect all cultures by presenting photographs, pictures, play equipment, books, posters, music, dramatic play resources, and dolls that will encourage open discussion and exploration of a variety of cultures
- provide resources that include diversity and skin tone to foster respect and understanding for people of all backgrounds
- develop an understanding of the needs, strengths, and attitudes of each culture represented at the Service
- challenge inappropriate or stereotypical conversations or remarks by children.

DIVERSITY IN FAMILY COMPOSITION

THE APPROVED PROVIDER/NOMINATED SUPERVISOR AND EDUCATORS WILL:

- create an environment that is welcoming to all families
- respect each family, and work in partnership to support the child's emergent identity as an individual, member of their family, our Service, and the community
- engage in simple discussions about families that focus on fact rather than values e.g., *"some children live with their mum or dad, some children live with their mum and dad, some with grandparents, and some with two mums or two dads"*.
- be encouraged to seek awareness and reflect on his/her own feelings, beliefs and background and evaluate the effect these may have on their attitudes and interactions with families
- respect family lifestyle choices
- treat all families respectfully regardless of socioeconomic background
- discuss how members of the community can support one another and less fortunate people through the provision of resources, donations of goods or time etc.

ABORIGINAL AND TORRES STRAIT ISLANDER PERSPECTIVES

THE APPROVED PROVIDER/NOMINATED SUPERVISOR AND EDUCATORS WILL:

- demonstrate commitment to cultural safety as a child safety obligation
- show respect and a commitment to reconciliation by developing a **Reconciliation Action Plan (RAP)**

- reflect on the current level of cultural responsiveness of our staff
- promote the inclusion of children's voices in all decisions that affect them
- build and strengthen our knowledge and understanding of Aboriginal and Torres Strait Islander cultures, histories and contributions
- embed Aboriginal and Torres Strait Islander perspectives in all aspects of the curriculum
- attend professional development to support our understandings of Aboriginal and Torres Strait Islander cultures and perspectives
- provide opportunities for professional reflection
- create a culturally safe environment to ensure children have the ability to express their culture and enjoy their cultural rights [Child Safe Standards]
- identify and challenge our own cultural assumptions, beliefs and commitments to cultural competency
- engage with local Aboriginal families and communities through Aboriginal Education Consultative Groups
- invite Elders and Traditional Owners to speak to children, staff and families about the histories and cultures of the local area
- develop an Acknowledgement of Country in collaboration with Elders, community members, children and families which will be displayed and given during special events and incorporated into the program on a regular basis
- develop awareness and meaningful understanding about Aboriginal and Torres Strait Islander people as part of the cultural heritage of all Australians
- encourage Aboriginal and Torres Strait Islander communities access children services
- show sensitivity and respect to Aboriginal and Torres Strait Islander languages by incorporating verbal and visual languages into the Service environment.

ABILITY

THE APPROVED PROVIDER/NOMINATED SUPERVISOR AND EDUCATORS WILL:

- provide an inclusive educational environment in which all children can succeed
- promote acceptance, respect and appreciation for individuals' varying abilities
- consult with all families and other professionals to enable full participation in the program for children with varying abilities
- evaluate and intentionally plan for inclusive learning environments including making reasonable adjustments to optimise access and enable all children to develop autonomy, independence, competency, confidence and pride

- provide children and parents with developmentally appropriate information about varying abilities to foster understandings that we are all similar and different
- empower children in their own learning to ensure that they gain a feeling of self-respect
- treat all children fairly and develop an understanding that everyone has something important to contribute
- find examples in books, movies and tv shows that reflect attitudes about diversity, ability and disability
- observe all children and with family consultation, provide an individualised program to extend each child's interests and abilities
- create an environment where all children can participate in activities and experiences.

PROMOTING INCLUSION, DIVERSITY AND HOME LANGUAGES INTO THE CURRICULUM

THE APPROVED PROVIDER/NOMINATED SUPERVISOR AND EDUCATORS WILL:

- promote inclusive practices that reflect children's social, cultural and linguistic diversity
- acknowledge that the use of children's home language underpins their sense of identity and conceptual development (EYLF V2.0)
- work collaboratively with culturally and linguistically diverse children and their families to support meaningful participation (EYLF V2.0)
- ensure all children have equitable access to resources, experiences and learning opportunities
- adapt activities, interactions, communication, the environment, and documentation to ensure all children and families are actively included and supported to participate in the curriculum
- promote positive influences, modelling appropriate communication, non-bias or gender specific language and attitudes
- develop appropriate expectations for each child based on their individual strengths, developmental needs, and interests
- provide children with a range of resources, equipment and opportunities to enhance their awareness of diversity
- present books that reflect different languages and children's first language and multicultural perspectives
- create an environment which supports natural language learning and interaction
- encourage and support families to maintain and value their home language and English
- engage in professional development about cultural competence and building linguistic capacity
- assist educators with the development of required skills and knowledge for working with all children and families

- subscribe to [Early Learning Languages Australia](#) (ELLA) or other online programs to support children's learning with play-based language learning experiences.

CONTINUOUS IMPROVEMENT/REFLECTION

The *Anti-Bias Inclusion Policy* will be evaluated and reviewed on an annual basis or earlier if there are changes to legislation, ACECQA guidance or any incident related to our policy. Feedback will be requested from children, families, staff, educators and management, and notification of any change to policies will be made to families within 14 days.

RELATED RESOURCES

Reconciliation Action Plan Guide	Inclusive Audit

SOURCES

Anti-Discrimination Board of NSW

Australian Children's Education & Care Quality Authority. PSCA Fact Sheet. *Exploring diversity and equity in education and care services.*

Australian Children's Education & Care Quality Authority. (2026). *Guide to the National Quality Framework*

Australian Children's Education & Care Quality Authority. (2023). *Information sheet. Belonging, Being and Becoming: Equity, inclusion and high expectations.*

Australian Children's Education & Care Quality Authority. (2022). *The Disability Discrimination Act: What do Children's Education and Care Services Need to Know?*

Australian Government Department of Education. (2022). *Belonging, Being and Becoming: The Early Years Learning Framework for Australia. V2.0.*

Australian Human Rights Commission (2020). *Child Safe Organisations*. [https://childdsafe.humanrights.gov.au/Children \(Education and Care Services\) National Law \(NSW\)](https://childdsafe.humanrights.gov.au/Children%20(Education%20and%20Care%20Services)%20National%20Law%20(NSW))

Early Childhood Australia (2016). *Code of Ethics*.

Early Childhood Australia (ECA) (2016) *Statement on the Inclusion of every child in early childhood education and care*

Early Childhood Australia (ECA), & Early Childhood Intervention Australia (ECIA). (2012). *Position statement on the inclusion of children with disability in early childhood education and care.*

Education and Care Services National Law Act 2010

Education and Care Services National Regulations 2011

Education and Care Services National Regulations (NSW) (2025)

Narragunnawali: Reconciliation in Education Welcome to Country. <https://www.narragunnawali.org.au/>

REVIEW

POLICY REVIEWED BY	Tracy Gill	Nominated Supervisor	09/04/2026
POLICY REVIEWED	APRIL 2026	NEXT REVIEW DATE	APRIL 2027
VERSION NUMBER	V2		
MODIFICATIONS	• annual policy review • added child safe practices including paramount consideration and child safe training to policy • merged home language within the curriculum with promoting inclusion and diversity and condensed dot points • sources updated as required		

CHILDREN IN THE WORKPLACE POLICY

Our Service is committed to supporting employees who have children requiring care and offer flexible opportunities for children to be enrolled in the education and care Service.

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 5: RELATIONSHIPS WITH CHILDREN		
5.1	Relationships between educators and children	Respectful and equitable relationships are maintained with each child.
5.1.1	Positive educator to child interactions	Responsive and meaningful interactions build trusting relationships which engage and support each child to feel secure, confident and included.
5.1.2	Dignity and rights of the child	The dignity and rights of every child are maintained.
QUALITY AREA 6: COLLABORATIVE PARTNERSHIPS WITH FAMILIES AND COMMUNITIES		
6.1	Supportive relationships with families	Respectful relationships with families are developed and maintained and families are supported in their parenting role.
6.2	Collaborative partnerships	Collaborative partnerships enhance children's inclusion, learning and wellbeing.
6.2.2	Access and participation	Effective partnerships support children's access, inclusion and participation in the program.

EDUCATION AND CARE SERVICES NATIONAL LAW AND NATIONAL REGULATIONS	
155	Interactions with children
156	Relationships in groups
157	Access for parents

RELATED POLICIES

Anti-Bias and Inclusion Policy Behaviour Guidance Policy Code of Conduct Policy Child Safe Environment Policy Enrolment Policy	Interaction with Children, Family and Staff Policy Privacy and Confidentiality Policy Respect for Children Policy Safe Use of Digital Technologies and Online Environments Policy

PURPOSE

Our Service is committed in creating a supportive working environment for all employees and adhere to anti-discrimination practices for all children and families, free from bias. We recognise that family responsibilities are of the utmost importance and having your child attend the Service where you work is

time efficient and provides flexibility and convenience. However, having your child attend the Service may also present its own unique set of challenges and concerns for various stakeholders, including other parents and Service staff. It is therefore paramount, that clear communication and collaboration with management and employees is maintained to ensure a positive and successful workplace for educators and their child/ren. In order to balance work and family commitments, we support the enrolment of our employees' children within our Service. This includes all family relationships including biological children, adopted and fostered children, stepchildren, nieces and/or nephews.

Our Service adopts and aligns with the [National Model Code](#) and guidelines for taking images or videos of children. (See *Safe Use of Digital Technologies and Online Environments Policy*.) We aim to have clear and defined roles for staff and educators to ensure we are maintaining a fair and equitable Service for all children, staff and employees.

SCOPE

This policy applies to children, families, staff, educators, management, approved provider, nominated supervisor, students, volunteers and visitors of the Service.

IMPLEMENTATION

In order to support work and family responsibilities, management will accept employees enrolling their children at the Service under the following conditions.

THE APPROVED PROVIDER/ MANAGEMENT/ NOMINATED SUPERVISOR WILL ENSURE:

- that obligations under the Education and Care Services National Law and National Regulations are met
- educators, staff, students and volunteers have knowledge of and adhere to this policy
- an *Employee Agreement-Children in the Workplace* is negotiated with the educator/parent to ensure compliance with our *Code of Conduct*, *Child Protection*, *Safe Use of Digital Technologies and Online Environments* and other Service policies
- an *Employee Agreement-Children in the Workplace* is signed to document that the employee has a clear understanding of the provisions available within the Service and how this will be reviewed to ensure best practice
- a safe work environment is provided to the employee and child, free of bullying and discrimination
- the enrolment continues to allow the Service to meet operational requirements regarding age and ratios (for example, if a Service is approved for 29 children, they will not exceed this licensing

requirement. If a child is 2 years of age and the Service is approved for 3-5-year-old's only, the child will not be enrolled at the Service as this will constitute a breach of licensing)

- the educator/parent provides all required documentation for enrolment as per *Enrolment Policy*
- the Service promotes a family-friendly working environment
- all children are treated equally and fairly
- no special provisions are made for the child of an employee that would not be available to other enrolled children
- the educator/parent responds to their own child's behaviour and the behaviour of other children in a fair and consistent way
- that the educator and child are not placed in the same room/group (where possible)
- educators maintain their professionalism towards the educator and child
- the educator/parent does not become a distraction for the child or other children, as this can cause a lack of focus or behaviour problems
- at predetermined dates a review is conducted to assess the effectiveness and suitability of the child and parent being at the Service together
- management will discuss discounts for employees (including educators, coordinators and cooks) whose children are enrolled at the Service. The employee must still pay at least 5% of the gap fee. (See: Discount care for early childhood workforce).

EDUCATORS WILL:

- maintain their professional boundaries
- be open and honest when discussing the child's development with the educator/parent
- be respectful towards the educator/parent and child
- collaborate and seek guidance from the educator/parent as per normal circumstances
- treat the child equally and fairly
- ensure there is no bias shown to the child of an employee at the Service
- adhere to all mandatory reporting requirements (child protection, reportable conduct scheme)
- not share images obtained via the Service's app for learning and observation purposes or photos taken during special events by the Service for publishing on any social media or for sharing with others in any form (see *Safe Use of Digital Technologies and Online Environments Policy*)
- raise any concerns with management
- ensure enrolment and attendance records are kept up to date
- provide enrolment information for their child/ren as required including signing Complying Written Agreement (CWA) for any discount in fees

CONTINUOUS IMPROVEMENT/REFLECTION

Our *Children in the Workplace Policy* will be updated and reviewed annually or earlier if there are changes to legislation, ACECQA guidance or any incident related to our policy. Feedback will be requested from children, families, staff, educators and management and notification of any change to policies will be made to families within 14 days.

SOURCES

Australian Children's Education & Care Quality Authority. (2025). [Guide to the National Quality Framework](#)
 Australian Government Department of Education. [Belonging, Being and Becoming: The Early Years Learning Framework for Australia](#). V2.0, 2022
 Australian Government Department of Education. (2025). [Child care discount for early childhood workforce](#).
 Early Childhood Australia Code of Ethics. (2016).
[Education and Care Services National Regulations](#). (Amended 2023).

REVIEW

POLICY REVIEWED BY	Tracy Gill		Nominated Supervisor	26.11.2025
POLICY REVIEWED	SEPTEMBER 2025	NEXT REVIEW DATE	SEPTEMBER 2026	
VERSION NUMBER	V1			
MODIFICATIONS				

RESPECT FOR CHILDREN POLICY

Within an early childhood community many different relationships are negotiated with and between children, educators and families. The way in which these relationships are established and maintained, and the way in which they remain visible, impacts on how the early childhood community functions as a whole. Relationships directly affect how children form their own identity, whether or not they feel safe and supported, and ultimately, their sense of belonging.

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 5: RELATIONSHIPS WITH CHILDREN		
5.1	Relationships between educators and children	Respectful and equitable relationships are maintained with each child.
5.1.1	Positive educator to child interactions	Responsive and meaningful interactions build trusting relationships which engage and support each child to feel secure, confident and included.
5.1.2	Dignity and rights of the child	The dignity and rights of every child are maintained.
5.2	Relationships between children	Each child is supported to build and maintain sensitive and responsive relationships.
5.2.1	Collaborative learning	Children are supported to collaborate, learn from and help each other.
5.2.2	Self-Regulation	Each child is supported to regulate their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts.

EDUCATION AND CARE SERVICES NATIONAL LAW AND NATIONAL REGULATIONS	
S. 162A	Child protection training
S. 166	Offence to use inappropriate discipline
S. 167	Offence relating to protection of children from harm and hazards
73	Educational program
84	Awareness of child protection law
115	Premises designed to facilitate supervision
118	Educational leader
126	Centre-based services- general educator qualifications
145	Staff record

155	Interactions with children
156	Relationships in groups
157	Access for parents
168	Education and care services must have policies and procedures
170	Policies and procedures to be followed
171	Policies and procedures to be kept available
172	Notification of change to policies or procedures

RELATED POLICIES

Additional Needs Policy Anti-Bias and Inclusion Policy Celebrations Policy Child Protection Policy Child Safe Environment Policy Children's Belongings Policy Clothing Policy Dealing with Complaints Policy Educational Program Policy	Family Communication Policy Gender Equity Policy Interactions with Children, Family and Staff Policy Medical Conditions Policy Nappy Change and Toileting Policy ~~Photograph Policy~~ Privacy and Confidentiality Policy Safe Use of Digital Technologies and Online Environments Policy

PURPOSE

The 8 Principles that underpin practice within the Early Years Learning Framework (EYLF) (V2.0). are focussed on assisting children to make progress in relation to Learning Outcomes. One key principle is Secure, respectful and reciprocal relationships. Our Service Philosophy guides our interactions and relationships with children. We aim to ensure all educators develop positive relationships with children based on respect and fostering children's self-esteem, self-reliance, self-expression and development.

SCOPE

This policy applies to children, families, staff, educators, management, approved provider, nominated supervisor, students, volunteers and visitors of the Service.

IMPLEMENTATION

All children have a right to feel accepted and respected. This is a principle set out in the United Nations Convention on the Rights of the Child (UNCROC). The Convention emphasises the importance of children developing connections to culture and community as a means of fostering a strong sense of personal identity and belonging. Our Service is committed to ensuring all educators and staff are aware of the

UNCROC and to educate children on their rights while encouraging children to participate in decisions which affect them within our Service.

Our Service is dedicated to protecting children from abuse and neglect and promotes a child safe environment, maintaining children's safety and wellbeing by implementing the National Principles for Child Safe Organisations and adopts and aligns with the [National Model Code](#) and guidelines for taking images and videos of children. [See *Safe Use of Digital Technologies and Online Environments Policy*].

We promote [cultural safety](#) for Aboriginal children, cultural safety for children from culturally and/or linguistically diverse backgrounds, and to providing a safe environment for children with a disability. We aim for children to feel safe and secure, and we believe in forming strong attachments and connections with educators, children, and families at the Service.

Educators employed at the Service will implement teaching techniques and strategies to establish secure, respectful and reciprocal relationships with children and their families. Educators and staff are respectful of diversity and are culturally responsive, respecting multiple cultural ways of *knowing, doing and being* and celebrate the benefits of diversity. (EYLF, V2.0.)

By respecting diversity, educators value and reflect the practices, values and beliefs of families within the curriculum. Educators value children's unique and diverse capacities and capabilities and respect families' home lives. EYLF. (V2.0 2022). p. 16

THE APPROVED PROVIDER, MANAGEMENT AND NOMINATED SUPERVISOR WILL ENSURE:

- ~~ensure~~ obligations under the Education and Care Services National Law and Regulations are met
- ~~ensure~~ new employees, students and volunteers are provided with a copy of this policy and other child safe policies including *Child Protection, Child Safe Environment and Safe Use of Digital Technologies and Online Environments* as part of their induction and are advised on how and where the policy can be accessed
- educators provide a child safe environment at all times
- minimum staff requirements are met including educator to child ratios and staff qualifications
- all staff, educators and volunteers have completed child protection training including mandatory reporting requirements (**best practice**)
- no child is subjected to any form of corporal punishment or inappropriate discipline

EDUCATORS WILL:

- provide a welcoming, child safe, inclusive and happy environment where children's concerns are always responded to

- ensure they promote and support a child safe environment, including adherence to the *Child Safe Environment* and *Child Protection* policies and mandatory reporting obligations
- embed Aboriginal and Torres Strait Islander perspectives in all aspects of the curriculum
- create an environment that is flexible and responsive to the strengths, culture, languages, interests and capabilities of each child
- promote children's bodily integrity (respecting their physical space and only using touch when necessary and appropriate)
- not use, or have access to, any personal electronic devices, including mobile phones or smart watches used to take images or video of children at the Service, access social media (Facebook, Instagram or other) while working directly with children
- support children's consent by acknowledging and respecting a child's right to refuse, or say no
- respect each child's uniqueness, displaying appreciation and respect for children as individuals
- use a positive and non-threatening tone when interacting with children in all situations
- ensure mealtimes are relaxed and unhurried
- sit with children during mealtimes, engaging in respectful conversations
- never force a child to do something against their requests: this includes rest, eat, participation in group experiences and activities.
- role model respect to children in everyday dealings with both adults and children
- endeavour to be aware of each individual child's values, culture and feelings, and respond appropriately
- respect and value diversity and not tolerate any discriminatory practices
- encourage children to initiate conversations about their experiences at home encouraging them to express their ideas and feelings
- encourage children to request assistance when taking on new challenges, inspiring children's independence and confidence
- regularly reflect on their relationships and interactions with children and how these can be improved to benefit each child
- inspire, encourage and accept each child and encourage them to do the same with their peers by actively:
 - fostering each child's construction of a knowledgeable, confident self-identity
 - fostering each child's comfortable, empathetic interactions with a diverse range of people
 - fostering each child's critical thinking about bias, and to question and enquire
 - fostering each child's ability to stand up for herself/himself and others in the face of bias

- respond respectfully and appropriately to children’s attempts as they participate and converse in sustained conversation about their interests
- implement a predictable routine for children with interest-based activities and experiences
- provide a range of planned and spontaneous experiences for children to challenge and maximise learning opportunities
- use a variety of communication strategies inclusive of verbal and non-verbal cues to support the development of relationships with children
- empower children to speak up and raise any concerns
- support children’s home language when communicating and interacting to build trust and positive relationships
- respect children and families’ diversity within the Service and the development of cultural responsiveness including LGBTIQ+ and gender diverse young people
- support children and build secure attachments through a collaborative partnership with families
- encourage children to develop confidence in their ability to express themselves
- encourage children to work through differences appropriately and with guidance where necessary
- respect each child’s uniqueness and communicate that respect to the child
- ensure children are aware of how to raise concerns or provide feedback (See *Dealing with Complaints Policy*)
- respond or report to children about how their feedback has been acted upon.

CONTINUOUS IMPROVEMENT/REFLECTION

Our *Respect for Children Policy* will be updated and reviewed annually or earlier if there are changes to legislation, ACECQA guidance or any incident related to our policy. Feedback will be requested from children, families, staff, educators and management and notification of any change to policies will be made to families within 14 days.

SOURCES

Australian Children’s Education & Care Quality Authority. (2025). [Guide to the National Quality Framework](#)

Australian Children’s Education & Care Quality Authority. (2023). [Policy and Procedure Guidelines- Interactions with Children](#)

Australian Human Rights Commission. Child Safe Organisations. <https://humanrights.gov.au/our-work/childrens-rights/projects/child-safe-organisations>

Australian Government Department of Education. [Belonging, Being and Becoming: The Early Years Learning Framework for Australia.V2.0, 2022](#)

Dau, E. (Ed.) (2016). *The multi-bias approach in early childhood* (2nd Ed.). Frenchs Forest, Australia: Pearson Education.

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UN General Assembly. (1989). Convention on the Rights of the Child. Simplified version available at <https://www.unicef.org.au/Upload/UNICEF/Media/Our%20work/childfriendlycrc.pdf>

Victoria State Government. [The Child Safe Standards. Early Childhood Services](#).

REVIEW

POLICY REVIEWED BY	Tracy Gill		Nominated Supervisor	13.01.2025
POLICY REVIEWED	SEPTEMBER 2025	NEXT REVIEW DATE	SEPTEMBER 2026	
VERSION NUMBER				
MODIFICATIONS				
POLICY REVIEWED	PREVIOUS MODIFICATIONS		NEXT REVIEW DATE	

QUALITY AREA 6 POLICIES AND PROCEDURES

ENGLISH AS AN ADDITIONAL LANGUAGE OR DIALECT (EAL/D) POLICY

Everyone has the right to be treated equally and with respect. By helping children to appreciate and accept differences and similarities, we can help prepare them to contribute positively to our multicultural society. Our Service ensures inclusive practices which recognise and value the backgrounds and cultures of all children, staff and families. We strive to provide additional support to children and families for whom English is an additional language or dialect to ensure equitable learning outcomes.

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 6: COLLABORATIVE PARTNERSHIPS		
6.1	Supportive relationships with families	Respectful relationships with families are developed and maintained and families are supported in their parenting role.
6.1.1	Engagement with the service	Families are supported from enrolment to be involved in their service and contribute to service decisions.
6.1.2	Parent views are respected	The expertise, culture, values and beliefs of families are respected and families share in decision-making about their child's learning and wellbeing.
6.1.3	Families are supported	Current information is available to families about the service and relevant community services and resources to support parenting and family wellbeing.
6.2	Collaborative partnerships	Collaborative partnerships enhance children's inclusion, learning and wellbeing.
6.2.3	Community and engagement	The service builds relationships and engages with its community

EDUCATION AND CARE SERVICES NATIONAL REGULATIONS	
155	Interactions with children
156	Relationships in groups
170	Policies and procedures to be followed

RELATED POLICIES

Anti-bias and inclusion Policy	Interaction with Children, Family and Staff Policy

Educational Programming Policy	Multicultural Policy
Family Communication Policy	Respect for Children Policy

PURPOSE

Diversity enriches life and culture. We aim to provide and promote a Service where children can realise their full potential regardless of gender, race and cultural background. We believe in honouring diversity, striving to engage in respectful interactions with children, educators and families. This will be reflected in our relationships with children and their families and in the resources we provide for the children.

SCOPE

This policy applies to children, families, educators, staff, management, approved provider, nominated supervisor, students, volunteers and visitors of the Service.

IMPLEMENTATION

The term '*culturally and linguistically diverse*' (CALD) is commonly used to describe people who have a cultural heritage different from that of the dominant Anglo Australian culture, replacing the previously used term of people from a 'non-English speaking background' (NESB).

'English as an additional language or dialect' (EAL/D) refers to children who speak some English but may require additional support to assist them develop proficiency in English.

Our Service recognises the cultural diversity of our community and implements strategies and programs to promote anti-racism, develop intercultural understanding and develop positive relationships between families, children and staff from all cultural backgrounds. We acknowledge that children from language backgrounds other than English, may require additional support to ensure their successful integration to our Service.

TO CREATE A WELCOMING AND CULTURALLY INCLUSIVE ENVIRONMENT FOR ALL CHILDREN AND FAMILIES, OUR SERVICE WILL:

- communicate effectively and sensitively with all people, recognising diverse ways of communicating and interacting across cultures
- provide translated copies of our *Family Handbook* and key documents to help explain routines and enrolment procedures
- create a space to display community information
- build knowledge about each child and family within our Service

- embed Aboriginal and Torres Strait Islander perspectives in all aspects of the curriculum and acknowledge the traditional custodians of the land
- contact our local Aboriginal Education Consultancy Group (AECG) to gain knowledge of cultural practices to assist our Service being culturally responsive
- work collaboratively with culturally and linguistically diverse children and families to build culturally safe and secure environments
- invite community members and elders to our Service for professional learning and share every day practices, routines and rituals with children
- display a calendar of significant cultural events to share with all families and invite feedback for inclusion of other events
- discuss appropriate ways of acknowledging and celebrating these events with children and families
- display photos of children engaged in learning and annotate using languages spoken at home and in English
- learn how to pronounce children's names correctly
- learn greetings in the children's first language
- provide a welcoming physical environment that reflects diversity both indoors and outdoors
- access translation and interpreting support services where required.

THE APPROVED PROVIDER/MANAGEMENT/NOMINATED SUPERVISOR WILL ENSURE:

- enrolment and orientation information can be translated into the family's home language
- if any family of a child enrolled at the Service is not fluent with the English language, policies and other Service information will be provided to that family in a language that is readily understood by the family
- support is provided to the family to assist in completing forms and applications to Government agencies as required
- an interpreting service is accessible to ensure clear communication between the service and family. Support from interpreting services is available if communication is difficult between staff, children and families.
 - Translating and Interpreting Service 131 450
 - Website: www.tisnational.gov.au
- general information, resources and support is obtained from the Department of Family and/or Community Services as required
- information, including brochures and factsheets is available to families about Community Services and resources to support parenting and family wellbeing in their chosen language

- families have the opportunity to influence and shape the Service, to review Service policies, and to contribute to Service decisions with language not being a barrier or hindrance in the process
- the expertise of families is recognised, encouraging them to participate in decision making about their child's learning and wellbeing that are respectful to the family's cultural background
- families have opportunities and are supported to be involved in the program and in-service activities that are presented in a way that does not limit them to English speaking families
- all educators participate in professional learning to build their capacity to help build culturally inclusive environments and learning programs
- educators have an understanding of Aboriginal English
- our *Statement of Philosophy* is regularly reviewed to ensure it reflects the beliefs and values of all family's culture and language
- positive family partnerships are developed to enrich children's development and wellbeing
- to communicate effectively with our culturally and linguistically diverse community
- implement an effective approach to transition to school that recognises and responds to cultural and linguistic diversity.

EDUCATORS WILL:

- respect cultural ways of *knowing, doing and being* and celebrate the benefits of diversity
- demonstrate a genuine commitment to embed Aboriginal and Torres Strait Island perspectives in all aspects of the curriculum
- respectfully display Aboriginal artwork and use Aboriginal resources (Aboriginal and Torres Strait Islander flags, local AECG information)
- work collaboratively with culturally and linguistically diverse children and families and demonstrate a commitment to develop their own cultural knowledge
- provide a program and environment that is inclusive and culturally safe for all children and families, promoting cultural competence and responsiveness
- gain knowledge of cultural practices and world views and engage children to learn about other cultures as well as their own
- consider the cultural and linguistic backgrounds of all the children in the Service and learn common words to assist the child and family
- support the maintenance of a child's first language according to parent's wishes
- be aware of interpretations of body language that may vary across cultures
- pronounce and spell children's name correctly

- find out which festivals and celebrations are important to the children and families within the Service to include in the program
- use picture books, posters and resources incorporating various languages to help develop intercultural understanding and knowledge
- ensure that toys and resources represent a variety of cultures and are available as part of the every-day program
- use every day routines to extend children's language
- sing songs- familiar nursery rhymes from other cultures
- learn chants and rhymes in languages other than English
- listen and respond to children- use short sentences, allow pause time to encourage response, listen intently.

CONTINUOUS IMPROVEMENT/REFLECTION

The *English as an Additional Language or Dialect (EAL/D) Policy* will be evaluated and reviewed on an annual basis or earlier if there are changes to legislation or ACECQA guidance. Feedback will be requested from children, families, staff, educators and management and notification of any change to policies will be made to families within 14 days.

SOURCES

Australian Children's Education & Care Quality Authority. (2023). [Information sheet Belonging, Being & Becoming. Cultural responsiveness](#)

Australian Children's Education & Care Quality Authority. (2026). [Guide to the National Quality Framework](#)

Department of Education and Early Childhood Development, Victoria. [Learning English as an Additional Language in the Early Years \(birth to six years\)](#). (2011). Victorian Curriculum and Assessment Authority.

Early Childhood Australia. (2016). *Code of Ethics*

[Education and Care Services National Law Act 2010](#).

[Education and Care Services National Regulations](#). (Amended 2025)

SNAICC- National Voice for our Children [Early Childhood Care & Development Policy Partnership](#)

Victorian Curriculum and Assessment Authority. [Support for Children with English as an Additional Language at Transition to School](#)

REVIEW

POLICY REVIEWED BY	Tracy Gill	Nominated Supervisor	04/02/2026
POLICY REVIEWED	FEBRUARY 2026	NEXT REVIEW DATE	FEBRUARY 2027

VERSION NUMBER	V1	
MODIFICATIONS		
POLICY REVIEWED	PREVIOUS MODIFICATIONS	NEXT REVIEW DATE

FAMILY COMMUNICATION POLICY

Family participation is an important part of making the service a true part of the community. We believe in creating an environment that is welcoming and inclusive and supports a sense of belonging for children, families, and educators.

Partnerships are based on the foundations of respecting each other's perspectives, expectations and values, and building on the strength of each other's knowledge and skills. Learning Outcomes are most likely to be achieved when educators work in partnership with children, families, other professionals and communities, including schools. (EYLF. V2.0, 2022. p. 14)

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 6: COLLABORATIVE PARTNERSHIPS		
6.1	Supportive relationships with families	Respectful relationships with families are developed and maintained and families are supported in their parenting role.
6.1.1	Engagement with the service	Families are supported from enrolment to be involved in their service and contribute to service decisions.
6.1.2	Parent views are respected	The expertise, culture, values and beliefs of families are respected, and families share in decision-making about their child's learning and wellbeing.
6.1.3	Families are supported	Current information is available to families about the service and relevant community services and resources to support parenting and family wellbeing.
6.2	Collaborative partnerships	Collaborative partnerships enhance children's inclusion, learning and wellbeing.
6.2.1	Transitions	Continuity of learning and transitions for each child are supported by sharing information and clarifying responsibilities.
6.2.2	Access and participation	Effective partnerships support children's access, inclusion and participation in the program.
6.2.3	Community and engagement	The service builds relationships and engages with its community.

EDUCATION AND CARE SERVICES NATIONAL LAW AND NATIONAL REGULATIONS	
S. 2A	Paramount consideration—safety, rights and best interests of children
S. 3A	Paramount consideration
86	Notification to parents of incident, injury, trauma and illness
87	Incident, injury, trauma and illness record

111	Administrative space
157	Access for parents
160	Child enrolment records to be kept by approved provider and family day care educator
161	Authorisations to be kept in enrolment record
162	Health information to be kept in enrolment record
168	Education and care service must have policies and procedures
172	Notification of change to policies or procedures
181	Confidentiality of records kept by approved provider

RELATED POLICIES

Anti-Bias and Inclusion Policy Child Safe Environment Policy Dealing with Complaints Policy Educational Program Policy Incident, Injury, Trauma and Illness Policy	Interactions with Children, Family and Staff Policy Managing an Aggressive Parent or Visitor Policy Open Door Policy Privacy and Confidentiality Policy Safe Use of Digital Technologies and Online Environments

PURPOSE

Our Service values respectful, collaborative partnerships with families. We aim to ensure open communication through the enrolment and orientation process, policy and statement of philosophy review, feedback forms, family committee, daily program, documentation, formal and informal meetings, emails, and conversations. The safety, rights and best interests of the child are the paramount consideration in all communication and decision-making within the Service.

SCOPE

This policy applies to educators, families, staff, management, approved provider, nominated supervisor, students, volunteers and visitors of the Service.

IMPLEMENTATION

We acknowledge the primary and critical influence families have in their children's lives and understand that effective relationships between educators and families are fundamental to achieve quality outcomes for children. Community partnerships that focus on active communication, consultation, and

collaboration also contribute to children's learning and wellbeing. Positive relationships with families help to build collaborative partnerships, as together we share a common objective and responsibility for reaching quality outcomes and goals for children.

We will provide regular information about the Service as well as ongoing opportunities for families to contribute to our curriculum. All staff will communicate with families in a positive and supportive manner that encourages respectful and trusting relationships.

THE APPROVED PROVIDER/MANAGEMENT/NOMINATED SUPERVISOR WILL ENSURE:

- educators, staff, students and volunteers have knowledge of and adhere to this policy
- all families are welcomed and respected at our Service
- information communicated with families is reliable and accurate, especially if it involves the health and safety of children, employees and visitors to the Service. (e.g.: Department of Health, Public Health Units)
- the use of digital technologies, electronic devices and communication platforms will be managed in accordance with Service policies to ensure children's safety, privacy and professional conduct
- families are encouraged to ask questions and raise concerns, including any complaints about the handling of CCS. All concerns will be responded to respectfully and in a timely manner [see: *Dealing with Complaints Policy*]
- families are informed they can contact the regulatory authority if concerns are not resolved at the Service level
- families are provided with a copy of our *Family Communication Policy*, our *Open Door Policy* and *Family Handbook* during the enrolment and orientation process
- the enrolment and orientation process provides families with information about the statement of philosophy, policies, and practices of the Service
- educators provide information to families regarding the content and operation of the educational program in relation to their child, and that a copy of the educational program is available for viewing at the education and care service
- families have access to their child's developmental records outlining developmental progress against the approved learning framework, as well as their strengths, developmental needs, and interests
- a weekly menu, which accurately describes the food, and beverages provided each day, is displayed in a place accessible to parents

- families are notified of any incident, injury, trauma, or illness that affects their child whilst at the Service either immediately after the incident or when they collect their child, depending on the severity of the incident. Notification must be made within 24 hours of the occurrence
- the early childhood environment has an administrative space that is adequate for the purpose of consulting with parents and for conducting private conversations and meetings
- families are invited to attend parent information meetings and assist with projects in keeping with our *Open Door Policy*
- respect, confidentiality and sensitivity are key elements of effective communication with families
- processes are in place to communicate with families for whom literacy is an issue, or for whom English is not a first language
- fact sheets and brochures are printed in required languages and are readily available for families to access
- an interpreter service is available to ensure communication with parents and families not hindered due to language barriers
- families are notified of changes to Service policies at least 14 days before making changes to a policy or procedure that may have a significant impact on
 - the service's provision of education and care to any child enrolled in the service or
 - the family's ability to utilise the service
 - changes to the way fees are charged and collected
- families are notified of any changes to the Education and Care Services National Regulations, and a copy of the current National Regulations is available for parents to access
- families are encouraged to complete surveys to contribute and share ideas about their child, provide suggestions about the program or give feedback
- a Family Committee is created to encourage family involvement and input into the Service's organisation and activities.

EDUCATORS WILL:

- establish respectful and collaborative partnerships with families, recognising them as children's first and most influential educators
- provide families with regular opportunities to share information about their child's wellbeing, development, interests and cultural background
- be available for families on arrival and pick up to communicate about their child's day through informal discussions
- share insights and perspectives about each child with families (EYLF V2.0)

- only use Service- issued electronic devices to capture, store or transmit images or information related to children
- acknowledge the diversity of families and their aspirations for their children (EYLF V2.0)
- engage in shared decision-making to support children's learning development and wellbeing (EYLF V2.0)
- encourage families to be involved in the curriculum, providing feedback, visiting the Service, bringing in items from the home environment, and giving feedback on children's emerging interests and developmental concerns
- create a welcoming and safe environment where children and families are respected regardless of background, ethnicity, languages spoken, religion, family makeup or gender (EYLF V2.0)
- encourage ongoing open and direct two-way communication with families to develop trust and a collaborative relationship
- encourage families to contribute to the continuous quality improvement progression within the Service through their involvement in the self-assessment and QIP review
- provide families with a range of communication methods which may include the use of online platforms, emails, verbal communication, newsletters, *Individual Daily Report*, sign-in sheets, Notice Board and notes sent home
- use a communication book/ app with families as required (for example, behaviour guidance and inclusion support plans).

FAMILIES WILL:

- provide accurate information during the enrolment process about their child's health, wellbeing and authorised arrangements
- engage in respectful, open and collaborative communication with educators about their child's learning, development and wellbeing
- notify the Service promptly of any changes that may affect their child's safety, wellbeing or participation
- participate in shared decision-making processes regarding their child's goals and educational program
- contribute to the Service's continuous improvement processes, including feedback, surveys and Quality Improvement Plan consultation
- raise concerns or complaints in accordance with the *Dealing with Complaints Policy*
- support a safe, inclusive and respectful environment for all children, families and staff
- report any behaviour or circumstance that may compromise the safety or wellbeing of children

- be encouraged to attend children's excursions to support their children's knowledge of and engagement in their community
- be invited to assist with working bees or fundraising initiatives held at the Service

EXPECTED STANDARDS OF CONDUCT

To ensure safety, wellbeing and dignity of all children, staff and visitors, families are expected to:

- treat all children, educators, staff and visitors with respect and dignity
- refrain from bullying, harassment, discrimination or inappropriate behaviour
- not attend the Service premises under the influence of alcohol or illegal substances
- comply with a smoke and vape free legislation and refrain from smoking on Service premises, including the car park
- avoid the use of abusive, offensive or threatening language
- comply with Service policies and procedures while on the premises
- ensure children are collected and signed in/out in accordance with Service requirements

The Service maintains zero tolerance for behaviour that compromises the safety, wellbeing or rights of children or staff. Concerns will be managed in accordance with the *Child Safe Environment Policy and Managing an Aggressive Parent or Visitor Policy*.

CONTINUOUS IMPROVEMENT/REFLECTION

The *Family Communication Policy* will be evaluated and reviewed on an annual basis or earlier if there are changes to legislation, ACECQA guidance or any incident related to our policy. Feedback will be requested from children, families, staff, educators and management, and notification of any change to policies will be made to families within 14 days.

RELATED RESOURCES

Building Relationships with Families Audit Complaints Grievance Form Connecting and Communicating with Families Guide Family Conduct Guidelines Family Committee Meeting Agenda/ Meeting Minutes Family Goals Family Input – Weekend Form	Family Handbook Family Participation Form Individual Daily Report General Satisfaction Survey Meet your educator template Sharing Cultural Experiences Share a Story about your Profession Letter Weekly News Template

SOURCES

Australian Children's Education & Care Quality Authority. (2026). *Guide to the National Quality Framework*

Australian Children's Education & Care Quality Authority. (2018). *Quality Area 6: Building Partnerships with Families /Information Sheet* (with link: [QA6 Building partnerships with families.pdf](#))

Australian Children's Education & Care Quality Authority. (2018). *Quality Area 6: Enrolment and Orientation Information Sheet* (with link: [QA6 Enrolment and orientation.pdf](#))

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Early Childhood Australia (2016). *Code of Ethics.*

[Education and Care Services National Regulations 2011](#)

[Education and Care Services National Regulations \(NSW\) \(2025\)](#)

Raising Children Network Australia. (2024). [Effective communication with parents for professionals](#)

Yorganop Indigenous Professional Support Unit (2024). [A Welcoming Yarn Engaging with Aboriginal and Torres Strait Islander Children and their Families in Education and Care Settings.](#)

REVIEW

POLICY REVIEWED BY	Tracy Gill		Nominated Supervisor	09/04/2026
POLICY REVIEWED	APRIL 2026	NEXT REVIEW DATE		APRIL 2027
VERSION NUMBER	V2			
MODIFICATIONS	• annual policy review • <i>Families Will/Will Not</i> sections rewritten to condense dot points and remove any sections that may appear adversarial rather than collaborate. Some points are already covered in Family Conduct Guidelines • paramount consideration of children’s safety added throughout policy • sources updated as required			

OPEN DOOR POLICY

We value and pride ourselves on our partnership with families. We believe families are children's first teachers and therefore we embrace parents, guardians and family involvement within our Service.

Participation by parents, guardians and other family members, conveys a positive impression to children. Children feel supported and a sense of belonging and well-being is promoted.

We believe in offering an open-door policy welcoming family to visit the Service when it is convenient for them.

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 6: COLLABORATIVE PARTNERSHIPS		
6.1	Supportive relationships with families	Respectful relationships with families are developed and maintained and families are supported in their parenting role.
6.1.1	Engagement with the service	Families are supported from enrolment to be involved in their service and contribute to service decisions.
6.1.2	Parent views are respected	The expertise, culture, values and beliefs of families are respected, and families share in decision-making about their child's learning and wellbeing.
6.1.3	Families are supported	Current information is available to families about the service and relevant community services and resources to support parenting and family wellbeing.
6.2	Collaborative partnerships	Collaborative partnerships enhance children's inclusion, learning and wellbeing.
6.2.3	Community and engagement	The service builds relationships and engages with its community.

EDUCATION AND CARE SERVICES NATIONAL LAW AND NATIONAL REGULATIONS	
S. 165	Offence to inadequately supervise children
S. 167	Offence relating to protection of children from harm and hazards
S. 170	Offence relating to unauthorised persons on education and care service premises
82	Environment to be free from tobacco, vaping devices, vaping substances, drugs and alcohol
84	Awareness of child protection law
155	Interaction with children
157	Access for parents
161	Authorisations to be kept in enrolment record
168	Education and care service must have policies and procedures

170	Policies and procedures to be followed
171	Policies and procedures to be kept available
172	Notification of change to policies or procedure
181	Confidentiality of records kept by approved provider

RELATED POLICIES

Celebrations Policy Child Safe Environment Policy Code of Conduct Policy Dealing with Complaints Policy Enrolment Policy Family Communication Policy	Interactions with Children, Family and Staff Policy Orientation of Families Policy Safe Use of Digital Technologies and Online Environments Policy Student, Volunteer and Visitors Policy

PURPOSE

To ensure the best care for children and families, we believe it is important to provide families with the opportunity to visit our facilities and participate in our program at a time that is convenient for them. We acknowledge that families provide a wealth of valuable information and understanding about their child and we foster strong, respectful partnerships between our staff and educators and families. We encourage families to join in on our learning activities and celebrate events and special days with us.

SCOPE

This policy applies to children, families, staff, educators, management, approved provider, nominated supervisor student, volunteers and visitors of the Service.

IMPLEMENTATION

We operate with an open-door policy, where families are welcome to visit our Service anytime during operating hours. There are many opportunities for family involvement, and we communicate these through regular newsletters, our family notice board, and our digital communication app-We recognise that time is valuable to all families, which is why we accommodate many forms of participation and contribution. Our Service is committed to creating and maintaining a child safe environment and embeds the National Principles for Child Safe Organisations – Child Safe Standards and implements child safe policies and procedures to ensure child safety is paramount.

“Children thrive when they, their families and their educators work together in partnership to support their learning, development and wellbeing.”

(Early Years Learning Framework (EYLF), V2.0, 2022, p. 9)

THE APPROVED PROVIDER/NOMINATED SUPERVISOR/MANAGEMENT AND EDUCATORS WILL ENSURE:

- that obligations under the *Education and Care Services National Law and National Regulations* are met
- educators, staff, students and volunteers have knowledge of and adhere to this policy
- families are aware of our *Open Door Policy* and are welcome to join in learning activities and celebrate events and special days held at the Service
- to prioritise children’s safety and wellbeing and provide a child safe environment
- children’s enrolment records are maintained that include details of any court orders, parenting orders or parenting plans
- that all reasonable steps are taken to ensure any parent, family member or visitor that may pose a risk to the safety of the children and staff of the Service are not permitted entry
- families are always welcome to spend time in the Service and share special moments with their children [provided there are no recommendations from the Public Health Unit or other Government authority suggesting families and visitors do not enter ECEC services]
- families and visitors to our Service are required to abide by our *Family Conduct Guidelines -Code of Conduct*
- parents, families and visitors are aware of National Model Code adopted by the Service around the use of personal electronic devices and refrain from taking images or videos of children whilst visiting the Service
- environments remain free from the use of tobacco, including vaping substances/devices, alcohol and drugs (Reg. 82)
- families are provided with information about special days and events they may want to participate in.

For example:

- Disco
- Easter Hat Parade
- Mother’s Day
- Father’s Day
- Open Day

- Grandparents Day
- Graduation Ceremonies and events
- Christmas Celebrations
- Excursions
- Cultural visits
- Story Time
- Cooking Experiences
- Parent-lead learning experiences
- the Service is flexible and works with the family to accommodate involvement by family members
- a variety of activities within the Service are organised at different times of day and week to include as many parents as possible.

FAMILIES CAN:

- visit the Service at all times. This may include visiting their child who is already enrolled, or as an enquiry prior to enrolment- subject to any Public Health Orders or Government recommendations restricting entry to education and care settings (e.g., during an outbreak of an infectious disease)
- participate in our program by sharing their skills and experiences with the children such as playing an instrument, storytelling, cooking, cultural traditions, workshops or other activities
- make an appointment with management to discuss their child's learning and development, provide feedback on their program, raise concerns or set new goals
- donate recyclable material that can be used within our early childhood program
- discuss any changes that have occurred in the child's life, for example, changes in family circumstances, moving to a new house, death of a family member or friend in order for educators to best support all children through difficult times
- attend any Service events and celebrations that are organised throughout the year
- share feedback, ideas and thoughts about the Service including policies and procedures
- stay informed about what is happening within the Service through discussions, newsletters, social media and other communication methods
- support our Service to maintain a child safe environment by promptly notifying
- management of any change to current court orders, parenting orders or access arrangements.

CONTINUOUS IMPROVEMENT/REFLECTION

Our *Open Door Policy* will be evaluated and reviewed on an annual basis or earlier if there are changes to legislation, ACECQA guidance or incidences related to child safety or celebration practices. Feedback will

be requested from children, families, staff, educators and management and notification of any change to policies will be made to families within 14 days.

SOURCES

Australian Children’s Education & Care Quality Authority. (2025). [Guide to the National Quality Framework](#)

Australian Children’s Education & Care Quality Authority. (2024). [Taking Images and Video of Children While Providing Early Childhood Education and Care. Guidelines For The National Model Code](#)

Australian Government Department of Education. [Belonging, Being and Becoming: The Early Years Learning Framework for Australia.V2.0, 2022](#)

Early Childhood Australia Code of Ethics. (2016).

[Education and Care Services National Law Act 2010](#). (Amended 2025)

[Education and Care Services National Regulations](#). (Amended 2025)

REVIEW

POLICY REVIEWED BY	Tracy Gill	Nominated Supervisor	27.11.2025
POLICY REVIEWED		NEXT REVIEW DATE	NOVEMBER 2026
VERSION NUMBER	V1		
MODIFICATIONS			
POLICY REVIEWED	PREVIOUS MODIFICATIONS		NEXT REVIEW DATE

ORIENTATION OF FAMILIES POLICY

Enrolment and orientation to any Early Education and Care Service is an exciting and sometimes, an emotional time for children and families. It is important to manage this time with sensitivity and support, building partnerships between families and the Service and importantly, trust with the child. Such partnerships enable the Service and families to work toward the common goal of promoting consistent quality outcomes for individual children and the Service.

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 6: COLLABORATIVE PARTNERSHIPS		
6.1	Supportive relationships with families	Respectful relationships with families are developed and maintained and families are supported in their parenting role.
6.1.1	Engagement with the service	Families are supported from enrolment to be involved in their service and contribute to service decisions.
6.1.2	Parent views are respected	The expertise, culture, values and beliefs of families are respected, and families share in decision-making about their child's learning and wellbeing.
6.1.3	Families are supported	Current information is available to families about the service and relevant community services and resources to support parenting and family wellbeing.
6.2	Collaborative partnerships	Collaborative partnerships enhance children's inclusion, learning and wellbeing.
6.2.3	Community and engagement	The service builds relationships and engages with its community.

EDUCATION AND CARE SERVICES NATIONAL REGULATIONS	
82	Environment to be free from tobacco, vaping devices, vaping substances, drugs and alcohol
157	Access for parents
160	Child enrolment records to be kept by approved provider and family day care educator
161	Authorisations to be kept in enrolment record
162	Health information to be kept in enrolment record
168	Education and care service must have policies and procedures
170	Policies and procedures to be followed
171	Policies and procedures to be kept available

172	Notification of change to policies or procedure
177	Prescribed enrolment and other documents to be kept by approved provider
181	Confidentiality of records kept by approved provider
183	Storage of records and other documents

RELATED POLICIES

Administration of Medication Policy	Family Communication Policy
Anaphylaxis Management Policy	Incident, Injury, Trauma and Illness Policy
Asthma Management Policy	Payment of Fees Policy
Child Safe Environment Policy	Privacy and Confidentiality Policy
Code of Conduct Policy	Safe Arrival of Children Policy
Delivery of Children to, and Collection from EEC Service Premises Policy	Safe Use of Digital Technologies and Online Environments Policy
Dealing with Complaints Policy	
Enrolment Policy	

PURPOSE

We aim to ensure children and families are provided with an orientation procedure that allows the family to transition into the Service positively and well-informed, meeting the children and families' individual needs. We strive to establish respectful and supportive relationships between families and the Service to promote positive outcomes for children whilst adhering to legislative requirements.

SCOPE

This policy applies to children, families, staff, educators, management, approved provider, nominated supervisor and visitors of the Service.

IMPLEMENTATION

Orientation is an important process for children, families and educators to gain vital information about the individual child's needs, interests and strengths. To enable children to feel safe and secure, and to set the foundations for a trusting partnership, we feel that it is necessary for the family to attend an orientation visit. This visit, or visits, assist the child to adjust to a new setting and helps to make the transition from home to the Service a smooth and positive experience.

During orientation, educators will discuss the following in order to gain a better understanding in supporting the family:

- the cultural and/or linguistic background for families from non-English speaking backgrounds (external support may be required)
- the family's needs in relation to work or other commitments
- days and times child care is required
- the family's previous knowledge or experience of other children's services
- any additional needs of the child and/or their family
- any court orders, parenting orders that are applicable to the child
- Service philosophy and curriculum
- the child's interests
- family goals and expectations
- any allergies or dietary needs for the child
- emergency or health care plans for the child if relevant
- the Service and room routines.

THE APPROVED PROVIDER/NOMINATED SUPERVISOR/MANAGEMENT WILL ENSURE:

- that obligations under the *Education and Care Services National Law and National Regulations* are met
- educators, staff, students and volunteers have knowledge of and adhere to this policy
- families are aware of our *Orientation of Families Policy*
- the orientation process is well organised, flexible, and informative
- the child and family visit the Service and familiarise themselves with the environment. The child may participate in the activities and experiences if they feel comfortable.
- the family and child/children are introduced to the educators in the room
- environments remain free from the use of tobacco, including vaping substances/devices, alcohol and drugs (Reg. 82)
- to create a welcoming environment and interact positively with the child and family
- the child and family are respected at all times, acknowledging the individuality of each parenting style
- families are encouraged to ring, email, or visit the Service as often as they like when their child has commenced care
- the child is allocated a focus educator
- families are reassured that if the child is distressed over a long period of time the educators will contact them

- support agencies are contacted for children with additional needs
- families know how to provide feedback
- families are informed that critical information from their child's enrolment form is communicated with educators- (emergency contacts, authorised nominees, court orders, immunisation status, medical and health conditions where relevant).

EDUCATORS WILL:

- greet children and families upon arrival
- create a welcoming and inviting environment for children and families
- discuss with families the best transition process for their child
- respect the culture, values and beliefs of families
- become familiar with any information provided by the family about the child to assist in a smooth transition to the Service
- encourage families to stay as long as they need to in order to reassure their child
- encourage families to say good-bye to the child when dropping off
- phone families if the child remains distressed
- seek information about the child and family throughout the orientation process.

DURING THE ORIENTATION OF THE SERVICE, FAMILIES WILL BE:

- provided with the Service enrolment form to be completed (assistance to complete this form is available if required)
- provided with an outline of the Service policies, which will include *Payment of Fees, Sun Safe, Incident, Injury, trauma and Illness, Safe Use of Digital Technologies and Online Environments, Child Protection and Medical Conditions Policies*
- advised of the enrolment fee and bond requirements
- provided with information about Child Care Subsidy (CCS) through the [myGov website](#)
- provided with a *Family Handbook*
- asked to provide their child's immunisation history statement when enrolling their child- Australian Childhood Immunisation Register
- shown the signing in/out process
- provided with information about the software app our Service uses for CCS, communication with parents
- advised of appropriate clothing for the child to wear to the Service, including appropriate shoes
- advised of what the child will be required to bring each day (water bottle, hat, change of clothes)

- informed about policies regarding children bringing in toys from home
- informed about wearing sun safe hats and application of sunscreen
- introduced to the child's educators
- taken on a tour around the Service
- shown where children's belongings will be kept each day
- informed about meals, snacks and drinks provided by the Service
- required to discuss medical management plans and allergies (if applicable)
- advised about the daily report/journal and how parents can view this
- informed about how our Service embeds the National Principles for Child Safe Organisations (Child Safe Standards) including the adoption of the [National Model Code and Guidelines](#)
- introduced to the room routine and Service program. This includes portfolios (if applicable) and the observation cycle.
- informed about communication methods including meetings, interviews, newsletters, emails etc.
- invited to set family goals for their child
- asked to confirm their preferred method of communication.

ROOM TRANSITION- Moving up and moving on

When children transition to a new age group or room at the end of the year, our Service ensures we provide information to parents and families and opportunities for the child to become orientated to their new educators, environments and peers towards the end of the year.

We encourage parents and families to ask questions to support their child's transition and overcome any potential anxiety.

- Children will only be transitioned when they are ready in all aspects of their development and in accordance with their age
- Room transitions will occur when there is a vacant position for the child
- Management will consult with families when a child is transitioning to the next room, discussing their expectations and requirement to ensure the child settles into their new environment
- Management and educators aim to ensure the transition between rooms is positive and smooth, communicating with families about how the transition is progressing
- Management will invite families to information evenings/sessions to discuss room transitions at key times in the year.

EVALUATION AND FOLLOW UP

Once the child has attended the Service for a few days, educators will ensure they:

- speak directly with the family to ask how their child and the family has settled into the routine of childcare
- welcome any questions or concerns the family may have
- provide information to the family of how their child has settled in these early days (interests, friends, songs they like to sing, craft activities etc.)
- request families to offer suggestions of how the Service could improve the orientation process (provide families with an Orientation Survey to complete).

CONTINUOUS IMPROVEMENT/REFLECTION

Our *Orientation of Families Policy* will be evaluated and reviewed on an annual basis or earlier if there are changes to legislation, ACECQA guidance or incidences related to child safety or celebration practices. Feedback will be requested from children, families, staff, educators and management and notification of any change to policies will be made to families within 14 days.

- RELATED RESOURCES

Family Conduct Guidelines	What to bring to guide- LDC
Family Handbook	

SOURCES

Australian Children's Education & Care Quality Authority. (2025). [Guide to the National Quality Framework](#)

Australian Children's Education & Care Quality Authority. (2024). [Taking Images and Video of Children While Providing Early Childhood Education and Care. Guidelines For The National Model Code](#)

Australian Government Department of Education. [Belonging, Being and Becoming: The Early Years Learning Framework for Australia.V2.0, 2022](#)

The Australian parenting website Raising children. [Starting preschool](#)

[Education and Care Services National Law Act 2010](#). (Amended 2025)

[Education and Care Services National Regulations](#). (Amended 2025)

REVIEW

POLICY REVIEWED BY	Tracy Gill	Nominated Supervisor	27.11.2025
POLICY REVIEWED		NEXT REVIEW DATE	NOVEMBER 2026
VERSION NUMBER	V1		
MODIFICATIONS	•		
POLICY REVIEWED	PREVIOUS MODIFICATIONS		NEXT REVIEW DATE
	•		

TRANSITION TO SCHOOL POLICY

Starting school is a big step for both children and families. We support continuity of learning and smooth transitions for each child by sharing relevant information, clarifying responsibilities, and developing strategies for a positive, confident start to school. We see transition as a social process, working with children, families, professionals, educators and the community to ensure it is meaningful, supportive, and grounded in best practices. We believe continuity of learning is key to children's wellbeing, balancing familiar routines with new environments and building on children's prior learning and experiences - it reduces anxiety and fosters a sense of familiarity and belonging.

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 1: EDUCATIONAL PROGRAM AND PRACTICE		
1.1.1	Approved learning framework	Curriculum decision-making contributes to each child's learning and development outcomes in relation to their identity, connection with community, wellbeing, confidence as learners and effectiveness as communicators.
1.2.1	Intentional teaching	Educators are deliberate, purposeful, and thoughtful in their decisions and actions.
1.2.2	Responsive teaching and scaffolding	Educators respond to children's ideas and play and extend children's learning through open-ended questions, interactions and feedback.
QUALITY AREA 5: RELATIONSHIPS WITH CHILDREN		
5.1.1	Positive educator to child interactions	Responsive and meaningful interactions build trusting relationships which engage and support each child to feel secure, confident and included.
5.2.1	Self-regulation	Each child is supported to regulate their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts.
QUALITY AREA 6: COLLABORATIVE PARTNERSHIPS WITH FAMILIES AND COMMUNITIES		
6.1.2	Parent views are respected	The expertise, culture, values and beliefs of families are respected, and families share in decision-making about their child's learning and wellbeing.
6.2.1	Transitions	Continuity of learning and transitions for each child are supported by sharing information and clarifying responsibilities.

EDUCATION AND CARE SERVICES NATIONAL LAW AND NATIONAL REGULATIONS	
S. 2A	Paramount consideration—safety, rights and best interests of children
S. 3A	Paramount consideration

73	Educational program
74	Documenting of child assessments or evaluations for delivery of educational program
75	Information about educational program to be kept available
76	Information about educational program to be given to parents
155	Interactions with children
156	Relationships in groups
170	Policies and procedures to be followed

RELATED POLICIES

Additional Needs Policy Anti-Bias and Inclusion Policy Educational Program Policy	Privacy and Confidentiality Policy Respect for Children Policy

PURPOSE

Effective transition practices are based on building secure, respectful and trusting relationships. (Dockett & Perry, 2014). We liaise (where possible) with local primary schools, families, children and other professionals to develop a smooth transition to school process for all children.

We believe it is vital to talk with children about the school environments, i.e., what is similar and what is different, to better prepare them for what is to come. We also believe it is important to enhance children's social skills and to support the growth of their self-help skills, self-regulation, confidence, creativity and individuality. Developing these abilities and dispositions further will help children adjust to school and become confident learners.

In all decisions and practices related to transitions, the paramount consideration is each child's safety, rights and best interests. We prioritise environments and approaches that support children to feel secure, respected, and supported as they move into new settings.

SCOPE

This policy applies to children, families, staff, educators, management, approved provider, nominated supervisor, students, volunteers and visitors of the Service.

IMPLEMENTATION

Children experience many changes and transitions during early childhood. This includes transitioning into early childhood, between routines and rooms, and then eventually to school. Children respond to transitions in different ways - some with confidence and excitement, while others may experience hesitation, stress or anxiety. The first experience children have of school has a great impact on their progress and future. We believe that gradual changes, along with dedicated time for planning and preparation, will help support children's ability to navigate these changes and adapt.

We acknowledge the critical role we have in providing an educational environment that supports children's wellbeing, promotes equity and diversity. We develop and communicate our transition to school practices with our stakeholders, which includes children who are active participants in this process. Children attending school the following year will be learning about school, engaging in discussions about school, teachers and environments, and engaging in various learning experiences.

TRANSITION TO SCHOOL PRACTICES

To make sure the transition to school is a positive experience for both children and families, we will offer a variety of experiences that encourage communication between the two settings – early childhood education and school – and promote familiarity. These experiences may include (where possible), but are not limited to:

- children visiting local primary schools
- information sessions for families
- visits from primary school teachers and/or principals to our Service
- sharing information about each child's learning, wellbeing, interests and needs with future teachers (with approval) and with families
- networking opportunities for educators, primary school teachers and principals.

As early childhood educators, we play a key role in shaping children's learning. It is our responsibility to set them up for success by inspiring investigation, exploration, problem-solving, questioning, discovery and the ability to take on challenges.

We will offer play-based learning experiences focused on (where appropriate):

- developing children's speaking, listening, and concentration skills
- developing communication skills for group and individual experiences
- early literacy through rhymes, chants and songs

- developing alphabet and number awareness
- recognising shapes and colours
- developing pre-writing, name writing, and name recognition
- building perseverance, especially when facing challenges
- responding positively to new people and situations
- learning to understand and manage their own feelings and behaviours
- building positive self-esteem, such as feeling proud of their achievements
- practical skills like opening bottles and packages, eating from lunchboxes, dressing, washing hands and toileting somewhat independently.

PREPARING CHILDREN AS THEY TRANSITION TO SCHOOL

While there are some similarities between early childhood settings and the school environment, there are also many important differences that children should become familiar with before the transition.

These may include:

- having one teacher for most of the day
- different indoor and outdoor environments (e.g., size, equipment, access)
- attending before and after school care
- adjusting to new rules, routines, and expectations, such as
 - full week, longer school days
 - toileting and handwashing without supervision
 - asking for permission (e.g., to use the bathroom)
 - wearing uniforms and sitting at a desk
 - more structure, less agency, and less time for play
 - taking responsibility for their own belongings
 - bringing a lunchbox or eating at a school canteen
 - listening to instructions and participating in focused lessons
 - raising a hand to speak
 - following the school bell or siren for set breaks
 - navigating a larger playground, equipment and resources
 - having homework.

THE APPROVED PROVIDER/MANAGEMENT/NOMINATED SUPERVISOR WILL:

- discuss expectations with families as they prepare their child for a transition to school
- know the **Education Departments'** (see below state-by-state specifications) cut-off dates and share this information with families

- support inclusive and culturally responsive practices to ensure all children and families experience equitable access and participation, and provide flexible, tailored transition to school programs
- work with families to ensure a positive, informed transition supporting each child's development
- tailor transition programs to meet each child's specific needs
- support and advocate for enhanced transition programs for children with specific needs
- share information between our Service, schools and families, and complete Transition to School Statements.
- ensure there is some level of continuity of learning during the transition, so children experience familiar ways of learning and doing things.

EDUCATORS WILL:

- incorporate a focus on the transition to school into the daily program, such as talking about school and exploring aspects of primary school (e.g., uniforms, eating packed lunches, talking about school and how a school environment is similar or different)
- talk with children about starting school, noting any excitement or worries, and share these conversations with families
- actively engage children in their own transition to school
- talk with families about each child's strengths, interests and needs to support a smooth transition
- consider family priorities and address any concerns they may have about the transition
- develop transition programs with best practices in mind, using meaningful input from children, families, educators, and schools
- consider children's individual rest and sleep needs leading up to the transition. Gradual adjustments to sleep time and regular rest periods may help children adapt to the school routine
- support each family's decision about when their child starts school, while acknowledging the [NSW](#) requirements for school starting age
- develop an information package for families about the transition to school, or use one from a relevant authority (if available). This package should include tips on how to support their child and what to expect during the transition process
- network with local schools (where possible) to support continuity of learning, such as promoting school visits, orientation days, and meetings with primary school teachers
- engage in collaboration with primary school teachers, where possible, so teaching approaches can be broadly aligned with those used in our Service, supporting continuity for children
- promote each child's development through play-based learning experiences, supporting their continued growth and development

- consider the unique needs of families and children, as well as the community context, in planning the transitions
- access and participate in professional development opportunities to stay up-to-date with best practices in the transition to school
- evaluate our Service's transition to school strategies and programs to ensure they are effective and meet the needs of all children and families.

TRANSITION TO SCHOOL STATEMENTS

Some Australian states and territories have introduced Transition to School Statements. These statements aim to improve communication and information sharing between early childhood settings, families, and schools. They provide important information about a child's interests, learning and development, and the teaching strategies used. The information may help primary school teachers get to know each child and plan suitable programs.

Transition to School Statements are mandatory at our Service. We believe these statements are key in supporting each child's continued learning. We prepare them in consultation with children and families, and share them with school teachers during the transition.

WHEN A CHILD MAY BENEFIT FROM EXTRA TIME AND SUPPORT BEFORE STARTING SCHOOL

Each child's learning and development is unique. Families know their child's strengths, interests and needs better than anyone. They also have expectations about what they think their child should know and be able to do. Families may ask educators about their child's skills—such as social and emotional development, self-help, and early academic skills like pre-writing and number awareness—to help guide decisions about when to start school. The decision about when a child starts school is an individual one. For some children, starting school at age 6 rather than 5 may provide an additional year for maturation and greater independence, while for others it may not offer the same benefit.

We believe that early childhood educators have valuable professional insights to support families in making decisions about a child's transition to school. They have built trusting relationships and know each child and family well. Before discussing their views with families, educators will first consult with management about the child's individual strengths and needs, while maintaining confidentiality at all times. We encourage families to discuss their child's school entry with other professionals who know their child well, such as inclusion or early intervention professionals.

STATE/TERRITORY SPECIFIC INFORMATION

NEW SOUTH WALES (NSW)
- Children can start Kindergarten at the beginning of the school year if they turn 5 on or before 31 July in that year. All children must be enrolled in school by the time they turn 6. Starting school - Transition to School Statement is mandatory for services accessing Start Strong funding, and optional for others. Written authorisations from families are required. Services can use the PDF Transition to School Statement or, if provided access, use the Transition to School Digital Statement. Guide to completing the Transition to School Statement Strong and successful start to school: Transition guidelines Transition to School: Guide for Early Childhood Education

CONTINUOUS IMPROVEMENT/REFLECTION

Our *Transition to School Policy* will be evaluated and reviewed on an annual basis or earlier if there are changes to legislation, ACECQA guidance or any incident related to our policy. Feedback will be requested from children, families, staff, educators and management, and notification of any change to policies will be made to families within 14 days.

RELATED RESOURCES

Transition to School: Family Conversation Guide Transition to School: Resource for Observation and Planning	Transition to School: School Engagement Guide

SOURCES

- Australian Children's Education & Care Quality Authority. (n.d.). [Developmental milestones and the Early Years Learning Framework and the National Quality Standards](#)
- Australian Children's Education & Care Quality Authority. (2026). [Guide to the National Quality Framework](#)
- Australian Children's Education & Care Quality Authority. (2023). [Information sheet: Continuity of learning and transitions](#).
- Australian Government Department of Education. (2022). [Belonging, being & becoming: The Early Years Learning Framework for Australia \(Version 2.0\)](#).
- Australian Education Research Organisation (AERO). [Early childhood learning trajectories](#)
- Australian Education Research Organisation (AERO) Ltd. (2022). [Measuring effective transitions to school](#).
- Dockett, S., & Perry, B. (2014). [Continuity of learning: A resource to support effective transition to school and school age care](#). Canberra, ACT: Australian Government Department of Education.
- Early Childhood Australia. (2016). *Code of Ethics*.
- Centre for Education Statistics and Evaluation (2021). [Transition to school: literature review](#)

State of Victoria (Department of Education). (2022). [*Transition. A Positive Start to School Resource Kit.*](#)

REVIEW

POLICY REVIEWED BY	Christian Stumpfs	Area Manager	26/06/2026
POLICY REVIEWED	JUNE 2026	NEXT REVIEW DATE	JUNE 2027
VERSION NUMBER	V2		
MODIFICATIONS	• Major rewrite of policy to reflect emerging research and a strengthened focus on continuity of learning in the EYLFV2.0. • Sources checked for currency • New sources added		
PREVIOUS MODIFICATIONS			

QUALITY AREA 7 POLICIES AND PROCEDURES

CHILD CARE SUBSIDY (CCS)- ACCOUNT POLICY

The Service's objective is to provide high quality educational care for all families while providing a clear understanding and accountability to ensure all financial business outcomes and goals are met to ensure financial viability of the service.

The Service will provide guidelines and procedures regarding the management of accounts and payment of fees including the administration of Child Care Subsidy (CCS) to family accounts in accordance with the Family Assistance Law.

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 7: GOVERNANCE AND LEADERSHIP		
7.1	Governance	Governance supports the operation of a quality service
7.1.2	Management Systems	Systems are in place to manage risk and enable the effective management and operation of a quality service
7.1.3	Roles and Responsibilities	Roles and responsibilities are clearly defined, and understood and support effective decision making and operation of the service

EDUCATION AND CARE SERVICES NATIONAL REGULATIONS	
Part 2.1	Provider approvals
Part 2.2	Service approvals
168	Education and care service must have policies and procedures
170	Policies and procedures to be followed
171	Policies and procedures to be kept available
181	Confidentiality of records kept by approved provider
183	Storage of records and other documents
184	Storage of records after service approval transferred

RELATED LEGISLATION

Child Care Subsidy Secretary's Rules 2017	Family Law Act 1975

A New Tax System (Family Assistance) Act 1999	
Family Assistance Law — Incorporating all related legislation as identified within the Child Care Provider Handbook	

RELATED POLICIES

CCS Data Security Policy	Governance Policy
CCS Governance Policy	Payment of Fees Policy
CCS Notifications Policy	Privacy and Confidentiality Policy
CCS Personnel Policy	Record Keeping and Retention Policy
Enrolment Policy	Safe Use of Digital Technologies and Online
Fraud Prevention Policy	Environments Policy

PURPOSE

The purpose of this policy is to ensure all families and staff are aware of their rights and responsibilities regarding the management of accounts for the provision of childcare at our Service. This policy is to be used in conjunction with our *Payment of Fees Policy*.

SCOPE

This policy applies to children, families, staff, educators, management, approved provider, nominated supervisor and visitors of the Service.

IMPLEMENTATION

Our *CCS Account Policy* is to be used in conjunction with our *Payment of Fees Policy* to ensure a clear understanding of how accounts and payments are administered by our Service. We are committed to comply with the legislative obligations to maintain financial integrity, data management and privacy requirements contained in Family Assistance Law, National Law and National Regulations. We have effective systems in place to ensure payments and childcare funding is administered appropriately. Our Service ensures the confidentiality and privacy of all personal information provided to the Service about the enrolled child and family.

ACCOUNT HOLDERS

Upon enrolment, the Service and family will identify the individual person responsible for the payment of the childcare fees. In many cases this will be a parent of the child, however it may be an agency or another adult who is legally responsible for the care and wellbeing of the child who has arranged to be liable for the payment of childcare fees. The nominated account holder will be legally responsible for ensuring the payment of fees.

Each child will have an enrolment record set up which records attendance, payments and identification details of each child. An appropriate enrolment type will be created dependent on the enrolment required.

- **CWA Enrolment** - Complying Written Arrangement – For families wishing to claim Child Care Subsidy (CCS) as a fee reduction
- **RA Enrolment** - Relevant Arrangement – For families who do not wish to claim CCS as a fee reduction. No CCS claimed
- **OA Enrolment** - Arrangement with an organisation (third party) – For families where an organisation is liable for fees, example an employer. No CCS claimed
- **ACCS Enrolment** - Additional Child Care Subsidy (child wellbeing) – provider eligible arrangement
- Families will be advised of the CCS system and encouraged to apply for CCS if applicable through Centrelink.

For families wishing to claim CCS as a fee reduction, it will be determined upon the time of enrolment which individual is responsible for claiming CCS or ACCS for each child.

FEES AND CHARGES

Families will be

- advised of fees and charges upon enrolment
- notified of any changes to fees or charges in writing with 4 weeks' notice
- required to pay an enrolment fee and one-week bond which is calculated at full fee to secure a child's position. When 2 weeks' notice of withdrawal is given, the bond will be refunded if all accounts are up to date
- made aware that fees for childcare attendance will be payable for all absences and non-attendance
- advised 'Gap Fees' must be paid via Electronic Funds Transfer (EFT).

NOTICE OF TERMINATION OF ENROLMENT

Families are:

- to provide two weeks written notice of their intention to withdraw a child from the Service
- responsible for ensuring the account is paid until the last day of enrolment
- made aware that changes to CCS entitlements can occur after the enrolment has ended.

Families and any 3rd Party Billings are aware they are responsible for all fees payable including any changes to the gap fee after an enrolment has ended.

PRIVACY OF ACCOUNT

Our Service will

- ensure privacy and confidentiality is maintained at all times regarding enrolments and accounts
- ensure our enrolments and accounts are recorded via OWNA. Access to this software will be provided to nominated staff by the approved provider.
- ensure each staff member who has authorised access to OWNA will be provided an individual log in username and separate password. Staff are reminded to not share usernames and passwords
- not share information relating to enrolments and accounts without authorisation from the account holder.

Please refer to the *Privacy and Confidentiality Policy* for further information.

INVOICES AND STATEMENTS

- Our Service will issue invoices to parents on a weekly basis
- Invoices will be billed 1 weeks in advance with payment due by close of business Friday
- Fees are to be paid weekly through a direct debit system. If families wish to pay fees on a weekly or monthly basis, it is a requirement that the family pay in advance and are not in arrears.
- Invoices and Statements will be issued via email to the account holder nominated who has entered an agreement to be liable for childcare fees through our Service
- Families will be encouraged to log into OWNA as a parent to view accounts relating to their enrolment at the Service including fee information, payments and charges.
- A dated receipt will be provided for each payment to the account holder
- All Cash/EFT/Bank Transfer payments will be entered into OWNA on a regular basis
- Records of invoices and statements will be made available to families upon request
- The Service will ensure copies of invoices and statements are available and suitably archived as part of the Record Keeping and Retention Policy
- Families will be issued with a *Statement of Entitlement* on a fortnightly basis in accordance with the fee payment and regulatory requirements
- The Statement of Entitlement will include details of the sessions of care provided and the resulting fee reduction amounts.

WHAT'S INCLUDED ON A STATEMENT

The Statement of Entitlement is generated using our CCS Software which meets all requirements as per Family Assistance Law legislation.

Statement Details

- Name of the individual to whom the statement is issued
- Name of the child to whom any sessions of care were provided
- Unique identifier (assigned by the Department of Education) to the enrolment of the child for care by the service
- Date of issue and start and end dates of the statement period.

Service Details

- Name of the provider
- Any business name of the service registered with the Australian Securities and Investments Commission
- Australian Business Number (if any) of the provider and (if different) the Australian Business Number under which the service trades
- Unique identifier of service and the provider (assigned by the Department of Education).

Information regarding Sessions of Care

- Daily and weekly totals of the number of hours of care provided during the statement period, including start and end times for each session of care
- Daily and weekly totals of the number of hours of the child's physical attendance during the statement period, including start and end times of the child's physical attendance
- For the statement period and cumulatively for the financial year until the date of issue of the statement—the sum of:
 - the number of days on which the service is taken to have provided a session of care to the child while the child was absent (up to 42 days in the financial year) (that is an initial absence day)
 - the number of days on which the Service is taken to have provided a session of care to the child, beyond 42 cumulative days in the financial year and particular circumstances apply (that is an additional absence day).

Fee information

- Hourly session fee for each session of care provided by the service to the child in the statement period.

- Daily and weekly totals of the amount of all fees charged by the provider for care provided during the statement period, including details about any discounting or refund applied in order to pass on fee reductions.

CCS payment information

For the statement period

- the number of hours for which the fees were reduced (or for which the individual otherwise received the benefit of a fee reduction amount)
- the total of the fee reduction amounts of which the provider was given notice by the department
- a breakdown of the amounts of fee reduction for each session of care and whether it related to a payment of Child Care Subsidy or Additional Child Care Subsidy.

ATTENDANCE RECORDS

Session reports are required to record actual attendance in and out times (except for absences).

Session reports are submitted through the CCS Software and include required information as per Childcare Provider Handbook, including;

- Type of report (initial report, variation to a report or withdrawal of a report)
- Dates (the start and end dates of the week the report covers)
- Session details (date and session start and finish times)
- Attendance times (Actual in and out attendance times must be reported for each session of care, not including absences)
- Absences (notification of absences (if applicable), reasons for any additional absence (allowable absence days)
- Actual fee charged.

THIRD PARTY PAYMENTS

Parents are generally liable to pay the co-contribution for child care fees. Only state and territory governments (and their agencies) can contribute to the cost, in part or full, of childcare fees for families.

Where an agreement has been made between an employer or charity to assist in the contribution of fees the fees must be reduced accordingly before CCS has been applied. Our Service will record all documentation regarding any third-party payments.

Invoices and Statements will be emailed to the nominated 3rd Party Billing agency/employer/charity as arranged with the family.

REVIEW OF ACCOUNTS

Accounts will be reviewed on a weekly/monthly basis and the debt recovery procedure initiated if payments have not been made towards childcare fees according to the *Payment of Fees Policy*.

COMPLAINTS RELATING TO THE ADMINISTRATION OF CHILD CARE SUBSIDY

Families who wish to raise concerns regarding the management of accounts and Child Care Subsidy should speak with the nominated supervisor in the first instance. The nominated supervisor will follow the steps as outlined in the grievance policy, including advising the approved provider of all grievances.

Families can raise concerns regarding management of the Child Care Subsidy to the Department of Education via their [Online contact form](#). Additionally, information about any potential breach of Child Care Subsidy can be reported anonymously by submitting an online report directly to the Department of Education. For more information visit the Department of Education website: [Reporting fraud via a tip-off](#)

CONTINUOUS IMPROVEMENT/REFLECTION

Our *CCS Account Policy* will be updated and reviewed on an annual basis or earlier if there are changes to legislation, ACECQA guidance or any incident related to our policy. Feedback will be requested from children, families, staff, educators and management and notification of any change to policies will be made to families within 14 days.

- RELATED RESOURCES

CCS Procedures Guide CCS Approval Guide	CCS Compliance Checklist / Audit

SOURCES

Australian Children's Education & Care Quality Authority. (2025). [Guide to the National Quality Framework](#)
 Australian Government Department of Education. (2025) [Child Care Provider Handbook](#)
 Australian Government Department of Education. [Early Childhood and Care Education and Care Services National Law Act 2010](#). (Amended 2025)
[Education and Care Services National Regulations](#). (Amended 2025)

REVIEW

POLICY CREATED BY	Tracy Gill	Nominated Supervisor	27.11.2025
POLICY REVIEWED		NEXT REVIEW DATE	NOVEMBER 2026
VERSION NUMBER	V1		
MODIFICATIONS			

CHILD CARE SUBSIDY (CCS)- DATA SECURITY POLICY

This policy provides information regarding the processes relating to the administration of Child Care Subsidy (CCS) to families and ensures our Service is compliant and adhering to Family Assistance Law obligations as part of the Service's ongoing approval under Family Assistance Law.

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 7: GOVERNANCE AND LEADERSHIP		
7.1	Governance	Governance supports the operation of a quality service
7.1.2	Management Systems	Systems are in place to manage risk and enable the effective management and operation of a quality service
7.1.3	Roles and responsibilities	Roles and responsibilities are clearly defined, and understood, and support effective decision making and operation of the service.

EDUCATION AND CARE SERVICES NATIONAL REGULATIONS	
Part 2.1	Provider approvals
Part 2.2	Service approvals
168	Education and care service must have policies and procedures
170	Policies and procedures to be followed
171	Policies and procedures to be kept available
181	Confidentiality of records kept by approved provider
183	Storage of records and other documents
184	Storage of records after service approval transferred

RELATED LEGISLATION

Family Assistance Law – Incorporating all related legislation as identified within the Child Care Provider Handbook
A New Tax System (Family Assistance) Act 1999
A New Tax System (Family Assistance) (Administration) Act 1999
Child Care Subsidy Minister's Rules 2017
Child Care Subsidy Secretary's Rules 2017

Child Care Subsidy (What Constitutes a Session of Care) Determination 2018
Corporations (Aboriginal and Torres Strait Islander) Act 2006
Education and Care Services National Law Act 2010
Education and Care Services National Regulations 2011
Family Law Act 1975
Fringe Benefits Tax Assessment Act 1986
Social Security Act 1991
Work Health and Safety Act 2011
Family Assistance Legislation Amendment (Jobs for Families Child Care Package) Act 2017

RELATED POLICIES

CCS Account Policy CCS Governance Policy CCS Notifications Policy CCS Personnel Policy Code of Conduct Policy	Fraud Prevention Policy Privacy and Confidentiality Policy Safe Use of Digital Technologies and Online Environments Policy

PURPOSE

Our Service aims to comply with the Child Care Subsidy legislative requirements associated with operating a fee reduction service for eligible families, including assurance of data security used with third-party CCS software. Our Service aims to maintain the financial integrity of all child care funding by submitting correct data at all times to the Department of Education through our CCS Software. Our Service will ensure all reporting requirements for claiming and administering CCS payments will be maintained.

SCOPE

This policy applies to families, staff, educators, management, approved provider and nominated supervisor and authorised users of the CCS Software of the Service.

IMPLEMENTATION

Our *CCS Data Security Policy* provides guidance around third-party software security in relation to the

administration and management of Child Care Subsidy and Additional Child Care Subsidy. Our Service uses OWNA to manage and interact with the Australian Government's Child Care Subsidy System.

This policy includes information about the CCS software program, the Services' obligations and responsibilities, and the nature of possible risks associated with internet use, including privacy and data breaches.

THIRD-PARTY SOFTWARE SECURITY

Our Service uses OWNA which is a password protected third-party software system for educators and staff at our Service who are authorised to interact with the CCS Software to manage and administer data information and payments associated with the Child Care Subsidy and Additional Child Care Subsidy.

The approved provider will determine personnel who is required to use the CCS Software System. All personnel who are authorised to use our CCS Software will be required to meet the fit and proper requirements as set by the Department of Education (see *CCS Personnel Policy* for further information regarding authorised personnel).

The approved provider will ensure all Personnel using the software will have their own log in username and password credentials to use the CCS Software. The login and password credentials will be linked to individual PRODA accounts as per Family Assistance Law. Authorised users are encouraged to change their passwords every 6 months.

The approved provider will audit staff log ins on a quarterly basis and ensure this procedure is followed by all staff who access CCS software to submit data to CCS. The *CCS Compliance Checklist/ Audit* will be used each month by the approved provider to review usernames of staff using CCSS Software and to review the privacy policy of individual CCSS Software. The approved provider will use the *CCS Compliance Checklist/Audit* to ensure usernames and passwords used for CCSS Software have not been shared or compromised.

DATA INTEGRITY

The *Fraud Prevention Policy* and *Fraud Corruption Prevention Procedure* outlines that CCS Software will be monitored by the approved provider to ensure data integrity and security is maintained by all staff who process CCS payments to families. Attendances are cross referenced against child booking reports to ensure sessions are correct when submitted to CCS. Sessions which require resubmission are resubmitted to CCS within 14 days.

Reports generated by the CCS Software will be cross referenced against records kept at the Service each month. Our Service implements processes and procedures to ensure the accuracy of data that is submitted through the CCS Software. The approved provider will complete the *CCS Compliance Checklist/Audit* each month to identify any data anomalies within incorrect data submissions are picked up in a timely manner. The checklist is used as a tool to facilitate fraud prevention and detection within our Service in relation to correct data entry for enrolments, attendances, CCS payments, personnel, and record keeping.

CCS payments are checked by the financial officer each month and any anomalies are discussed with the approved provider/nominated supervisor. CCS Payment reports and invoices are electronically stored each week for future cross referencing and checking.

The approved provider will ensure all computers are password protected, and each staff member uses their own log in and password credentials to access service information. The approved provider will determine personnel who is required to use the CCS Software System. All personnel who are authorised to use our CCS Software will be required to meet the fit and proper requirements as set by the Department of Education (see *CCS Personnel Policy* for further information regarding authorised personnel). Authorised personnel will be required to hold their own log in and password credentials to use the CCS Software. The log in and password credentials will be linked to individual PRODA accounts as per Family Assistance Law.

REVIEW OF CCS SOFTWARE

The approved provider will ensure the CCS software has policies and procedures regarding safe storage of sensitive data before using the software. The approved provider will review the privacy policy of the CCS software on a yearly basis or as required. The approved provider will review any potential threats to software security on a regularly basis. The nominated supervisor will advise the approved provider as soon as possible regarding any potential threat to security information and access to data sensitive

information. Any breaches of data security will be notified to the Office of the Australian Information Commissioner (OAIC) by using the online

REVIEW OF CCS SOFTWARE PROCEDURE

REVIEW	HOW OFTEN	BY WHOM
All authorised users are to use an individual log-in to access CCS software	Upon employment Yearly As required	Approved provider and nominated supervisor
Privacy policy of CCS software	Initial access to CCS software Yearly As required	Approved provider
Any breaches of sensitive data relating to Enrolments	Upon notification	Approved provider
Authorised users are encouraged to change their login credential passwords	Every 6 months	Individual users

CCS COMPLIANCE CHECKLIST

Our Service will use OWNA to ensure compliance of CCS payments to families.

The *CCS Compliance Checklist/Audit* will be completed each month by the approved provider together with staff who use the CCS software to administer CCS payments to families. This checklist is used as a tool to ensure the accuracy of data submitted to the Department of Education through our CCS Software in relation to CCS payments.

INDUCTION AND RESIGNATION OF STAFF

By including data security in our induction and orientation program we aim to raise awareness of employee responsibilities and have all employees contribute to maintaining a secure data environment within the service. Data security is carefully considered when employees resign or leave a service, to prevent any unauthorised access or misuse of sensitive or confidential information. Management will refer to the *Data Security Procedure and Checklist* to ensure data is stored, used and accessed in accordance with relevant policies and procedures.

THE APPROVED PROVIDER/MANAGEMENT/NOMINATED SUPERVISOR WILL ENSURE:

- all staff, families and visitors are aware of the Service's *Code of Conduct* and *Confidentiality and Privacy Policies*

- the Service works with an ICT security specialist to ensure the latest security systems are in place to ensure best practice. Anti-virus and internet security systems including firewalls are in place.
- backups of important and confidential data are made regularly (monthly is recommended)
- backups are stored securely either offline, or online (using a cloud-based service)
- software and devices are updated regularly to avoid any breach of confidential information
- all authorised personnel using the software will have their own log in username and password
- each personnel who is responsible for submitting attendances and enrolment notices to CCSS will be registered with PRODA as a Person with Management or Control of the Provider or as a Person with Responsibility for the Day-to-Day Operation of the Service
- authorised users change their login credential passwords every 6 months.

NOMINATED SUPERVISOR/RESPONSIBLE PERSON/EDUCATORS WILL:

- keep passwords confidential and not share with anyone
- log out of sites to ensure security of information
- report anyone who is acting suspiciously or requesting information that does not seem legitimate or makes you feel uncomfortable (See 'Resources' section for where to report)
- provide families with information about the CCS Software which is used to maintain CCS information and payments.
- notify the Office of the Australian Information Commissioner (OAIC) by using the online [Notifiable Data Breach Form](#) in the event of a possible data breach. This could include:
 - a device containing personal information about children and/or families is lost or stolen (parent names and phone numbers, dates of birth, allergies, parent phone numbers)
 - a data base with personal information about children and/or families is hacked
 - personal information about a child or family member is mistakenly given to the wrong person

CCS DATA SECURITY PROCEDURES

STEP 1: CCS SOFTWARE		
1	The approved provider will ensure each person who is responsible for submitting attendances and enrolment notices to the Child Care Subsidy System (CCSS) will be registered with PRODA as a Person with Management or Control of the Provider or as a Person with Responsibility for the Day-to-Day Operation of the Service.	
2	The approved provider will ensure all Provider Personnel using OWNA will have their details updated as required in the software - [personal details, date of birth, address, email, phone number, Working with Children's Check, supporting documentation-Australian Police	

	Criminal History Check, declaration- Australian Securities and Investments Commission (ASIC), National Personal Insolvency Index check]	
3	The approved provider will ensure all authorised Personnel will use their own secure log on username and password to access CCS Software	
4	The approved provider will ensure Personnel will not share their log on username or password at any time	
5	Director/ nominated supervisor/ responsible person / educators will: • keep passwords confidential and not share with anyone • log out of sites to ensure security of information • never request another staff member's log in/ password or personal details regarding CCS Software	
6	Authorised users are encouraged to change their passwords every 6 months.	

STEP 2: SECURITY SYSTEMS, BACKUPS AND UPDATES

1	Management will: • work with an ICT security specialist to ensure the latest security systems are in place to ensure best practice. • ensure anti-virus and internet security systems including firewalls are in place	
2	Management and educators will report anyone who is acting suspiciously or requesting information that does not seem legitimate or makes staff/educators feel uncomfortable	
3	Management will ensure: • backups of important and confidential data are made regularly (monthly is recommended) • backups are stored securely either offline, or online (using a cloud-based service) • software and devices are updated regularly to avoid any breach of confidential information.	

STEP 3: BREACHES AND NOTIFICATIONS

1	The nominated supervisor will report anyone who is acting suspiciously or requesting information that does not seem legitimate or makes you feel uncomfortable	
2	The nominated supervisor will notify the Office of the Australian Information Commissioner (OAIC) by using the online Notifiable Data Breach Form in the event of a possible data breach. This could include: • a data base or CCS Software with personal information about children and/or families is hacked • personal information about a child is mistakenly given to the wrong person	

	This applies to any possible breach within the Service or if the CCS Software is hacked from an online source	
3	It is recommended that management conduct a <i>Privacy Audit</i> to ensure ongoing compliance with privacy obligations and recent changes. The Privacy Audit should be completed on a yearly basis or following any breaches in data at the service. The Privacy Audit will assist Services to: - Identify how to meet privacy obligations - Identify how to improve on existing privacy management - Identify potential areas of privacy risk - Alleviate these risks by improving compliance with the Privacy Act	
4	Services are required to have a <i>Data Breach Response Plan</i> which sets out procedures in the event of a data breach (or suspected data breach). A data breach occurs when personal information is lost or subjected to unauthorised access, modification, use or disclosure or other misuse. A <i>Data Breach Response Plan</i> will enable management to contain, evaluate the risks, consider the breach and review and respond to a data breach.	

CCS DATA INTEGRITY PROCEDURE

STEP 1: CCS SOFTWARE		
1	All authorised users of CCSS software have attended training to correctly use the CCS Software	
2	All authorised personnel and users of CCSS Software are aware of and understand the CCS Provider Handbook.	
3	All personnel involved in the administration of CCS payments to families understand their legal obligations in relation to the administration of CCS	
4	The approved provider will conduct an audit using the <i>CCS Compliance Checklist/Audit</i> to ensure the accuracy of data submitted to the Department of Education through our CCS Software in relation to CCS payments	
5	The approved provider will ensure all authorised personnel will use their own secure log on username and password to access CCS Software	
6	The approved provider will ensure personnel will not share their log on username or password at any time	
7	The nominated supervisor/ responsible person / educators will: • keep passwords confidential and not share with anyone • log out of sites to ensure security of information	

	never request another staff member's log in/ password or personal details regarding CCS Software	
8	Attendances are cross referenced against child booking reports to ensure sessions are correct when submitted to CCS.	
9	Sessions which require resubmission are resubmitted to CCS within 14 days	
10	CCS payments are checked by the financial officer each month and any anomalies are discussed with the approved provider and nominated supervisor.	
11	CCS Payment reports and invoices are electronically stored each week for future cross referencing and checking.	

RESOURCES

Australian Government Office of the eSafety commission www.esafety.gov.au/early-years

Receive information on scams that can then be provided to the public. To report an online scam or suspected scam, use the form found here: <https://www.scamwatch.gov.au/report-a-scam>

More information on online fraud and scams can be found on the [Australian Federal Police](http://www.australianfederalpolice.gov.au) website
Notifiable Data Breaches scheme (NDB) can be made through the Australian Government Office of the Australian Information Commissioner

CONTINUOUS IMPROVEMENT/REFLECTION

Our *CCS Data Security Policy* will be updated and reviewed on an annual basis or earlier if there are changes to legislation, ACECQA guidance or any incident related to our policy. Feedback will be requested from children, families, staff, educators and management and notification of any change to policies will be made to families within 14 days.

CHILDCARE CENTRE DESKTOP- RELATED RESOURCES

CCS Compliance Checklist / Audit CCS Approval Guide CS Procedures Guide	Data Breach Response Procedure Data Security Checklist

SOURCES

Australian Government eSafety Commission (2020) www.esafety.gov.au

Australian Government Department of Education. (2025). [Child Care Provider Handbook](#)

Australian Government Office of the Australian Information Commissioner (2019)

[https://www.oaic.gov.au/privacy/notifiable-data-breaches/about-the-notifiable-data-breaches-scheme/Education and Care Services National Law Act 2010](https://www.oaic.gov.au/privacy/notifiable-data-breaches/about-the-notifiable-data-breaches-scheme/Education%20and%20Care%20Services%20National%20Law%20Act%202010). (Amended 2025)

[Education and Care Services National Regulations](#). (Amended 2025)

REVIEW

POLICY CREATED BY	Tracy Gill	Nominated Supervisor	27.11.2025
POLICY REVIEWED	NOVEMBER 2025	NEXT REVIEW DATE	NOVEMBER 2026
VERSION NUMBER	V1		
MODIFICATIONS			

CHILD CARE SUBSIDY (CCS) GOVERNANCE POLICY

To comply with legislation when either applying or maintaining the Child Care Subsidy (CCS) a CCS Governance Policy is required. Our policy covers: evidence ensuring ongoing compliance with Education and Care National Law and Regulations, Family Assistance Law, Australian Taxation laws, Australian Securities and Investment Commission (ASIC) and the Australian Government's guidelines provided in the Child Care Provider Handbook (2024). Our financial integrity is transparent as we provide information about our organisation size and structure, decision making processes, employment procedures, fit and proper check's operational structure, financial viability and risk management.

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 7: GOVERNANCE AND LEADERSHIP		
7.1	Governance	Governance supports the operation of a quality service
7.1.2	Management Systems	Systems are in place to manage risk and enable the effective management and operation of a quality service
7.1.3	Roles and responsibilities	Roles and responsibilities are clearly defined, and understood, and support effective decision making and operation of the service.

EDUCATION AND CARE SERVICES NATIONAL LAW AND NATIONAL REGULATIONS	
S. 12	Applicant must be fit and proper person
S. 13	Matters to be taken into account in assessing whether fit and proper person
S. 21	Reassessment of fitness and propriety
Part 2.1	Provider approvals
Part 2.2	Service approvals
Division 1	Applications for Service approvals
Division 3	Transfer of Service approvals
168	Education and care service must have policies and procedures
170	Policies and procedures to be followed
171	Policies and procedures to be kept available
175	Prescribed information to be notified to Regulatory Authority

176	Time to notify certain information to Regulatory Authority
181	Confidentiality of records kept by approved provider
183	Storage of records and other documents
184	Storage of records after service approval transferred

RELATED LEGISLATION

Child Care Subsidy Secretary's Rules 2017	Family Law Act 1975
A New Tax System (Family Assistance) Act 1999	Child Care Subsidy Minister's Rules 2017
Family Assistance Law – Incorporating all related legislation as identified within the Child Care Provider Handbook	

RELATED POLICIES

CCS Account Policy CCS Data Security Policy CCS Notifications Policy CCS Personnel Policy Dealing with Complaints Policy Enrolment Policy Fraud Prevention Policy Governance Policy	Payment of Fees Policy Personnel Policy Privacy and Confidentiality Policy Professional Development Policy Recruitment Policy Record Keeping and Retention Policy Safe Use of Digital Technologies and Online Environments Policy Staffing Arrangement Policy

PURPOSE

Our Service aims to comply with the Child Care Subsidy legislative requirements associated with operating a fee reduction service for eligible families. We understand the Department of Education (the department's) approach to maintaining the financial integrity of all child care funding. Our Service has a genuine commitment to meet our obligations to maintain financial integrity and have effective compliance systems in place to ensure child care funding we receive is administered appropriately. Our Service accepts the legal responsibilities associated with claiming Child Care Subsidy within the Family Assistance Law. We will continuously examine our business and service model to identify opportunities to cater to the needs of our families and community. (Child Care Financial Integrity Strategy, 2019).

SCOPE

This policy applies to families, staff, educators, approved provider, nominated supervisor, management and visitors of the Service.

APPROVED PROVIDER DETAILS

To claim Child Care Subsidy to pass onto families as a fee reduction, our Service must be approved by a delegate of the Secretary of the Department of Education by showing the required evidence and information to ensure ongoing compliance with the Family Assistance Law. Our Service will ensure all reporting requirements for claiming and administering CCS payments will be maintained. These include the requirement for the provider to undertake fit and proper checks on all relevant key personnel (Persons with Management or Control) and ensuring background checks have been undertaken for relevant key personnel.

The approved provider will ensure the service is approved under the Education and Care Services National Law and maintains Provider and Service Approval, including meeting requirements of the National Quality Framework. Our Service will continue to meet the conditions for Child Care Subsidy approval as outlined within the Childcare Provider Handbook.

Early Education and Care Services must undertake background checks of:

- each person who has management or control of the provider
- each person who has responsibility for the day-to-day operation of the service

FINANCIAL OBJECTIVES

Our primary target for 2026 is to increase enrolment placements from 0 to 160.

To achieve the above result, we routinely utilise the following promotional strategies:

Referral Strategies

Events

Advertising,

Signage

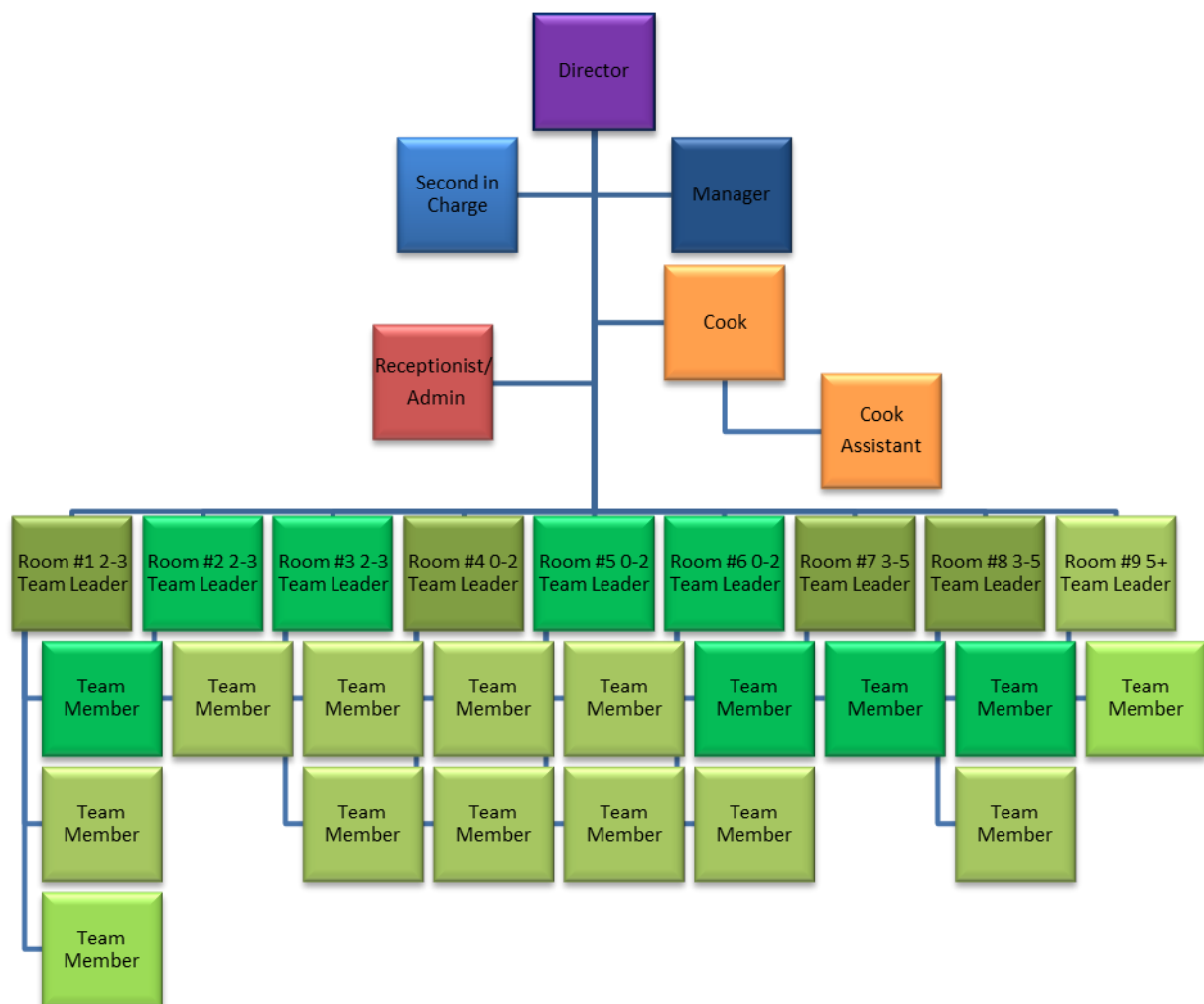
Local fundraisers

Flyer distribution

Social media promotions

To maintain a competitive position within our marketplace fees are reviewed annually and all associated functions are governed by our *Payment of Fees Policy*. This includes management of fee increases, the collection of a Bond, collection of late fees, absences and public holidays.

Organisational Structure Diagram [Decision making hierarchy]



NON-COMPLIANCE RISK MANAGEMENT

To ensure our continued commercial, operational and financial viability our Service will maintain a current Quality Improvement Plan (QIP), Professional Development and Training Plan, Personnel files, Professional Indemnity and Public Liability Insurance and a Child Care Management System. We understand our obligations to comply with requirements for the governance and financial administration of payments of child care funding and continually monitor and evaluate our Service's financial viability.

THE APPROVED PROVIDER WILL:

- ensure the Service operates for a minimum of 48 weeks per year
- ensure the Service meets the eligibility requirements as described within the Childcare Provider Handbook
- continue to meet the conditions for service approval as outlined within the Childcare Provider Handbook
- use an approved and registered software provider to interact with the CCS system, including submitting data in accordance with the Childcare Provider Handbook
- identify specified personnel, including Persons with Management or Control, Persons with Day-to-Day Operation and Service Contacts
- ensure specified personnel have registered with PRODA
- identify and record any conflict of interest between specified personnel and the service operation
- ensure all specified personnel are "*fit and proper*" and remain fit and proper in accordance with conditions described within the Childcare Provider Handbook
- ensure specified personnel have completed all required background checks as per PRODA registration and Family Assistance Law requirements as outlined within the *CCS Personnel Policy*
- ensure enrolment notices are completed for each child and submitted within 7 days from:
 - from the end of the week in which the provider and family made an arrangement
 - the provider or service being approved or
 - the end of a suspension
- ensure enrolment notices must include details as outlined with the Childcare Providers Handbook, p. 30
- ensure enrolment notices and arrangements are updated within 7 days if details have changed or if the enrolment ends

- create a Complying Written Agreement (CWA) for each child and ensure the CWA is signed by each family
- ensure the CWA includes information as outlines within the *Enrolment Policy* and Childcare Provider Handbook
- request families confirm enrolment notices through Centrelink
- ensure an appropriate arrangement of care is entered for each child
- follow legislated requirements as outlined within the Childcare Provider Handbook when entering 3rd party payments
- ensure 3rd party payments are calculated before CCS or ACCS is applied, conditions may apply where a state or territory government agency is contributing to childcare fee payments
- submit vacancies each week
- prioritise enrolments according to recommendations (services are not legally obliged to) from the Childcare Provider Handbook
 - children at risk of serious abuse or neglect
 - a child of a sole parent who satisfies, or parents who both satisfy the activity test through paid employment
- submit sessions of care, ensuring sessions are not over 12 hours in length (or 2 sessions are submitted if session is over 12 hours)
- submit sessions of care within 14 days
- record and submit attendance actual time in or out for each child
- ensure sessions of care are submitted with details as outlined within the Childcare Provider Handbook and Family Assistance Law
- resubmit incorrect sessions of care within 28 days to which the report refers to
- provide a reason for session reports which are varied after 28 days, as per Childcare Provider Handbook
- ensure additional absences are recorded and evidence collected as per *Enrolment Policy*
- ensure CCS is not claimed if the service is closed. CCS may be claimed if the service is closed due to a public holiday or a period of emergency
- ensure ACCS – Child Wellbeing is administered according to the Childcare provider Handbook and *Enrolment Policy*
- keep records and evidence relating to the submission of ACCS
- reconcile CCS payments, entitlements paid to families and family payments within the CCS Software
- record payments made by families within the CCS Software

- calculate discounts prior to claiming CCS, the actual fee charged must be reported after discounts are applied. Staff discounts may be applied after CCS has been applied
- provide families with a Statement of Entitlement every 2 weeks. The Statement of Entitlement must include all details as outlined in the Childcare Provider Handbook and *Payment of Fees Policy*
- provide invoices to families each week, advising families of their gap fee payment obligations
- keep records as outlined within the *Record Keeping and Retention Policy* and Childcare Provider Handbook, including:
 - Complaints
 - Additional records (including attendance records)
 - Additional absence records
 - Copies of fee documents
 - Notice about a child at risk
 - Copies of evidence supporting approval applications for CCS
 - Documenting police checks and Working with Children Checks/Clearances
 - Notices provided by a state or territory body about a child at risk of abuse or neglect
 - Evidence about a Persons with Management or Control or Persons responsible for the day-to-day operation of the service
 - Evidence of police checks and Working with Children Checks/Clearances for specified personnel
- ensure records relating the CCS and the Family Assistance Law are kept for a period of 7 years
- keep staff details up to date for all staff
- notifications are made according to the *CCS Notification Policy* and Childcare Provider Handbook.

POLICIES, PROCEDURES OR DOCUMENTS TO SUPPORT CCS APPLICATION

Related Policies, Procedures or Documents	Obligations under CCS
FIT AND PROPER CHECKS	
• <i>CCS Personnel Policy</i> • <i>Recruitment Policy</i> • <i>Position Descriptions</i> • <i>CCS Notifications Policy</i>	The <i>CCS Personnel Policy</i> ensures specified personnel, including Persons with Management or Control, who submit data to CCS are registered with PRODA and have relevant Provider and Service background checks, including WWCC, Police Checks and reference checks, determining whether a person is fit and proper as per Family Assistance Law requirements. The <i>CCS Personnel Policy</i> outlines procedures for management to notify the Department of Education and if required the regulatory authority, in the event of specified personnel not meeting the

	requirements to remain fit and proper, including the change in status of WWCC. The <i>CCS Notifications Policy</i> outlines guidance for approved providers to notify the Department of Education in relation to changes relating to specified personnel. The <i>Recruitment Policy</i> ensures all staff are required to hold a current WWCC before they begin working with children in any capacity. Working in line with the <i>CCS Personnel Policy</i> staff are required to submit any documentation required for background checks related to the position they are applying for. The <i>CCS Personnel Policy</i> will ensure all Persons with Management or Control are identified at the service and have undergone required background checks. The Service will notify the Department of Education of any changes to specified personnel, including Persons with Management or Control.
STAFF RECRUITMENT	
• <i>Recruitment Policy</i> • <i>Child Safe Environment Policy</i> • <i>Position Descriptions</i>	<i>Position Descriptions</i> states educators are required to have up to date knowledge and compliance of the law/ regulations/ acts (including Family Assistance Law for staff who submit data to CCS). The <i>Recruitment Policy</i> outlines that the approved provider or assigned nominee will approve all recruitment decisions as outlined in the Recruitment Policy. The <i>Recruitment Policy</i> provides details regarding advertising strategies and opportunities. The policy outlines background checks (WWCC, reference checks, PRODA background checks) required for specific positions. The position outlines induction and probation periods for all employees. The <i>Child Safe Environment Policy</i> ensures all staff and educators are considered fit and proper to be working directly with children.
ENROLMENT AND ACCS	
• <i>Enrolment Policy</i> • <i>Enrolment Procedure</i> • <i>CCS Procedure Guide</i> • <i>Professional Development Policy</i>	The <i>Enrolment Policy</i> and <i>Enrolment Procedure</i> refer to guidelines for CWAs and submission to CCS of enrolment details. Our <i>Enrolment Policy</i> provides guidance for parents and management regarding the requirements for Complying Written Agreements (CWA) which must be signed before a child enters care. The policy outlines details which must be included on the CWA and outlines any conditions when a new CWA is to be signed. The policy states an enrolment notice must be submitted within 7 days of a signed CWA and enrolment acceptance. The <i>Enrolment Policy</i> provides details regarding the ACCS process. It provides guidance to the types of ACCS and how parents/services can apply for ACCS. Additional statements refer to families that must be approved for CCS to be eligible for ACCS and that families who are

	claiming ACCS are signing a CWA on enrolment. The policy outlines steps for the service to apply for ACCS (Child Wellbeing). The <i>CCS Procedure Guide</i> provides guidance to services regarding the administration of CCS, including information relating to CWA and ACCS. The <i>Professional Development Policy</i> provides details of staff who are required to be trained in CCS administration processes. Refer to the nominated supervisor <i>Position Description</i> where the nominated supervisor will be responsible for working with families and agencies regarding ACCS eligibility and application requirements. The Service Administration will be responsible for entering ACCS applications into the CCSS software in collaboration with the nominated supervisor as per <i>Enrolment Policy</i> and CCS Handbook.
INVOICING AND STATEMENTS	
• <i>CCS Account Policy</i> • <i>Payment of Fees Policy</i>	The <i>Payment of Fees Policy</i> outlines procedures regarding invoicing and providing statements to families. A Statement of Entitlement will be provided to families each fortnight as per CCS requirements. The <i>CCS Account Policy</i> provides details regarding when invoices will be issued to families. Invoices and Statements are available to families upon request.
THIRD PARTY SOFTWARE SECURITY	
• <i>CCS Compliance Checklist/ Audit</i> • <i>Safe Use of Digital Technologies and Online Environments Policy</i> • <i>Safe Use of Digital Technologies and Online Environments Procedure</i> • <i>CCS Data Security Policy</i>	The <i>Safe Use of Digital Technologies and Online Environments Policy</i> and <i>Procedure</i> outlines that the approved provider will ensure the CCSS software used at the Service has policies and procedures regarding safe storage of sensitive data before using the software, the approved provider will review the privacy policy of the CCS software on a yearly basis or as required. The approved provider will review any potential threats to software security on a monthly/ yearly basis. The nominated supervisor will advise the approved provider as soon as possible regarding any potential threat to security information and access to data sensitive information. Any breaches of data security will be notified to the Office of the Australian Information Commissioner (OAIC) by using the online Notifiable Data Breach Form. The approved provider will ensure all personnel using the software will have their own log in username and password. Personnel are encouraged to change their password for CCS Software every 6 months. Each personnel who is responsible for submitting attendances and enrolment notices to CCSS will be registered with PRODA as a Person with Management or Control of the Provider or as a Person with Responsibility for the Day-to-Day Operation of the Service.

	The approved provider will review/audit staff log ins on a monthly basis and ensure this procedure is followed by all staff who access CCS software to submit data to CCS. The <i>CCS Compliance Checklist/ Audit</i> will be used each month by the approved provider to review usernames and passwords of staff using CCSS Software and to review the privacy policy of individual CCSS Software. The approved provider will use the <i>CCS Compliance Checklist/Audit</i> to ensure usernames and passwords used for CCSS Software have not been shared or compromised. The <i>CCS Compliance Checklist/Audit</i> covers details regarding ensuring the data is submitted to CCS accurately and checked against service records. Data submitted to CCS: Enrolments, Attendances, CCS Payments, Personnel and Record Keeping is cross referenced from CCS Software to service records; Enrolment forms, Sign In/out Sheets, Personnel records, Proda records. The approved provider will sign off on the <i>CCS Compliance Checklist/Audit</i> each month and complete an action plan for any items that need to be followed up. For example: The attendance sign in/out record is cross referenced against attendance reports recording attendances submitted through the CCS Software, the cross referencing is recorded on the <i>CCS Compliance Checklist/Audit</i> each month by the approved provider. The <i>CCS Data Security Policy</i> provides information regarding the processes relating to the administration of Child Care Subsidy (CCS) to families and ensures our Service is compliant and adhering to Family Assistance Law obligations as part of the Service's ongoing approval under Family Assistance Law.
DATA INTEGRITY	
• <i>Fraud Prevention Policy</i> • <i>Fraud and/or Corruption Prevention Procedure</i> • <i>CCS Compliance Checklist/ Audit</i> • <i>Safe Use of Digital Technologies and Online Environments Policy</i>	The <i>CCS Compliance Checklist/ Audit</i> is used each month to identify any data anomalies within incorrect data submissions are picked up in a timely manner. This checklist is used as a tool to facilitate fraud prevention and ensures data integrity within our Service in relation to correct data entry for enrolments, attendances, CCS payments, personnel, and record keeping. The approved provider will sign the <i>CCS Compliance Checklist/Audit</i> upon completion and complete an Action Plan to follow up any items. The <i>CCS Compliance Checklist/Audit</i> will be stored as evidence of cross checks occurring. The <i>Fraud Prevention Policy and Fraud Corruption Prevention Procedure</i> outlines that CCS Software will be monitored by the approved provider to ensure data integrity and security is maintained by all staff who process CCS payments to families.

• Safe Use of Digital Technologies and Online Environments <i>Procedure</i> • CCS Data Security Policy • Data Security Checklist • Data Breach Response Procedure	Attendances are cross referenced against child booking reports to ensure sessions are correct when submitted to CCS. Families are asked to confirm any absences via CCS Software and any inconsistencies are investigated by the approved provider or nominated supervisor. Sessions which require resubmission are resubmitting to CCS within 14 days. CCS payments are checked by the financial officer each month and any anomalies are discussed with the approved provider and director/ nominated supervisor. CCS Payment reports and invoices are electronically stored each week for future cross referencing and checking. The <i>Data Security Checklist</i> outlines steps for services to consider and follow during recruitment and induction of new staff and educators to ensure data is stored, used and accessed in accordance with relevant policies and procedures. The <i>Data Breach Response Procedure</i> outlines steps for the service to follow in the event personal information is lost or subjected to unauthorised access, modification, use or disclosure or other misuse.
FRAUD PREVENTION AND DETECTION	
• <i>Fraud Prevention Policy</i> • <i>Fraud and/or Corruption Prevention Procedure</i> • <i>Code of Conduct Policy</i> • <i>Termination of Employment Procedure</i> • <i>CCS Data Security Policy</i>	The <i>Fraud Prevention Policy and Fraud Corruption Procedure</i> outlines fraud prevention and detection in relation to CCS data, internal controls to prevent fraud and reporting of fraudulent activity and/or corruption. Including details of the Child Care Tip Off Form. The policy outlines that an internal audit regarding CCS payments will be completed by the approved provider/ finance officer each month to ensure payments received by the Australian Government recorded in the service bank account reconciles with the payments recorded in the CCS Software system The <i>Code of Conduct Policy</i> and <i>Termination of Employment Procedure</i> provide actions to follow regarding termination of employment following a breach of conduct.
RECORD-KEEPING	
• <i>Record Keeping and Retention Policy</i> • <i>Payment of Fees Policy</i> • <i>Record Keeping Quick Reference Guide and Checklist</i>	The <i>Record Keeping and Retention Policy</i> refers to how records are maintained and managed in a private and confidential manner, in accordance with legislative requirements including the Family Assistance Law. Records relating to CCS are kept for a period of 7 years as per CCS Handbook. The <i>Record Keeping Quick Reference Guide and Checklist</i> is available to assist services to ensure day to day compliance with record keeping requirements. The <i>Payment of Fees policy</i> outlines procedures for staff to follow in regard to supplying parents with invoices and Statement of Entitlements,

	invoices are issued weekly in arrears (adjust as required) and Statement of Entitlements are issued to families fortnightly.
NOTIFICATIONS	
• <i>CCS Notifications Policy</i> • <i>Notification and Reporting Guide</i>	The <i>CCS Notifications policy</i> has been developed to ensure all notifiable circumstances and situations pertaining to the administration of Child Care Subsidy are reported in accordance with relevant legislation. The <i>CCS Notifications Policy</i> has been developed from the guidelines within the Child Care Subsidy Provider Handbook. The <i>Notification and Reporting Guide</i> assists services to ensure they are aware of legal obligations related to matters that must be reported under the Family Assistance Law.
FEES AND DEBT RECOVERY	
• <i>Payment of Fees Policy</i> • <i>Overdue Fee Payment Procedure</i>	The <i>Payment of Fees Policy</i> outlines that our fees have been developed in line with our business plan. Our <i>Payment of Fees Policy</i> provides families with a clear understanding of the service fee structure, payment requirements and CCS benefits prior to enrolment. This policy provides guidance to families for fees that are payable when children attend, such as pupil free days, sick days, family holidays, public holidays and service closure periods. Our <i>Overdue Fee Payment Procedure</i> outlines processes for staff and families regarding late payments of fees.
COMPLAINTS-HANDLING	
• <i>Fraud Prevention Policy</i> • <i>Payment of Fees Policy</i> • <i>Dealing with Complaints Policy</i> • <i>Complaints/ Grievance Procedure</i>	The <i>Dealing with Complaints Policy</i> and <i>Payment of Fees Policy</i> provide procedures for families to follow regarding complaints and disputes relating to fees, invoices, CCS payments, statement of entitlements and other CCS related issues. Families who have a complaint regarding CCS payments can refer to the CCS tipoff line, details are provided in the <i>Dealing with Complaints Policy</i>, <i>Fraud Prevention Policy</i> and <i>Payment of Fees Policy</i>.

CONTINUOUS IMPROVEMENT/REFLECTION

Our *CCS Governance Policy* will be updated and reviewed on an annual basis or earlier if there are changes to legislation, ACECQA guidance or any incident related to our policy. Feedback will be requested from children, families, staff, educators and management and notification of any change to policies will be made to families within 14 days.

CHILDCARE CENTRE DESKTOP- RELATED RESOURCES

CCS Compliance Checklist / Audit	CCS Procedures Guide

SOURCES

Australian Government Department of Education. [Applying for Child Care Subsidy \(CCS\) Approval](#)

Australian Government Department of Education. [Child Care Provider Handbook](#)

Australian Government Department of Education. [Child Care Subsidy Governance Statement \(2024\)](#)

Australian Government Department of Education. [Guide to Additional Child Care Subsidy \(child wellbeing\)](#) (2025)

Australian Government Department of Education. [Provider tool kit](#)

Australian Government Department of Education. [Child Care Financial Integrity Strategy](#)

REVIEW

POLICY CREATED BY	Tracy Gill	Nominated Supervisor	27.11.2025
POLICY REVIEWED	NOVEMBER 2025	NEXT REVIEW DATE	NOVEMBER 2026
VERSION NUMBER	V1		
MODIFICATIONS	•		

CHILD CARE SUBSIDY (CCS) NOTIFICATIONS POLICY

The approved provider holds the responsibility of ensuring that all notifiable circumstances and situations pertaining to the administration of Child Care Subsidy are reported in accordance with relevant legislation.

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 7: GOVERNANCE AND LEADERSHIP		
7.1	Governance	Governance supports the operation of a quality service
7.1.2	Management Systems	Systems are in place to manage risk and enable the effective management and operation of a quality service
7.1.3	Roles and responsibilities	Roles and responsibilities are clearly defined, and understood, and support effective decision making and operation of the service.

EDUCATION AND CARE SERVICES NATIONAL LAW AND NATIONAL REGULATIONS	
S. 12	Applicant must be fit and proper person
S. 13	Matters to be taken into account in assessing whether fit and proper person
S. 21	Reassessment of fitness and propriety
168	Education and care service must have policies and procedures
170	Policies and procedures to be followed
171	Policies and procedures to be kept available
175	Prescribed information to be notified to Regulatory Authority
176	Time to notify certain information to Regulatory Authority
181	Confidentiality of records kept by approved provider
183	Storage of records and other documents
184	Storage of records after service approval transferred

LEGISLATION

LEGISLATION/ INSTRUMENT	MAIN REFERENCES

<i>A New Tax System (Family Assistance) (Administration) Act 1999</i>	Division 3 – Requirements in relation to records Section 204F – Requirements to notify Secretary of certain matters
Child Care Subsidy Minister’s Rules 2017	Part 5 – Provider requirements
Child Care Subsidy Secretary’s Rules 2017	Part 4 – Provider requirements Division 3 – Requirement to make records Division 4 – Requirement to keep records
Family Assistance Law – Incorporating all related legislation as identified within the Child Care Provider Handbook	

RELATED POLICIES

CCS Account Policy CCS Data Security Policy CCS Governance Policy CCS Personnel Policy	Dealing with Complaints Policy Fraud Prevention Policy Safe Use of Digital Technologies and Online Environments Policy

PURPOSE

In addition to those required by the Education and Care Services National Regulations, Early Education and Care Services are required to keep records pertaining to the administration of Child Care Subsidy (CCS). We aim to accurately maintain and manage all required CCS records in a private and confidential manner, working in accordance with all legislative requirements and best practice. Our Service aims to work within legislative requirements at all times, which includes the need to notify the Department of Education, in writing, within a specified timeframe if particular changes are made within our Service.

SCOPE

This policy applies to the approved provider, nominated supervisor and any staff member involved in administering CCS to families and management of the Service.

IMPLEMENTATION

To remain eligible to administer Child Care Subsidy (CCS), our Service must notify the Department of Education of any of the changes noted in this policy within the specified timeframes as per the Childcare Provider Handbook. Failure to make required notifications may attract a penalty.

Notification for the following must be made to the department and can be made through third-party software or the Provider Entry Point (PEP) with your username and password ([Click here for access](#)).

The approved provider must ensure their child care software can update and is updating required information.

MATTERS TO BE NOTIFIED

The approved provider is responsible for notifying the Department of Education of the matters below within the required timeframes via the PEP or CCS Software. Our Service will ensure the approved provider and nominated supervisor are aware of matters to be notified to the Department of Education and ensure all matters are reported within the required timeframes.

Source: Child Care Provider Handbook 2025. p59-63

MATTERS TO BE NOTIFIED	TIMEFRAME FOR NOTIFICATION
Fees The total hourly fee charged by the Service for care for each approved child care service of the provider (before any fee reduction amounts or other rebates or discounts), as set out in any policy or advertising information provided to individuals who enrol their children with the Service. Any change to the fee information.	Within 14 days of any of the following: - Receiving CCS approval (or opening the service if this occurs at a later date) - Changing your fees - Twice a year- after the end of the financial year and calendar year, including reporting no change in fees
Operating Hours The hours and days on which each approved child care Service of the provider operates, with opening and closing times notified in 24-hour format. Any change to the operating hours.	Within 14 days of: - commencement of the Service, or - notice of approval of the Service, or - any change
Vacancies The number of anticipated vacancies that the provider has available to fill in respect of each of its approved child care services in relation to each day of the following week (beginning on a Monday). A vacancy is an ongoing full day vacancy.	By 8pm (AEST) each Friday
Ceasing to operate an approved childcare service.	At least 42 days before the Service ceases operation.
Ceasing to operate an approved child care service: - to avoid being in breach of a law of the Commonwealth, a state or a territory, or - due to circumstances beyond the provider's control when 42 days' notice cannot be given.	Within 24 hours after ceasing to operate the Service.

Change of physical or postal address of: - the provider, or - the premises from which any of the provider's approved child care service operates.	No later than 30 days before the change, or, if the change was not foreseeable at that time, as soon as practicable.
Change to the name of: - the provider, or - any of the provider's approved child care services including evidence of name change.	Within 14 days after the change.
Change of any of the following contact details of the provider or of any of the provider's approved child care services: - email address - website - telephone number - fax number	Within 14 days after the change.
Information about any new person with: - management or control of the provider (including any person in day-to-day operation of any of the provider's approved child care services) - who becomes a Family Day Care educator or In Home Care educator for any such service The information must include: - the name and contact details of the new person - a declaration that the provider has undertaken all background checks required for the new person, together with details of the new person's working with children card, if applicable.	Within seven days after the new person becomes a person with management or control of the provider or a Family Day Care or In Home Care educator
Change of the name or contact details for any of the following persons: - A person with management or control of the provider (including any person who is responsible for the day-to-day operation of any of the provider's approved child care services) - A Family Day Care educator or In Home Care educator	Within seven days after the provider becomes aware of the change.
The provider becomes aware, because of a background check undertaken for a specified person, that the person: - has a serious conviction or finding of guilt for any of the following offences under a law of Australia or of a foreign country - an indictable offence punishable by a maximum of two years imprisonment or 40 penalty units	Within seven days after the provider receives a record of the check.

○ an offence involving violence or a sexual offence ○ an offence involving fraud, stealing or dishonesty • is an undischarged bankrupt, or • was a director or secretary of a corporation when the corporation went into administration, receivership or liquidation, or at any time during the 12 months beforehand.	
An event or circumstance in relation to a person with management or control of the provider (including a person responsible for the day-to-day operation of any of the provider's approved child care services) that reasonably indicates that the person is not likely to be a fit and proper person to be involved in the administration of Child Care Subsidy.	Within seven days after the provider becomes aware of the event or circumstance.
A person stops having management or control of the provider (including when a person stops having day-to-day responsibility for the operation of any of the provider's approved child care services). The provider must also notify the Secretary of the department of when, and the reason, the person stopped having management or control of the provider.	Within seven days after the person stops having management or control of the provider.
An educator obtains a childcare qualification from a registered training organisation and • the provider or person with management or control has an interest in the registered training organisation by virtue of which the provider or person owns, operates, controls or carries out the registered training organisation, and either ○ it appears that the educator has not obtained the qualification solely on her or his own merit ○ the qualification has otherwise been obtained in circumstances that might not be perceived as demonstrating a conflict of interest	Within seven days after the provider becomes aware of the matter.
A provider or a person with management or control of the provider obtains an interest or is likely to obtain an interest in a business which may affect their ability to comply with Family Assistance Law, where the approval may benefit the business or where a conflict of interest might reasonably be perceived to exist.	Within seven days of the provider becoming aware of the matter.

Change in the status of a working with children card for anyone who is required to have such a card under section 195D of the A New Tax System (Family Assistance) (Administration) Act 1999 - for example, if the card is amended, suspended or revoked.	Within 24 hours after the provider becomes aware of the change of status.
The provider enters into administration, receivership, liquidation or bankruptcy and the details of this event	Within 24 hours after the event.
Unexpected closure of any of the provider's approved child care service due to unforeseen circumstances	Within 24 hours after the closure.
A serious conviction or finding of guilt of: a person with management or control of the provider (including a person who becomes responsible for the day-to-day operation of any of the provider's approved child care services)	Within 24 hours after the provider becomes aware of the charging, conviction or finding of guilt.

CONTACT DETAILS

Child Care Subsidy System Helpdesk (9am-5.30pm Monday to Friday):

Phone: 1300 667 276

Email: ccshelpdesk@education.gov.au

CONTINUOUS IMPROVEMENT/REFLECTION

Our *CCS Notifications Policy* will be updated and reviewed on an annual basis or earlier if there are changes to legislation, ACECQA guidance or any incident related to our policy. Feedback will be requested from children, families, staff, educators and management and notification of any change to policies will be made to families within 14 days.

SOURCES

Australian Government Department of Education. [Become an approved child care provider](#)

Australian Government Department of Education. [Child Care Provider Handbook](#)

[Australian Government Department of Education. Provider obligations. Persons with management or control](#)

REVIEW

POLICY CREATED BY	Tracy Gill	Nominated Supervisor	27.11.2025
POLICY REVIEWED	NOVEMBER 2025	NEXT REVIEW DATE	NOVEMBER 2026
VERSION NUMBER	V1		
MODIFICATIONS			

CHILD CARE SUBSIDY (CCS) PERSONNEL POLICY

A provider approved under Family Assistance Law is responsible for satisfying obligations under both Commonwealth and state and territory laws. This obligation includes ensuring the child care provider and relevant personnel are fit and proper persons to have the role of receiving and passing on of Child Care Subsidy payments. (Child Care Provider Handbook)

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 7: GOVERNANCE AND LEADERSHIP		
7.1	Governance	Governance supports the operation of a quality service
7.1.2	Management Systems	Systems are in place to manage risk and enable the effective management and operation of a quality service
7.1.3	Roles and responsibilities	Roles and responsibilities are clearly defined, and understood, and support effective decision making and operation of the service.

EDUCATION AND CARE SERVICES NATIONAL LAW AND NATIONAL REGULATIONS	
S. 12	Applicant must be fit and proper person
S. 13	Matters to be taken into account in assessing whether fit and proper person
S. 21	Reassessment of fitness and propriety
Part 2.1	Provider approvals
Part 2.2	Service approvals
168	Education and care service must have policies and procedures
170	Policies and procedures to be followed
171	Policies and procedures to be kept available
175	Prescribed information to be notified to Regulatory Authority
176	Time to notify certain information to Regulatory Authority
181	Confidentiality of records kept by approved provider
183	Storage of records and other documents
184	Storage of records after service approval transferred

RELATED LEGISLATION

A New Tax System (Family Assistance) Act 1999
 A New Tax System (Family Assistance) (Administration) Act 1999
 Child Care Subsidy Minister's Rules 2017
 Child Care Subsidy Secretary's Rules 2017
 Education and Care Services National Law Act 2010
 Education and Care Services National Regulations (2011). (Amended 2023)
 Family Law Act 1975
 Family Assistance Law – Incorporating all related legislation as identified within the [Child Care Provider Handbook](#)

RELATED POLICIES

CCS Account Policy	Professional Development Policy
CCS Data Security Policy	Recruitment Policy
CCS Governance Policy	Record Keeping and Retention Policy
CCS Notifications Policy	Safe Use of Digital Technologies and Online
Fraud Prevention Policy	Environments Policy
Privacy and Confidentiality Policy	Staffing Arrangement Policy

PURPOSE

Our Service aims to comply with the Child Care Subsidy legislation and supporting policy provisions in relation to key personnel roles involved in the purpose of administering Australian Government child care fee assistance to eligible families (see sections below for an explanation of who are these key personnel).

As a condition of ongoing CCS approval our Service will ensure personnel details are supplied to the Department of Education about each of the individuals in these roles and provide notification of any change to the information within the timeframe specified.

SCOPE

This policy applies to the approved provider, nominated supervisor, management, staff and educators of the Service.

PERSONNEL

Personnel permitted to undertake related actions through the Child Care Subsidy System need to be identified as personnel as described below. Our Service will ensure persons of management or control and persons of responsibility of day-to-day operations are fit and proper persons and have the

appropriate PRODA registration in line with our CCS approval. The Service will ensure all persons with management or control or persons with responsibility of day-to-day operations will be identified during the service application.

PERSONS WITH MANAGEMENT OR CONTROL OF THE PROVIDER

These are people who participate directly or indirectly in the decision-making or management of the provider (the legal entity) that operates the child care service.

- a member of the group of persons responsible for the executive decision of the provider
- a person who has authority or responsibility for, or significant influence over, planning, directing or controlling the activities of the provider
- a person who is responsible for the day-to-day operations of the provider (whether or not the person is employed by the provider)
- a person who is responsible for the day-to-day operation of a child care service, for which the provider is approved or seeking approval (whether or not the person is employed by the provider).
- a person who has authority or responsibility for, or significant influence over, planning, directing or controlling the activities of the provider

Depending on the structure of the organisation and involvement of the individual, this may include the executive officers, board members, officers of the body corporate, the partners or a member of the organisation's governing body and persons in management positions.

Provider Personnel may complete the following actions in relation to the Child Care Subsidy System (subject to their authority and capacity to do so within the provider's organisation):

- change bank account details and other information regarding the child care service
- add and remove other persons, such as persons responsible for the day-to-day operation of the Service, from the Child Care Subsidy System
- authorise data submission transactions to the Child Care Subsidy System
- notify the Department of Education of the cessation of operations
- apply to add or remove a service.

PERSON OR PERSONS RESPONSIBLE FOR THE DAY-TO-DAY OPERATION OF THE SERVICE

These are persons nominated by a person with management or control of the provider to be responsible for day-to-day operation of the Service. When nominated to do so by the persons with management or control of the provider, they may:

- add and remove persons responsible for the day-to-day operation of the service and service contacts
- authorise data submission transactions to the Child Care Subsidy System
- notify the Department of Education of changes regarding the service for which they are responsible, excluding bank account details and cessation of operations.

SERVICE CONTACTS

These are people nominated by the persons with management and control of the provider or responsible for day-to-day operation of the service who are authorised to discuss family entitlements and transaction processing results with the Department of Education.

They can notify the Department of Education of non-financial contact details, including addresses and phone numbers, but they cannot notify the Department of Education about any other changes to information about a service.

PROVIDER AND SERVICE PERSONNEL REQUIRED CHECKS

Under Family Assistance Law, the provider will ensure that:

- all relevant key personnel and decision makers meet fit and proper requirements
- evidence can be provided that the necessary fit and proper checks have been undertaken for all personnel involved in the administration of receiving and passing on of the Child Care Subsidy and the Additional Child Care Subsidy to families
- a written record of these checks, including the evidence provided in support of the applications is able to be provided at any time if requested

PROVIDER PERSONNEL

Persons with Management or Control of the Provider will undergo the following relevant checks as part of their PRODA registration to administer CCS on behalf of the Service:

- a copy of the results of a Bankruptcy Register Search conducted through the Australian Financial Security Authority website, no more than three (3) months old
- a copy of the results of an Australian National Police Criminal History Check obtained from the relevant state or territory police service or an agency accredited by the Australian Criminal Intelligence Commission, no more than six (6) months before the date of the application
- a current and historical personal name extract obtained through the Australian Securities and Investments Commission website, no more than three (3) months old
- evidence that the person does not appear on the banned and disqualified register held by the Australian Securities and Investments Commission (in the form of a computer printout of the results of the search), no more than three (3) months old

SERVICE PERSONNEL

Persons Responsible for the day-to-day operation of a Service will undergo the following relevant fit and proper checks:

- a copy of the results of an Australian National Police Criminal History Check obtained from the relevant state or territory police service or an agency accredited by the Australian Criminal Intelligence Commission, no more than six (6) months before the date of the application.
- Details of the working with children cards required to be held under state or territory regulation.

Checks required	A person with management or control of the provider	A person with responsibility for day-to-day operation of the service	A Family Day Care or In Home Care educator
A National Police Certificate from the state or territory police service (or an agency accredited by the Australian Criminal Intelligence Commission) no more than six months before the date of the application.	✓	✓	✓
A working with children card (if required to hold one).	✓	✓	✓
A National Personal Insolvency Index check performed using the Bankruptcy Register Search service provided by the Australian Financial Security Authority.	✓		
Evidence that the person does not appear on the banned and disqualified register held by the Australian Securities and Investments Commission.	✓		
A current and historical personal name extract search of the records of the Australian Securities and Investments Commission.	✓		

Source: [CCS Provider Handbook](#)

DETERMINING WHETHER A PERSON IS FIT AND PROPER

Our Service will adhere to *Family Assistance Law* to determine if a person is deemed fit and proper to be involved in the administration of the Child Care Subsidy, matters involving fraud, dishonesty, financial management, compliance with the law and administration of funds are all relevant considerations:

- evidence of activity that does not comply with criminal or civil law, including (but not limited to) activity related to children or indicating dishonesty or violence
- court proceedings and convictions or findings of guilt, including (but not limited to) activity related to children or indicating dishonesty or violence
- any past administrative decisions relating to a person's suitability to be involved in child care
- evidence of fraud or dishonesty
- the person's history of managing public funds; and any past or current debts to the Commonwealth
- arrangements in place to ensure that the person complies with the Family Assistance Law
- arrangements in place to ensure that any person managed by key personnel comply with Family Assistance Law
- the person's record of financial management, including any instances of bankruptcy, insolvency or external administration
- any potential conflicts of interest between managing or delivering the child care service and other business or financial interests of the person
- any other matter relevant to the suitability of the provider and their staff.

REVIEW OF PERSONNEL TO CONTINUE TO BE FIT AND PROPER

Our Service will ensure personnel registered with PRODA as a Persons with Management or Control of the Provider or Persons Responsible for the Day-to-Day Operation of a Service remain fit and proper as per Child Care Subsidy Handbook.

The provider will notify the Department of Education within 7 days if they are aware:

- that a person:

- has a conviction or finding of guilt for any of the following offences under a law of Australia or of a foreign country:
 - i. an indictable offence punishable by a maximum of 2 years imprisonment or 40 penalty units;
 - ii. an offence involving violence, or a sexual offence;
 - iii. an offence involving fraud, stealing or dishonesty; or
- is an undischarged bankrupt; or
- was a director or secretary of a corporation when the corporation went into administration, receivership or liquidation, or at any time during the 12 months beforehand.
- of an event or circumstance in relation to a person with management or control of the provider or a person responsible for the day-to-day operation of any of the provider's approved child care services that reasonably indicates that the person is not likely to be a fit and proper person to be involved in the administration of CCS and ACCS
- if an educator obtains a qualification from a Registered Training Organisation in which the provider or a person with management or control of the provider has involvement or association.
- that the provider or person with management or control of the provider obtains, or is likely to obtain, an interest with a Registered Training Organisation or other child care related business enterprise.

The provider will notify the Department of Education within 24 hours if they are aware:

- of a change in the status of a Working with Children Check/ Card for each individual who is required to have such a card under section 195D of the Family Assistance Administration Act within 24 hours after the provider becomes aware of the change of status
- the provider enters into administration, receivership, liquidation or bankruptcy
- of a serious conviction or finding of guilt of:
 - a person with management or control of the provider or a person responsible for the day-to-day operation of any of the providers child care services; or
 - another educator, at any of their services.

The provider will notify the Department of Education with information about any new person within seven days of the new person becomes a person:

- with management or control of the provider (including any person who becomes responsible for the day-to-day operation of any of the approved provider's approved childcare services)

Information must declare that the provider has undertaken all background checks required for the new person, including details of the new person's working with children card.

The provider will notify the Department of Education within seven days after the person:

- stops having management or control of the provider (including when a person stops having day-to-day responsibility for the operation of any of the provider's approved childcare services) and
- when, and the reason, the person stopped having management or control of the provider.

All notifications will be made through OWNA or PRODA or the Provider Entry Point. Notifications may also be made directly to the Department of Education either by phone or email. Checks will be made to ensure the software is updating the required information and notifications.

CONTINUOUS IMPROVEMENT/REFLECTION

Our CCS Personnel Policy will be updated and reviewed on an annual basis or earlier if there are changes to legislation, ACECQA guidance or any incident related to our policy. Feedback will be requested from children, families, staff, educators and management and notification of any change to policies will be made to families within 14 days.

CHILDCARE CENTRE DESKTOP- RELATED RESOURCES

CCS Compliance Checklist / Audit CCS Approval Guide	CCS Procedures Guide

SOURCES

Australian Government Department of Education. [Child Care Subsidy](#)

Australian Government Department of Education. [Child Care Provider Handbook](#)

Australian Government Department of Education. [Become an approved child care provider](#)

Australian Government Department of Education. [Provider tool kit](#)

REVIEW

POLICY REVIEWED BY	Tracy Gill	Nominated Supervisor	27.11.2025
POLICY REVIEWED	NOVEMBER 2025	NEXT REVIEW DATE	NOVEMBER 2026
VERSION NUMBER	V8.11.25		
MODIFICATIONS			
POLICY REVIEWED	PREVIOUS MODIFICATIONS		NEXT REVIEW DATE
NOVEMBER 2024			

CCS PROCEDURES

This guide is to assist approved providers and staff with the administration of Australian Government Child Care Subsidy (CCS) fee assistance to eligible families. Our Service will adhere to all conditions of CCS approval and ensure the correct procedures are followed in relation to enrolments, session reports and correct handling of CCS payments. This *CCS Procedure Guide* will be used in conjunction with our *CCS Compliance Checklist/Audit* to ensure correct procedures are followed in the administration of CCS payments to families and facilitate fraud prevention and detection within our service.

CCS FACT SHEETS AND CCS PROVIDER HANDBOOK

Further information regarding these procedures are available from the [CCS Handbook](#) and the Department of Education [Provider tool kit](#).

CCS ENROLMENTS

ENROLMENTS

All children will have a completed enrolment form (either hard copy or electronic). See *Enrolment Policy* for details which are to be included on the enrolment form.

Parents are to ensure appropriate documentation is provided for each enrolment including birth certificate and immunisation records. Children must be immunised in line with the AIR, be on an eligible catch up schedule or have an approved medical exemption to be eligible for CCS.

All children will be enrolled under the appropriate enrolment type.

- **CWA Enrolment** - Complying Written Arrangement – For families wishing to claim CCS as a fee reduction
- **RA Enrolment** - Relevant Arrangement – For families who do not wish to claim CCS as a fee reduction. No CCS claimed
- **OA Enrolment** - Arrangement with an organisation (third party) – For families where an organisation is liable for fees, example an employer. No CCS claimed
- **Provider Eligible Enrolment** - Additional Child Care Subsidy (child wellbeing) – Only to be used when no individual is liable to claim CCS after contact with the Department of Education.

Families are required to apply for CCS for each child through Centrelink. Each CCS claimant is required to have an individual enrolment.

A Complying Written Agreement (CWA) is to be signed by the family before the child starts care. See *Enrolment Policy* for details which are to be included in the CWA.

A CWA is to state whether the enrolment pattern is Routine, Casual or Routine and Casual.

An Enrolment Notice must be submitted within 7 days of the child starting care.

Parents will be asked to confirm the enrolment through their Centrelink online account. CCS will not be paid to the service if the parent has not confirmed the enrolment through Centrelink.

If a parent disputes the enrolment, check the CWA and resubmit the enrolment notice with the correct details.

The parent will be requested to sign a new CWA following any changes to fees or session times.

An enrolment end date will be submitted when the child ends care.

CCS will end an enrolment if no attendances have been submitted within a 14-week period, CCS may be recovered for absences submitted after the child's last physical day of care (see Absences below for more information).

SESSIONS OF CARE

ATTENDANCES

Sessions (Attendances) are to be reported within 14 days after the end of the week when the sessions were provided.

If a session has been submitted incorrectly it can be varied or withdrawn within 28 days.

For any adjustments made to sessions after 28 days a reason for resubmitting must be submitted:

- Administrative error—use where there was a mistake made in the original session report; for example, an incorrect session start time
- Responding to carer's dispute—use where a parent has disputed a session report
- General amendment—use where changes are being made before Sunday night of the session report week, before the report has been processed and Child Care Subsidy has been paid (for example, the child attends another session after report is submitted)
- Responding to 204C—only use where a 204C (compliance) notice has been issued requiring the provider to make a change to a session report.

Actual times of attendance is to be submitted along with each session.

Parents are to sign children in and out each day or confirm attendances or absences that have been recorded by an educator- (manually or through software app).

Parents are advised to view any absences regularly through their MyGov account.

CCS is calculated on the number of hours in a session, which may not be the number of hours the child actually attends.

ABSENCES

CCS will be paid for up to 42 absences per child per financial year.

Services can submit an additional absence for a child if they are absent after the 42 days, providing they meet the reason as set out below:

- the child, the individual who cares for the child, the individual's partner or another person with whom the child lives is ill and the service has been given a medical certificate by a medical practitioner
- the child is attending preschool
- alternative arrangements have been made on a pupil-free day
- the child has not been immunised against an infectious disease, the absence occurs during an immunisation grace period and a medical practitioner has certified that exposure to the infectious disease would pose a health risk to the child
- the absence is because the child is spending time with a person other than the individual who is their usual carer as required by a court order or a parenting plan, and the service has a copy of the relevant court order or parenting plan for the child
- the child cannot attend because of a local emergency (for example, because they are unable to travel to the service), during the period of the emergency or up to 28 days afterwards
- the individual who cares for the child has decided the child should not attend the service for up to seven days immediately following the end of a period of local emergency.

Parents are to ensure documentation is provided for any additional absences.

There are some circumstances where families can get CCS if an absence occurs in the 7 days:

- Before a child's first attendance at the service (inclusive of their first day) or
- After their last physical attendance at the service (inclusive of their last day).

From **June 2023** services can apply for CCS for an absence at the start or end of an enrolment for any of the reasons above (additional absence reasons) or for the following:

- the service has changed ownership
- the child's usual service is closed and the child attends a different service under the same provider
- a family tragedy has occurred
- the enrolment ceased incorrectly
- following a period of emergency

Records for additional absences will be kept on file at the Service for a period of 7 years.

VACANCIES

Vacancies will be submitted each week through the PEP or CCS Software.

CCS ENTITLEMENTS

CCS CALCULATIONS

CCS is determined by:

- **family income**—the adjusted taxable income of the individual claimant and their partner (if they have one). Families with income of \$533,280 or more are not eligible to receive Child Care Subsidy (from July 2024)
- **results of an activity test**—this test considers the number of hours in a Child Care Subsidy fortnight that an individual engages in a recognised activity (such as paid work or a training course to improve their employment prospects) and affects the number of hours of subsidised care available to the individual
- **type of eligible child care services**—a different Child Care Subsidy hourly rate cap applies depending on the type of service the child attends.

Each child will receive a CCS percentage based on family income test.

Each child will be eligible for CCS hours per fortnight based on the results of the activity test.

For further information regarding how CCS is calculated see the [Child Care Subsidy Calculator](#).

Children must be under 13 years and not attending High School to receive CCS or if over 13 years apply for exceptional circumstances.

Children must meet immunisation requirements to receive Child Care Subsidy.

RESIDENCY REQUIREMENTS

To receive Child Care Subsidy, the claimant or their partner must be an Australian resident as defined under the [Social Security Act 1991](#) or be an eligible non-resident.

CCS ANNUAL CAP

From December 2021 the Annual CCS Cap will be removed for all families eligible for CCS.

FAMILIES WITH MORE THAN ONE CHILD IN CARE

Families (who earn less than \$365,611) with children aged five or under in care will receive a higher subsidy for their second child and younger children in care.

ADDITIONAL CHILD CARE SUBSIDY (ACCS)

ACCS provides additional fee assistance to support vulnerable or disadvantaged families and children. Evidence regarding ACCS claims are to be kept by the service in accordance with ACCS guidelines.

The types of ACCS and a general outline of how they are calculated are as follows:

Child Wellbeing and Grandparent ACCS	Equal to 100% of the fee charged Up to 120% of CCS hourly rate cap Up to 100 hrs CCS
Temporary Financial Hardship	Equal to 100% of the fee charged Up to 120% of CCS hourly rate cap Up to 100 hrs CCS Limited to 13 weeks per event
Transition to work	Equal to 95% of fee charged Up to 95% of CCS hourly rate cap

Families who wish to apply for ACCS must be eligible for CCS before the service claims ACCS. ACCS enrolments must be enrolled under a CWA enrolment type where there is an eligible individual claiming CCS (this includes foster families). A 'provider eligible enrolment' should only be used after contact with the Department of Education. Families who are applying for ACCS must sign a CWA as indicated by the CWA procedures above.

See the *Enrolment Policy* for further details regarding ACCS application procedures.

BALANCING PROCESS

A portion of CCS is withheld to reduce the likelihood of families incurring a debt. Generally, the withholding percentage is 5%, however families can request to withhold a higher percentage.

At the end of the financial year once the family has confirmed their income, Centrelink will advise if there has been any under payments made for CCS and a top up payment may be arranged. If CCS has been over paid during the year the family will be required to repay an outstanding debt – This repayment may be recovered from families' future CCS payments.

Any payments to families following the Balancing process will be arranged directly between Centrelink and the family.

CCS closes the previous financial year sessions to allow the Balancing Process to be completed.

Once the previous financial year sessions have been closed services will be required to apply for approval to adjust attendance sessions.

CCS PAYMENTS**DISCOUNTS**

Discounts can only be applied to full fees before CCS has been calculated. Staff discounts may be applied after CCS has been applied, as outlined by the Department of Education ([Child care discount for early childhood workforce](#)). Staff must contribute at least 5% of the gap fee.

THIRD PARTY PAYMENTS

Parents are generally liable to pay the co-contribution for child care fees.

Only state and territory governments (and their agencies) can contribute to the cost, in part or full, of child care fees for families.

Where an agreement has been made between an employer or charity to assist in the contribution of fees the fees must be reduced accordingly before CCS has been applied.

ISS CLAIMS

The Inclusion Support Program is a key element of the Child Care Safety Net under the Child Care Package, which aims to give the most vulnerable and disadvantaged children a strong start, while supporting parents into work.

ISS claims will be completed in accordance with IDFM funding guidelines.

ISS claims are to be submitted after attendances have been processed.

CCS PAYMENTS TO SERVICE

Sessions submitted for the previous week before 9pm on Sunday will be processed the following Monday morning.

Sessions submitted after 9pm on Sunday for previous weeks will be paid upon receipt.

CCS Payment reports and information will be available through CCS software or PEP

CCS PAYMENTS MADE DIRECTLY TO FAMILIES

There may be circumstances where CCS is paid to families.

In situations where sessions have been submitted before the parent is approved for CCS any backdated CCS amounts are paid directly to the parent once Centrelink confirms their eligibility.

Payments made directly to families may also occur if there has been a change in circumstances which affect the family's CCS entitlement.

INVOICING

The Department of Education does not recommend that providers invoice families using estimates of fee reduction before Child Care Subsidy eligibility and entitlement is confirmed. This is because the actual amount of Child Care Subsidy paid (if any) may vary for a range of reasons.

It is a service decision to invoice families in advance, families should be made aware CCS estimates may vary from actual CCS entitlements/payments.

STATEMENT OF ENTITLEMENT

A Statement of Entitlement must be provided to parents once every fortnight outlining details of care provided and CCS fee reduction amounts.

A Statement of Entitlement must not include CCS Estimates.

Family Assistance Law sets out penalties if a Statement of Entitlement is not provided to families.

The following details must be included on the Statement of Entitlement:

- Details of the family and child such as name and enrolment ID
- Details regarding the service and provider such as service approval ID, ABN

- Sessions of care including session hours and totals
- Attendances including actual in/out times and absences
- Fee information including CCS paid as fee reduction as a breakdown for each session, including ACCS.

PRODA

CCS PERSONNEL

Only persons registered with PRODA are authorised to undertake actions relating to the Child Care Subsidy System.

Provider Personnel are persons with management or control. They have the ability to update banking details, add/remove personnel, authorise data submitted to CCS, notify the Department of Education of cessation of operations and add or remove services.

Service Personnel are persons responsible for the day-to-day operations of the service. They have the ability to add/remove persons of day-to-day operations, authorise data submitted to CCS and notify the Department of Education of changes (excluding banking details and cessation of operations).

Only certified Service or Provider Personnel are authorised to submit attendances and enrolment notices and communicate with CCS.

PRODA DEVICE

PRODA Devices are used to connect CCS Software to the Child Care Subsidy System. Providers will need to provide an activation code to their software provider.

The activation period is six months, after which the activation period will need to be extended.

If the PRODA Device is not reactivated attendances will not be able to be submitted to CCS.

RECORD KEEPING and NOTIFICATIONS

Records must be kept for the following:

- Complaints
- Additional records
- Additional absences records
- Copies of fees documents
- Notice about a child at risk

- Copies of evidence supporting approval application for Child Care Subsidy
- Documentation on police checks and working with children.

Notifications required to the Department of Education:

- Changes to staff within 7 days including changes to person with management or control
- Change to service operations within 14 days
- Vacancy information by 8pm each Friday for the following week
- Cessation of operations no later than 42 days notice or within 24 hours of ceasing if circumstances are beyond the provider's control
- Changes to service contact information no later than 30 days including change of name of provider or service, physical address, email address, website, phone number
- Service entering administration or liquidation within 24 hours after the event
- Any information which may indicate a person is not likely to be a fit and proper person within 7 days of the provider becoming aware including a change in status of working with children check.

HELPDESK CONTACT DETAILS

CCS Helpdesk

Phone Number: 1300 667 276

Email: ccshelpdesk@education.gov.au

PRODA Helpdesk

Phone Number: 1800 700 199

REVIEW OF GUIDE

Date guide created	24.11.2025	To be reviewed	November 2026
Approved by	Tracy Gill		
Guide reviewed date	Modifications/Changes		

FRAUD PREVENTION POLICY

Child Care Subsidy (CCS) is intended to support families to meet the genuine cost of care provided for children. Most services and families adhere to their legal obligations; however, some individuals choose to engage in non-compliant, fraudulent or criminal behaviour. Family Assistance Law (FAL) contains offence and civil penalty provisions for breaches of conditions of service approval. This policy is to be read in conjunction with the *Fraud and/or Corruption Prevention Procedure*.

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 7: GOVERNANCE AND LEADERSHIP		
7.1	Governance	Governance supports the operation of a quality service
7.1.2	Management Systems	Systems are in place to manage risk and enable the effective management and operation of a quality service
7.1.3	Roles and responsibilities	Roles and responsibilities are clearly defined, and understood, and support effective decision-making and operation of the service.

EDUCATION AND CARE SERVICES NATIONAL LAW AND NATIONAL REGULATIONS	
S. 12	Applicant must be fit and proper person
S. 13	Matters to be taken into account in assessing whether fit and proper person
S. 21	Reassessment of fitness and propriety
168	Education and care service must have policies and procedures
170	Policies and procedures to be followed
171	Policies and procedures to be kept available
175	Prescribed information to be notified to Regulatory Authority
176	Time to notify certain information to Regulatory Authority
181	Confidentiality of records kept by approved provider
183	Storage of records and other documents
184	Storage of records after service approval transferred

RELATED LEGISLATION

Child Care Subsidy Secretary's Rules 2017	Family Law Act 1975
Child Care Subsidy Minister's Rules 2017	A New Tax System (Family Assistance) Act 1999
Family Assistance Law — Incorporating all related legislation as identified within the Child Care Provider Handbook	

RELATED POLICIES

CCS Account Policy CCS Data Security Policy CCS Notifications Policy CCS Governance Policy CCS Personnel Policy	Enrolment Policy Governance Policy Payment of Fees Policy Safe Use of Digital Technologies and Online Environments Policy

PURPOSE

Our Service aims to comply with the Child Care Subsidy obligations outlined under Family Assistance Law and National Law to prevent fraud and corruption from occurring within the Service.

SCOPE

This policy applies to families, staff, educators, management, nominated supervisor, approved provider and visitors of the Service.

DEFINITIONS

Corruption and fraud can be distinguished as unethical behaviour. The following definitions are based on those contained in the *Australian Standard for Fraud and Corruption Control*.

CORRUPTION

Dishonest activity in which a director, executive, manager, employee, contractor, volunteer or work experience student acts contrary to the interests of the service and abuses his/her position of trust in order to achieve some personal gain or advantage for him or herself or for another person or entity.

FRAUD

An intentional act by one or more individuals involved in deception to obtain an unjust or illegal advantage.

IMPLEMENTATION

Our Service is approved to administer Child Care Subsidy (CCS) on behalf of eligible families. We take compliance with the law seriously and aim to meet the required conditions for continued approval to administer child care funding. We will work in collaboration with staff and educators to maintain compliance with our legal obligations and conditions for continued approval.

THE APPROVED PROVIDER/NOMINATED SUPERVISOR/MANAGEMENT WILL:

- ensure that obligations under the *Education and Care Services National Law and Regulations* are met
- ensure educators, staff, students, visitors and volunteers have knowledge of and adhere to this policy
- ensure families are aware of this *Fraud Prevention Policy*
- ensure there is an effective fraud and corruption risk management procedure
- review and update the Service's *Fraud Prevention Policy* each year to ensure an awareness of fraud and corruption prevention strategies
- ensure employees and educators follow service policies and procedures including the *Fraud and/or Corruption Prevention Procedure*
- ensure a clear understanding of the ramifications for fraudulent activity
- reinforce the commitment shared with the Department of Education to adhere to the Child Care Subsidy requirements
- ensure the appropriate administration of CCS payments
- provide parents with a Statement of Entitlement for CCS each fortnight including details for the sessions of care provided and the resulting fee reduction amounts
- articulate clear standards and procedures to encourage the prevention of fraud and corruption within the Service
- provide regular training to staff and educators to assist in the identification of fraud and corruption
- reinforce the requirements for all employees to refrain from corrupt and fraudulent conduct
- ensure all CCS and ACCS payments are passed onto families as a fee reduction
- ensure any 3rd party payments are administered according to the CCS Provider Handbook
- ensure accurate records are kept regarding ACCS (Child Wellbeing) payments
- ensure anyone with responsibility for the day-to-day operation of the service are 'fit and proper', and remain fit and proper, regarding matters involved in fraud, dishonesty, financial management and compliance with Family Assistance Law

- notify the Department of Education within 7 days regarding changes Persons with Management or Control or employees who are not deemed fit and proper to be involved in the administration of Child Care Subsidy (see *CCS Notification Policy*)
- notify the Department of Education within 7 days if a Person with Management or Control obtains an interest or where a conflict of interest might be reasonably be perceived to exist
- at all times act honestly with integrity
- report any individual or service that is not operating in a law-abiding way to the Department of Education (see details below)
- adhere to the correct procedure to ensure that all suspected fraudulent and corrupt activity is handled appropriately
- ensure staff and educators are not placed in a potentially difficult or compromising position
- provide notification to the Department of Education within seven days that
 - information in an enrolment notice has become incorrect, or
 - information has become available that should have been included in the enrolment notice
- ensure variations to a Complying Written Arrangement (CWA) are in writing if that information becomes incorrect
- ensure the Department of Education is notified within the correct time frames when an enrolment for care at the Service ends
- keep and maintain records and submit information relating to the administration of CCS via CCS Software, including:
 - accurate enrolment records as per the *Enrolment Policy*
 - accurate session reports and attendance records to the Department of Education via CCS Software, within 14 days of the child's attendance indicating the session start and finish times, child's actual in and out attendance times, actual fees charged and amount the parent was liable to pay for the session of care
 - any variations to session reports up until 28 days after the start of the week to which the report relates to
 - notification of absences
 - records for additional absences, including keeping evidence of additional absences
 - vacancy information for the following week to the Department of Education through the CCS Software
 - payment of gap fee payments as collected by families electronically
 - any changes to service operating hours or closure periods

- complaints relating to compliance with Family Assistance Law
- ensure that all staff comply with their legal obligations and conditions for continued approval which includes:
 - ensuring the approved provider and relevant personnel are fit and proper, and remain fit and proper persons to have a role in the receiving and passing on of Child Care Subsidy payments
 - ensuring background checks, including Working with Children Checks/Clearances (WWCC) and National Criminal Checks are carried out for each person who has management or control of the provider and each person who has responsibility of the day-to-day operation of the service
 - ensuring relevant key personnel and educators who are involved in administering Child Care Subsidy to families are registered with PRODA
 - ensuring notification of any changes to relevant key personnel or Persons with Management or Control are submitted to the Department of Education within 7 days
- ensure the Department of Education has current and up to date details of the service
- payments made by families are recorded promptly and receipts issued as per *Payment of Fees Policy*.

STAFF/ EDUCATORS (who administer CCS Payments to families) WILL:

- assist with the review of the Service's *Fraud Prevention Policy* each year to ensure an awareness of fraud and corruption prevention strategies
- ensure service policies and procedures are followed at all times including the *Fraud and/or Corruption Prevention Procedure*
- at all times act honestly with integrity
- attend regular training to assist in the identification of fraud and corruption
- report any individual or service that is not operating in a law-abiding way or any suspicious activity relating to fraudulent activity to the approved provider and/or Department of Education (see details below)
- ensure correct procedures are adhered to, to ensure that all suspected fraudulent and corrupt activity is reported appropriately
- keep accurate attendance records, including:
 - accurate session reports including session start and finish times and children's actual in and out attendance times
 - absences, including evidence of additional absences provided by families

- any changes or variations to session reports
- anticipated vacancy reports
- any changes to operational hours or service closure periods
- any complaints related to compliance with Family Assistance Law
- record all payments received from families, provide receipts for payments and reconcile payments within the CCS Software
- ensure a Working with Children Check/Clearance is maintained and advise the approved provider of any changes which may affect their WWCC status.

FAMILIES WILL

- provide accurate documentation about their child upon enrolment at the Service including:
 - birth certificate/identity document
 - current immunisation statement from the Australian Immunisation Register
 - details of any court orders, parenting orders or parenting plans
- not provide false or misleading information related to claiming Additional Child Care Subsidy through Centrelink
- inform Centrelink of any changes to their or their partner's personal circumstances and check their information is up to date
- check their Statement of Entitlement provided by the Service to ensure correct information has been submitted on the sessions of care provided for their child, absence days, fees charged and how their CCS has offset those charges
- ensure invoices and receipts issued by the Service for payment of fees are correct
- check their notice of determinations of entitlement each quarter as provided by Centrelink.

FRAUD PREVENTION AND DETECTION IN RELATION TO CCS DATA

The approved provider and nominated supervisor will ensure all employees who administer CCS as a fee reduction to families are aware of Fraud Prevention strategies as outlined in the *Fraud Prevention and Corruption Procedure*. Our Service accepts the legal responsibilities associated with claiming Child Care Subsidy within the Family Assistance Law.

An internal audit regarding CCS payments will be completed by the approved provider each month to ensure payments received by the Australian Government recorded in the service bank account reconciles with the payments recorded in the CCS Software system.

Any Fraudulent activity relating to CCS is to be reported to the approved provider or directly to CCS via the [Child Care Subsidy \(CSS\) tip-off form](#). The *Fraud Prevention and Corruption Procedure* outlines the details required when submitting concerns around the fraudulent use of CCS payments within our service. Payment for gap fee payments are collected from families and receipts are issued as per *Payment of Fees Policy*. Our Service will follow the guidelines within the CCS handbook to ensure compliance of CCS payments and to ensure funding is processed and administered correctly.

Our Service will ensure all obligations under the *Family Assistance Law and A New Tax System (Family Assistance) (Administration) Act 1999* are met regarding setting of fees, ensuring the following:

- an individual is not charged more than the usual CCS hourly session fee, when the individual may be eligible for ACCS or who receives a prescribed payment
- families are not charged additional fees during a particular event or circumstance (for example during Covid or a service closure).

INTERNAL CONTROLS TO PREVENT FRAUD

Our Service will use OWNA to ensure compliance of CCS payments to families.

CCS Software will be monitored by the approved provider to ensure data integrity and security is maintained by all staff who process CCS payments to families. The *CCS Compliance checklist* will be completed each month by the approved provider together with staff who use the CCS software to administer CCS payments to families.

A Risk Assessment will be completed to identify any risk of fraud and corruption in line with processes and procedures indicated within the *Fraud Prevention Policy* and the *Fraud and/or Corruption Prevention Procedure*. An action plan will be developed to put into place strategies and controls to minimise risk of Fraud and Corruption.

The *CCS Compliance Checklist* is an internal check used as a tool to identify incorrect data submissions and facilitate fraud prevention and detection within our Service. The approved provider will submit any changes or variations to session reports within 28 days after the start of the week to which the report relates.

The following data will be checked to monitor for any anomalies when applying CCS as a fee reduction to families (as per CCS Compliance Checklist):

ENROLMENTS
All children have a completed enrolment form
An appropriate enrolment type is created for each enrolment
A Complying Written Agreement (CWA) has been signed by the family for each child claiming CCS
The CWA states whether the enrolment pattern is Routine, Casual or Routine and Casual
An updated CWA is signed when changes have been made to fees or days of attendance
CWA has been documented in the child's enrolment file (either in hard copy or electronic form)
Enrolment notices have been submitted within 7 days of the child starting care
Enrolment end dates are submitted when a child ends care
A review of Enrolment Status has been conducted for each CWA enrolment and discussions held with families if applicable
ATTENDANCES
Session reports (Attendances) have been submitted within 14 days
Any adjustments regarding variation or withdrawal of attendances are completed within 28 days
A reason for any resubmits submitted after 28 days has been provided
Actual times of attendance has been submitted for each attendance
Preschool Hours have been submitted for children attending a preschool program
Families confirm absences through CCS Software
Additional absences which met the criteria have been submitted and evidence held on file
Vacancies are submitted by p.m. Friday for the following week
Attendance records report care provided where the family incurred a genuine fee liability
Session reports submitted to CCS are cross referenced to attendance records
CCS PAYMENTS
Any discounts have been applied to full fees before CCS has been calculated
Any 3 rd Party Payment agreements have been arranged between the relevant 3 rd Party and have been invoiced accordingly
ISS Claims have been submitted within 60 days
CCS Payments have been cross referenced to CCS Software and/or PEP remittance reports
Invoices have been emailed directly to families each weekly and families can access through our software OWNA

A Statement of Entitlement has been emailed directly to families each week.
PERSONNEL
All staff who are undertaking actions relating to the administration of the CCS funding are registered with PRODA, including submission of enrolment notices, attendances and vacancies
Specified Personnel have been nominated for the service, are registered with PRODA and linked with the service
Any changes to Specified Personnel have been updated in the CCS Software and PRODA, including withdrawal of Provider Personnel no longer working at the service or new Provider Personnel working at the service
The PRODA Device is reactivated every 6 months
Any changes to a person's Working with Children Check/Clearance status will be notified to the Department of Education within 7 days
A review of Specified or Service Personnel will be conducted on a regular basis to ensure the person continues to be a fit and proper person
RECORD KEEPING and NOTIFICATIONS
Records are kept for any complaints, including complaints relating to fees or CCS payments
Records are kept for evidence of Additional Absences
Records of invoices and Statement of Entitlements are kept
Records relating to a notice regarding a child at risk and ACCS applications are kept
CCS Application records are kept
Records relating to Provider and Service Personnel are kept, including police checks and working with children checks
Any changes to Provider or Service Personnel are communicated to the Department of Education within 7 days
Any changes to service operations are communicated to the Department of Education within 14 days
The Department of Education has been notified of the cessation of operations no later than 42 days' notice or within 24 hours ceasing if circumstances are beyond the providers control
Changes to service contact information have been communicated to the Department of Education no later than 30 days
The Department of Education has been notified within 24 hours if the service enters administration or liquidation
THIRD PARTY SOFTWARE SECURITY
Each staff member who is submitting data to CCS through CCMS Software has their own username and password linked to their PRODA account.
Usernames and passwords used for CCMS Software have not been shared or compromised
Users Log out of CCMS Software each time to ensure security of information

Users of the CCMS Software are encouraged to change their password every 6 months
The approved provider will review staff log ins on a monthly basis and ensure this procedure is followed by all staff who access CCS software to submit data to CCS.
The approved provider will review the privacy policy of the ccs software on a yearly basis or as required
The approved provider will review any potential threats to software security on a monthly basis.

ACTIONS USED TO DETECT AND IDENTIFY FRAUD

The approved provider will ensure the nominated supervisor, employees and educators follow the *Fraud and/or Corruption Prevention Procedure*. The procedure will be used in conjunction with this policy to prevent, control and investigate any fraudulent activity which is in breach of this policy and Family Assistance Law. The approved provider and all employees and educators have a responsibility for the mitigation of fraud and/or corruption within the Service.

COMPLAINTS RELATING TO THE ADMINISTRATION OF CHILD CARE SUBSIDY

Families can raise concerns regarding management of the Child Care Subsidy to the Department of Education via their [Online contact form](#). Additionally, information about any potential breach of Child Care Subsidy can be reported anonymously by submitting an online report directly to the Department of Education. For more information visit the Department of Education website: [Reporting fraud via a tip-off](#).

REPORTING A BREACH OF REPORTABLE MATTER

Our Service aims to foster a culture of transparency and accountability while supporting employees to report any reasonable suspicion of reportable matters of improper, illegal or misconduct within the service to management including, but not limited to:

- breaches of the service code of conduct or service policies
- breaches of Education and Care Services National Law or Regulations
- breaches of legislation or law
- criminal activity
- corruption
- improper or misleading financial practices

Our Service will implement protective practices to ensure employees identity is not compromised or disclosed, where applicable, following a report of a reportable matter including storage of documents in a secure and confidential manner and ensuring access to confidential documents is restricted to authorised

personnel only. Once a report has been made the matter may be investigated through a formal investigation.

- if employees become aware of a serious crime committed by another employee, they are required to report it to management (Reportable Conduct Scheme)
- as mandatory reporters, all employees must report possible risk of harm to children or young persons to the approved provider/management and [Child Protection Helpline](#)
- employees will report any concerns they may have about inappropriate actions of any other employee that involves children or young people to management (Reportable Conduct Scheme)
- management will report any allegations or child related misconduct as per their legislative requirements (this may include reporting the matter to the Police, Department of Communities and Justice and the Office of the Children's Guardian in NSW).

DISCIPLINARY SYSTEMS

Where allegations of fraud are substantiated, the approved provider may be subject to penalties including recovering overpaid funds, cancelling the service approval, or pursuing a criminal fraud prosecution.

Educators may also be held responsible for certain breaches of the law including deception or by giving false or misleading information.

Consequences for committing or attempting fraud and/or corruption include:

- dismissal
- warnings
- repayment of misappropriation of funds
- referral to prosecution agencies

CONTINUOUS IMPROVEMENT/REFLECTION

Our *Fraud Prevention Policy* will be updated and reviewed annually or earlier if there are changes to legislation, ACECQA guidance or any incident related to our policy. Feedback will be requested from children, families, staff, educators and management and notification of any change to policies will be made to families within 14 days.

- RELATED RESOURCES

Fraud and/or Corruption and Prevention Procedure

SOURCES

Australian Standard for Fraud and Corruption Control, AS 8001-2008

Australian Children's Education & Care Quality Authority. (2025). [Guide to the National Quality Framework](#)

Australian Government Department of Education <https://www.education.gov.au/early-childhood>

Australian Government Department of Education. [CCS Provider Handbook](#)

Australian Government Department of Education Child Care Financial Integrity Strategy. (2019).

Education and Care Services National Law Act 2010. (Amended 2023).

[Education and Care Services National Regulations](#). (Amended 2023).

REVIEW

POLICY REVIEWED BY	Tracy Gill	Nominated Supervisor	27.11.2025
POLICY REVIEWED	OCTOBER 2025	NEXT REVIEW DATE	OCTOBER 2026
VERSION NUMBER	V1		
MODIFICATIONS			

FRAUD AND CORRUPTION PREVENTION PROCEDURE

Working in conjunction with the *Fraud Prevention Policy*, this procedure aims to help guide the steps taken for preventing, controlling and investigating fraudulent activity within the Service. The approved provider and all employees have a responsibility for the mitigation of fraud and/or corruption within the Service.

A Risk Assessment will be completed to identify any risk of fraud and corruption in line with processes and procedures indicated within the *Fraud Prevention Policy* and the *Fraud and/or Corruption Prevention Procedure*. An action plan will be developed to put into place strategies and controls to minimise risk of fraud and corruption.

NQS QA 7: Element 7.1, 7.1.2 and 7.1.3 Governance practices and procedures

Related Policy: *Fraud Prevention Policy*

STEP 1: PREVENTING FRAUDULENT ACTIVITY AND/OR CORRUPTION		
1	The approved provider, nominated supervisor and educators will review and update the Service's <i>Fraud Prevention Policy</i> each year to ensure an awareness of fraud and corruption prevention strategies	
2	The approved provider is responsible for satisfying obligations under the National Law and Regulations and compliance with Family Assistance Law for continued approval to administer childcare funding	
3	The approved provider must ensure that all staff and educators comply with their legal obligations and conditions for continued approval which includes: ○ ensuring the approved provider and relevant personnel are fit and proper and remain fit and proper, persons to have a role in the receiving and passing on of Child Care Subsidy payments ○ ensuring background checks, including Working with Children Check/Clearance (WWCC) and National Criminal Checks are carried out for all staff and educators where required ○ ensuring relevant key personnel who are involved in administering Child Care Subsidy to families are registered with PRODA ○ ensuring notification of any changes to relevant key personnel or persons with management or control are submitted to the Department of Education within 7 days	
4	The approved provider will ensure the Department of Education has current details of the Service including: • full legal name and trading name • street and postal address • Australian Business Number (ABN)	

	• service approval to provide child care in the state or territory in which each of its child care services operate • name and contact details for each person with management or control of the provider • weeks the service will be operating throughout the year • approved software provider to interact with Child Care Subsidy System (if applicable)	

STEP 2: PREVENTING FRAUDULENT ACTIVITY AND/OR CORRUPTION

The approved provider will ensure:

1	accurate enrolment records are kept for each child as per enrolment record policy	
2	accurate Complying Written Arrangements (CWA) are recorded and signed by the parent/guardian for each child claiming CCS. The CWA will include: • name and contact details of the provider • start date of arrangement • name and date of birth of child • whether the sessions of care provided will be routine or casual fees charged	
3	accurate session reports are submitted within 14 days of the child's attendance indicating the session start and finish times, child's actual in and out attendance times, actual fees charged and amount the parent was liable to pay for the session of care	
4	notification of absences is recorded	
5	a reason for any additional absence is recorded, keep evidence of additional records on file	
6	an attendance statement- <i>Statement of Entitlement</i> - is issued for families once a fortnight, outlining the child's days of attendance, hours in care, total fee amount and the childcare subsidy fee received	
7	any variations to session reports must be made up until 28 days after the start of the week to which the report relates	
8	anticipated vacancy information is submitted for the following week	
9	any changes to operating hours or service closure periods	
10	all CCS and ACCS payments are passed onto families as a fee reduction	
11	any 3 rd party payments are administered according to the CCS Provider Handbook	
12	accurate records are kept regarding ACCS (Child Wellbeing) payments	
13	payment for gap fee payments are collected from families and receipts are issued as per <i>Payment of Fees Policy</i>	
14	ensure parents pay gap fees via electronic means	

15	they keep and maintain records including: - complaints made to the provider, or to any of the services of the provider, relating to compliance with Family Assistance Law - a record of attendance for each child - statements or documents demonstrating additional absence days - copies of invoices and receipts issued for payment of childcare fees - copies of all statements of entitlement issued and any statements issued to advise there was a charge of entitlement - notifications, including statements or documents, about a child at risk of abuse or neglect - evidence and information provided with an application for approval about persons with management or control of a provider or persons responsible for the day-to-day operation of a service - evidence or information produced to obtain police checks and Working With Children Checks/Clearances (WWCC)	
16	that all employees refer to the <i>Fraud Prevention Policy</i> to ensure there is a clear understanding of their legal requirements	
17	management and staff attend training to ensure a clear understanding of what constitutes fraud and the repercussions if fraudulent activity has occurred.	
18	any changes regarding a person with management or control, or employee who is no longer deemed fit and proper, must be notified to the Department of Education within 7 days	
19	the Department of Education is notified with 7 days if a person with management or control obtains an interest or where a conflict of interest might be reasonably be perceived to exist	

STEP 3: CONTROLLING AND INVESTING FRAUDULENT ACTIVITY AND/OR CORRUPTION

The approved provider will:

1	treat any allegation relating to fraudulent activity as serious	
2	refer to the Service's <i>Code of Conduct Policy</i> and <i>Code of Ethics</i> if an employee is involved	
3	ensure privacy and confidentiality and safeguard any person reporting suspected fraud	
4	gather supporting documents and/or evidence	
5	conduct an internal audit each month to assist in identifying where the fraudulent activity has taken place considering if the fraud allegation appears to be without foundation or to be incidental	
6	conduct a risk assessment to establish the Service's risk profile and the nature of the operating environment so that cost-effective practices can be established to contain or minimise each risk if a risk has been assessed as low, it will be managed by the approved provider	

	- a risk that has been assessed as moderate will require the approved provider to develop and implement a risk action plan with specific monitoring procedures - a high or extreme risk will be reported to the Department of Education	

STEP 4: FRAUD PREVENTION AND DETECTION IN RELATION TO CCS DATA

1	Our Service accepts the legal responsibilities associated with claiming Child Care Subsidy within the Family Assistance Law	
2	Our Service will follow the guidelines within the Child Care Provider Handbook to ensure compliance of CCS payments and to ensure funding is processed and administered correctly	
3	Any allegation of fraud and/or corruption will be actioned in accordance with legislation outlined in Family Assistance Law as outlined in the <i>Fraud Prevention Policy</i>	

STEP 5: INTERNAL CONTROLS TO PREVENT FRAUD

1	Our Service will use OWNA to ensure compliance of CCS payments to families	
2	The <i>CCS Compliance Checklist</i> will be completed each month by the approved provider together with staff who use the CCS software to administer CCS payments to families. The <i>CCS Compliance Checklist</i> is used as a tool to facilitate fraud prevention and detection within our Service. Any irregularities or early warning signals are identified for investigation and monitoring.	

STEP 6: REPORTING FRAUDULENT ACTIVITY AND/OR CORRUPTION

1	The approved provider, or employee will report fraudulent activity or potential breaches of Family Assistance Law (CCS) anonymously through an online report to the Department of Education; for more details, visit their website: Reporting fraud via a tip-off	
2	The approved provider, or employee will provide the following information: - Who is involved? Include as much detail as possible, including name of the person or organisation, addresses and phone numbers - What fraud you think has occurred? Provide details of your concerns, including how, when and where the fraudulent activity occurred - How did you come across this information? - Do you believe the behaviour is continuing? - Your contact details - The Department of Education will assess each allegation of suspected fraud and where appropriate, investigate the matter for potential referral to the Commonwealth Director of Public Prosecution.	
3	DISCIPLINARY SYSTEMS	

	Where allegations of fraud are substantiated, the approved provider may be subject to penalties including recovering overpaid funds, cancelling the service approval, or pursuing a criminal fraud prosecution. Educators, or employees may also be held responsible for certain breaches of the law including deception or by giving false or misleading information. Consequences for committing or attempting fraud and/or corruption include: • dismissal • warnings • repayment of misappropriation of funds • referral to prosecution agencies	

REVIEW OF PROCEDURE			
Date procedure created	November 2025	To be reviewed	November 2026
Approved by	Tracy Gill	Position	Nominated Supervisor
Procedure reviewed date	Modifications/changes		

PAYMENT OF FEES POLICY

Under the Education and Care Services National Regulations, an approved provider must ensure that policies and procedures are in place for the payment of fees and the provision of a statement of fees charged by the service and take reasonable steps to ensure policies and procedures are followed. (ACECQA, 2026).

Quality early education and care provides the foundation for children's development and social engagement whilst supporting workforce participation of parents and carers. Our Service is committed to providing quality education and care to all children at an affordable fee for families.

As an approved early childhood education and care service, Child Care Subsidy (CCS) is available to reduce fees to eligible families. Our fee structure is based on our ability to provide the requirements of the Education and Care National Law and National Regulations, Family Assistance Law, the Australian Taxation Office and guidelines contained in the Child Care Provider Handbook.

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 7: GOVERNANCE AND LEADERSHIP		
7.1	Governance	Governance supports the operation of a quality service that is child safe
7.1.2	Management Systems	Systems are in place to manage risk and enable the effective management and operation of a quality service that is child safe
7.1.3	Roles and Responsibilities	Roles and responsibilities are clearly defined, and understood and support effective decision making and operation of the service

EDUCATION AND CARE SERVICES NATIONAL LAW AND NATIONAL REGULATIONS	
S. 2A	Paramount consideration—safety, rights and best interests of children
S. 3A	Paramount consideration
111	Administrative space
168	Education and care services must have policies and procedures
170	Policies and procedures to be followed
171	Policies and procedures to be kept available
172	Notification of change to policies and procedures
181	Confidentiality of records kept by approved provider

183	Storage of records and other documents
184	Storage of records after service approval transferred

RELATED LEGISLATION

Child Care Subsidy Secretary's Rules 2017	Family Law Act 1975
Child Care Subsidy Minister's Rules 2017	A New Tax System (Family Assistance) Act 1999
Family Assistance Law — Incorporating all related legislation as identified within the Child Care Provider Handbook	

RELATED POLICIES

CCS Accounts Policy Child Care Subsidy (CCS) Governance Policy Dealing with Complaints Policy Delivery of Children to, and Collection from and Education and Care Service Premises Enrolment Policy	Fraud Prevention Policy Governance Policy Orientation of Families Policy Privacy and Confidentiality Policy Record Keeping and Retention Policy Termination of Enrolment Policy

PURPOSE

For parents to gain a clear understanding of the Service fee structure, payment requirements and Child Care Subsidy benefits prior to enrolment. This policy explains the process of fee payment and the necessity of ensuring children's fees are paid on time and consequences for failure to pay fees on time.

SCOPE

This policy applies to children, families, staff, management, approved provider, nominated supervisor, students, volunteers and visitors of the Service.

IMPLEMENTATION

Our Service aims to ensure families understand the fee schedule and payment process required for education and care to be provided for their child. We are committed to meet our obligations to maintain financial integrity and comply with all Child Care Subsidy (CCS) legislative requirements. We have effective compliance systems in place to ensure CCS is administered appropriately and receipts and statements are provided to families. Our Service ensures the confidentiality and privacy of all personal information provided to the Service about the enrolled child and family. We are committed to ensuring that children's safety, rights and best interests are the paramount consideration in all decisions, actions

and practices including those relating to the payment of fees, recognising the importance of continuity of education and care for all children.

Our fee structure includes:

ENROLMENT FEE AND BOND PAYMENT

- An enrolment fee of \$150 is charged upon confirmation of enrolment. This fee must be paid prior to commencement at the Service.
- A bond consisting of 1-week full fee is to be paid to hold a child's position at the Service
- The bond payment will be refunded to families if all accounts are paid in full and no amount is outstanding when the child leaves the Service.

GENERAL FEES

- The Service will issue families an invoice outlining fees charged for each session of care, any discounts provided and any CCS payments applied
- CCS is paid directly to the Service and is used as a fee reduction
- Fees are charged for each session of care and vary depending on the age of the child in care
- Families are required to make a co-contribution to their child care fees. This is the difference between the fee charged and the child care subsidy amount- the 'gap fee'
- 'Gap fees' must be paid via direct debit
- Fees are paid one week in arrears
- A dated receipt will be provided for each payment on the family account
- Fees are to be paid weekly through a direct debit system. If families wish to pay fees on a fortnightly or monthly basis, it is a requirement that the family pay in advance and are not in arrears
- Fees and charges associated with direct debit system are outlined upon enrolment
- The family is required to provide banking details to facilitate set up of the direct debit account
- A dishonour fee will apply for direct debit transactions where there are insufficient funds to cover the fees
- Families will be issued with a *Statement of Entitlement* on a fortnightly basis in accordance with the fee payment and Regulatory requirements
- The *Statement of Entitlement* will include details of the sessions of care provided and the resulting fee reduction amounts
- The *Statement of Entitlement* is generated using our CCS Software which meets all requirements as per Family Assistance Law legislation including prescribed and non-prescribed recording obligations

- Fees are payable in advance for every session that a child is enrolled at the Service. This includes pupil free days, sick/absent days, and family holidays.
- If the Service is required to close due to periods of local emergency such as bushfire or flood, gap fees will be charged
- If a session of care falls on a public holiday, families are required to pay normal fees. CCS may be paid for sessions that fall on public holidays
- Fees are charged for full sessions only (regardless of the actual attendance hours any day)
- Families are requested to contact the Service if their child is unable to attend a particular session
- Casual days may be offered to families if available within the Service's license
- Any overpayment of fees will be credited to the family account
- If, at the end of enrolment, the family account is in credit, any fees will be refunded to the family 8 weeks following the child's last day of attendance.

CHILD CARE SUBSIDY (CCS)

- Parents/guardians are required to register for CCS through their [myGov](#) account linked to Centrelink and provide documentation to support the CCS payment
- All eligible families are guaranteed **at least** 72 hours of subsidised child care per fortnight (3 days per week) regardless of activity levels
- Basic requirements that must be satisfied for an individual to be eligible to receive Child Care Subsidy
- Parents must:
 - care for their child at least 2 nights per fortnight or have 14% share of care
 - be liable for child care fees at an approved early childhood education care service
 - meet residency requirements
- The child must:
 - be 13 or under
 - not attending secondary school (unless an exemption applies)
 - meet immunisation requirements
- Child care must be provided by an approved provider
- Families level of Child Care Subsidy will be determined by:
 - [family income estimate](#)
 - [recognised participation](#)
 - [Aboriginal and Torres Strait Islander children](#)
 - [number of children in care](#)
 - [type of early learning and child care Service](#)

- Child Care Subsidy will be provided directly to the Service and this amount deducted from the parent/family account
- Families must regularly check their details are correct and report a change in circumstance to Centrelink (family income, activity levels, relationship changes or any other changes to their circumstances)
- Any disputes with CCS payments are the responsibility of the family. The family will be referred to contact Centrelink directly for any enquiries regarding CCS payments.
- Child care [discounts for early childhood workforce](#) will only be offered as outlined in the CCS Handbook.

ABSENCES FROM THE SERVICE

- Families are requested to contact the Service if their child is unable to attend a particular session
Families must still pay the 'gap' fee to the Service if their child is unable to attend
[Fee charging practices are commercial decisions made by each child care service and are not a matter regulated by the Family Assistance Law. Source: Australian Government Department of Education]
- Under the Child Care Subsidy families are allowed 42 absence days per child, per financial year and may be entitled to additional absence days in certain circumstances. (See Child Care Subsidy Handbook)
- Allowable absences can be taken for any reason. Families do not have to provide evidence.
- Additional absences can be claimed for the specified reasons as defined by the Family Assistance Law
- Records and evidence will be kept by the Service for each additional absence, where required
- Families can view their absence count through their Centrelink online account via [myGov](#).
- In a period of emergency (declared by the Australian Government), such as bushfire or flood, extra allowable absences for the duration of the emergency will be automatically applied in the CCS system.

ADDITIONAL CHILD CARE SUBSIDY

- Additional Child Care Subsidy (ACCS) provides extra help with the cost of early education and care
- There are four different payments under Additional Child Care Subsidy:
[Child wellbeing](#) to help children who are at risk of serious abuse or neglect. The approved provider is involved in determining children who may require additional support who are at risk of harm

[Grandparents](#)—to help grandparents on income support who are the principal caregiver of their grandchildren. Families are required to contact Centrelink directly regarding this payment

[Temporary financial hardship](#)—to help families experiencing financial hardship. Families are required to contact Centrelink directly regarding this payment

[Transition to work](#)—to help low-income families transitioning from income support to work. Families are required to contact Centrelink directly regarding this payment

- If a family is experiencing financial difficulties, a suitable payment plan may be arranged with authorisation of the approved provider.

DEBT RECOVERY PROCEDURE

- If a family fails to pay the required fees on time, a reminder letter will be issued after **one week** and then again, after **two weeks** if the fees are still outstanding
- At any time of the debt recovery process the family will be encouraged to enter a debt agreement with the Service to repay outstanding fees. A written contract will be provided for the family to sign outlining repayment plan details. The repayment plan will provide information as to the duration and amount of the repayments as well as steps that will be taken if the repayment plan is not adhered to
- A child's position will be terminated if payment has not been made after **three weeks**, for which the family will receive a final letter terminating the child's position. At this time the Service will initiate its debt collection process, following privacy and conditional requirements.

LATE FEES

- It is unacceptable to pick children up late from the Service. A late fee will apply where children are not picked up prior to closing time.
- Currently, a fee of \$**15.00** per **10** minutes block or part thereof will be incurred by the family
- A review of the child's enrolment will occur where families are consistently late.

CHANGE OF FEES

- Fees are subject to change at any time provided a minimum of **four weeks** written notice is given to all families (Reg. 172 requires a minimum of 14 days' notice)
- CCS hourly rate caps may be increased by the CPI at the commencement of each financial year
- Any CCS hourly rate increases are governed by CCS and are automatically adjusted through our CCS Software.

TERMINATION OF ENROLMENT

- Parents/guardians are to provide **two weeks** written notice of their intention to withdraw a child from the Service
- If termination from the Service is required without notification, families may lose their Child Care Subsidy, resulting in the requirement for full fees to be paid
- In some circumstances CCS may not be paid for sessions if the child has not physically started care
- Additionally, CCS may not be paid for absences submitted after a child's last physical day of care, unless conditions have been met as specified by Family Assistance Law.

RESPONSIBILITY OF MANAGEMENT

The approved provider and nominated supervisor are responsible for:

- ensuring that obligations under the Education and Care Services National Law and Education and Care Services National Regulations are met
- ensuring that children's safety, rights and best interests are the paramount consideration of all Service decisions and practices
- setting fees for children to enrol at the Service
- ensuring the Service and all persons with management and control (PMC) comply with the rules under Family Assistance Law (FAL)
- ensuring persons with management and control (PMC) are considered 'fit and proper' persons
- taking reasonable steps to ensure all educators, staff and volunteers follow the *Payment of Fees Policy* and associated procedure
- ensuring copies of our *Payment of Fees Policy* are readily accessible for families
- ensuring enrolments are submitted correctly with the appropriate enrolment information
- providing families with regular statement of fees payable
- providing families with receipts of fees paid
- ensuring parents pay fees electronically to the Service
- notifying families of any overdue fees
- providing families with reminder letters as required
- discussing financial hardship considerations and payment plans with families, when necessary
- terminating enrolment of children should fees not be paid
- providing at least 4 weeks written notice to families of any fee increases or changes to the way fees are collected

RESPONSIBILITY OF FAMILIES

- ensure fees are paid on time as per this *Payment of Fee Policy*
- provide the Service with the correct enrolment details to facilitate the CCS claim, if required, including:
 - Centrelink Reference Numbers for child and CCS claimant
 - Date of birth for child and CCS claimant
- ensure payment of fees as per policy
- notify Centrelink of any changes that may affect their CCS entitlement
- confirm their child's enrolment through the parents myGov account.

PRESCRIBED AND NON-PRESCRIBED THIRD-PARTY PAYMENTS

Parents are generally liable to pay the co-contribution for fees. State and territory governments (and their agencies) can contribute to the cost, in part or full of early education and care fees for families with no impact on CCS payments (in some circumstances).

Where an agreement has been made between an employer or charity to assist in the contribution of fees, fees must be reduced accordingly before CCS has been applied, these will be recorded and submitted as non-prescribed discounts. Our Service will record all documentation regarding any third-party payments and submit reports to the Department as part of session reports.

STAFF DISCOUNTS

Our Service offers educators and cooks a staff discount for children that attend our Service, after CCS has been applied. The staff discount applies to employees who are employed, contracted or engaged to work with our Service as an educator, early childhood teacher or cook. The approved provider will report any prescribed provider-funded discount when submitting and updating session reports.

Centre directors are eligible to receive the staff discount if they hold an early childhood education and care qualification and are working at a Service. The staff discount is calculated at **35%** of full-service fees after CCS has been applied and does not affect CCS eligibility. (Department of Education – [Discounted care for early childhood workforce](#)). (*Staff must continue to pay at least 5% of the gap fee*).

COMPLAINTS RELATING TO THE ADMINISTRATION OF CHILD CARE SUBSIDY

Families who wish to raise concerns regarding the management of Child Care Subsidy should speak with the nominated supervisor in the first instance. The nominated supervisor will follow the steps as outlined in this policy, including advising the approved provider of all grievances.

Families can raise concerns regarding management of the Child Care Subsidy to the Department of Education via their [Online contact form](#). Additionally, information about any potential breach of Child Care Subsidy can be reported anonymously by submitting an online report directly to the Department of Education. For more information visit the Department of Education website: [Reporting fraud via a tip-off](#).

Resources and information for families

[Child Care Subsidy](#)

[Centrelink Customer Reference Number](#)

[How to manage absences - Australian Government](#)

[Managing third party discounts](#)

CONTINUOUS IMPROVEMENT/REFLECTION

Our *Payment of Fees Policy* will be evaluated and reviewed on an annual basis or earlier if there are changes to legislation, ACECQA guidance or any incident related to our policy. Feedback will be requested from children, families, staff, educators and management, and notification of any change to policies will be made to families within 14 days.

RELATED RESOURCES

Fee Increase Letter – General	Overdue Fee Payment Letter
Fee Increase Letter – Wage Increase	Overdue Fee Payment Procedure
Forward Bills fees: EOY Letter	Payment Plan Record
Late Collection of Child – Late fee charged	Staff Discount Application
Overdue Account Letter	

SOURCES

Australian Children’s Education & Care Quality Authority. (2026). *Guide to the National Quality Framework*

Australian Children’s Education & Care Quality Authority. (2026). *Payment of service fees and provision of a statement of fees charged by the service Policy and procedure guidelines*

Australian Government Department of Education *Child care discount for early childhood workforce*

Australian Government Department of Education. (2026). *Child Care Provider Handbook*

Australian Government Department of Education *Early Childhood and Care*

Australian Government Department of Education (2024). *Help in an emergency*

Children (Education and Care Services) National Law (NSW)

Education and Care Services National Law Act 2010

Education and Care Services National Regulations 2011

Education and Care Services National Regulations (NSW) (2025)

REVIEW

POLICY REVIEWED BY	Christian Stumpfs	Area Manager	11/06/2026
POLICY REVIEWED	MAY 2026	NEXT REVIEW DATE	MAY 2027
VERSION NUMBER	V2		
MODIFICATIONS	• annual policy review • updated changes to CCS effective January 2026 • added legislative changes to include paramount consideration • sources updated as required		
PREVIOUS MODIFICATIONS			

FEE PAYMENT (OVERDUE) PROCEDURE

Our Service is committed to providing quality education and care to all children at an affordable fee for families. Our Service aims to ensure families understand the fee schedule and payment process required for education and care to be provided for their child.

Working in conjunction with the *Payment of Fees Policy*, this procedure explains the process of fee payment and the necessity of ensuring children's fees are paid on time and consequences for failure to pay fees on time.

Education and Care Services National Law or Regulations (R.168 and 172) NQS QA 2: Element 7.1.2 and 7.1.3 Governance practices and procedures

Related Policy: *Payment of Fees Policy*

OVERVIEW		
1	The approved provider, nominated supervisor and educators will review and update the Service's <i>Payment of Fees Policy</i> annually to ensure an awareness of processes regarding payments of fees	
2	Fees are charged for each session of care and vary depending on the age of the child in care and the family's eligibility for Child Care Subsidy (CCS).	
3	CCS is paid directly to the Service, and this is used as a fee reduction (visible on a family's statement)	
4	Families are required to pay the difference between the fee charged and the subsidy amount - the 'gap' amount	
5	Fees must be kept in advance of a child's attendance	
6	Fees are to be paid weekly through a direct debit system. If families wish to pay fees on a weekly or monthly basis, it is a requirement that the family pay in advance and are not in arrears	
7	Families are to advise the nominated supervisor at the earliest opportunity if they are experiencing financial difficulties paying childcare fees	
8	A payment plan may be entered into for families experiencing financial difficulties	
9	If a family fails to pay the required fees on time, a reminder letter will be issued after one week and then again, after two weeks if the fees are still outstanding	

FIRST WARNING- 1 WEEK OVERDUE

1	Families will be contacted via phone and email to advise their payment is 1 week overdue and payment is due immediately	
2	Families will be reminded of fee contribution agreement and fee policy guidelines	
3	A copy of the fee policy and account will be attached to the email sent to families	
4	At any time of the debt recovery process the family will be encouraged to enter a debt agreement with the service to repay outstanding fees. A written contract will be provided for the family to sign outlining repayment plan details. The repayment plan will provide information as to the duration and amount of the repayments as well as steps that will be taken if the repayment plan is not adhered to.	
5	Children will not be able to pick up additional or extra days whilst fees are outstanding, or a payment plan is in place	
6	The nominated supervisor will provide information to families regarding additional childcare subsidy claim for financial hardship if applicable	

SECOND WARNING – 2 WEEKS OVERDUE

1	Families will be contacted via email and a phone call to advise their payment is 2 weeks overdue and payment is due immediately	
2	Families will be advised their child's placement is at risk of termination	
3	Families will be reminded of fee contribution agreement and fee policy guidelines	
4	A copy of the fee policy and account will be attached to the email sent to families	
5	At any time of the debt recovery process the family will be encouraged to enter a debt agreement with the service to repay outstanding fees. A written contract will be provided for the family to sign outlining repayment plan details. The repayment plan will provide information as to the duration and amount of the repayments as well as steps that will be taken if the repayment plan is not adhered to.	

PAYMENT PLAN

1	Families can request a payment plan at any time by meeting with the nominated supervisor	
2	At any time of the debt recovery process the family will be encouraged to enter a debt agreement with the service to repay outstanding fees	
3	A written contract will be provided for the family to sign outlining repayment plan details	

4	The repayment plan will provide information as to the duration and amount of the repayments as well as steps that will be taken if the repayment plan is not adhered to	
5	The payment plan is to consider regular fee payments and clear the outstanding amount within a set period of time	
6	Each payment plan will be individualised for each family by the nominated supervisor	
7	A copy of the payment plan will be placed in the child's enrolment file and provided to the family.	

TERMINATION OF ENROLMENT FOLLOWING NON-PAYMENT OF FEES

1	A child's position will be terminated if payment has not been made after three weeks, for which the family will receive a final letter terminating the child's position	
2	The family will be contacted to arrange a meeting regarding non-payment of fees and to discuss termination of enrolment. The child will be unable to return to the service until account is paid in full. Documentation of this meeting is to be completed with the account and/or payment plan attached. An email will be sent to families as notification of the meeting.	
3	If the family does not attend the meeting, a phone call will be made to families advising the child's enrolment is terminated due to non-payment of fees. An email will be sent to families as a notification of phone call.	
4	The Service will initiate its debt collection process, following privacy and conditional requirements	
5	Any fees associated with debit recovery will be passed onto families	
6	Families will be offered a payment plan to arrange payment of outstanding fees over a nominated period of time	

REVIEW OF PROCEDURE

Date procedure created	24.11.2025	To be reviewed	November 2026
Approved by	Tracy Gill		
Location of procedure	Policy and procedures folder & family handbook		
Procedure reviewed date	Modifications/Changes		

RELIEF STAFF POLICY

Our Service aims to maintain continuity of education and care and abide by the Education and Care Services National Regulations and National Quality Standard by employing quality relief staff to replace permanent staff on a short-term basis when necessary.

We ensure our Service meets or exceeds, the minimum educator to child ratios as mandated in National Law to ensure adequate supervision is maintained and educators provide quality education and care in a healthy and safe environment.

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 4: STAFFING ARRANGEMENTS		
4.1	Staffing arrangements	Staffing arrangements enhance children's learning and development.
4.1.1	Organisation of Educators	The organisation of educators across the Service supports children's learning and development.
4.1.2	Continuity of staff	Every effort is made for children to experience continuity of Educators at the Service.
QUALITY AREA 7: GOVERNANCE AND LEADERSHIP		
7.1	Governance	Governance supports the operation of a quality service that is child safe .
7.1.1	Service philosophy and purposes	A statement of philosophy guides all aspects of the service's operations.
7.1.2	Management Systems	Systems are in place to manage risk and enable the effective management and operation of a quality service that is child safe
7.1.3	Roles and Responsibilities	Roles and responsibilities are clearly defined and understood and support effective decision making and operation of the service.
7.2.3	Development of professionals	Educators, co-ordinations and staff members' performance is regularly evaluated, and individual plans are in place to support learning and development.

EDUCATION AND CARE SERVICES LAW AND NATIONAL REGULATIONS	
S. 3A	Paramount consideration
S. 5AA	Meaning of 'inappropriate conduct' in relation to a child
S.162A	Child Protection training Offence relating to child protection training [
S.165	Offence to inadequately supervise children
S. 166A	Offence to subject child to inappropriate conduct

S.167	Offence relating to protection of children from harm and hazards
S. 174AA	Educators and other staff members of education and care service to notify certain information
S. 178	Suspension of education and care by certain persons
S. 178A	Supervision of certain persons providing education and care
S. 188	Offence to engage person to whom prohibition notice applies
S. 188A	False or misleading information about certain notices
10	Meaning of actively working towards a qualification
82	Environment to be free from tobacco, vaping devices, vaping substances, drugs and alcohol
84	Awareness of child protection law
120	Educators who are under the age of 18 to be supervised
123	Educator to child ratios – centre based services
135	Illness or absence of early childhood teacher or suitably qualified person
136	First aid qualifications
145	Staff Records
149	Volunteers and Students
155	Interactions with children
151	Record of educators working directly with children
168	Policies and Procedures
170	Policies and procedures are to be followed
171	Policies and procedures to be kept available
172	Notification of change to policies or procedures
175	Prescribed information to be notified to the Regulatory Authority

RELEVANT POLICIES

Code of Conduct Policy	Privacy and confidentiality Policy
Child Protection Policy	Recruitment Policy
Child Safe Environment Policy	Respect for Children Policy
Enrolment Policy	Sleep and Rest Policy
Interactions with Children Families and Staff Policy	Staffing Arrangements Policy
Performance Management Policy	Tobacco Drug Alcohol Free Policy
Dealing With Complaints Policy	Safe Use of Digital Technologies and Online Environments Policy

SCOPE

This policy applies to children, families, staff, management, approved provider, nominated supervisor students and visitors of the Service.

PURPOSE

Our Service is committed to being a child safe Early Education and Care Service and embed the National Child Safe Principles (Child Safe Standards) into all aspects of our operations, practice, decision-making and culture. Our robust recruitment and screening processes for permanent and relief staff play a vital role in ensuring that child safety, wellbeing and best interests take priority over all other considerations including financial interests or other obligations of management. This policy supplements our *Staffing Arrangements Policy* and *Recruitment Policy*.

IMPLEMENTATION

Our Service will comply with the required educators to child ratios, taking into consideration qualification requirements and experience, implement the required staffing requirements and ensure all staff adhere to our Code of Conduct. Potential relief staff will be required to attend an interview with management to ensure they are a *'fit and proper person'* and hold the required ACECQA approved qualifications for the particular roles within the Service or be defined as a *'suitably qualified person'* for the position.

- approved early childhood teacher qualification or
- proof of *actively working towards* at least an approved early childhood teaching qualification AND has completed at least 50 per cent of the qualification or holds an approved early childhood education and care diploma (see: [ACECQA qualifications checker](#))

- or an individual who is registered (accredited in New South Wales) as a primary or secondary school teacher in Australia AND holds an ACECQA approved early childhood education and care diploma (or higher approved qualification)
 - current Working with Children Check; Vulnerable Person check or Police/Criminal Check (
 - any other required qualification- CPR, First Aid, approved asthma management training, approved anaphylaxis management training, approved child protection training
- The interview process will include management checking references to ensure the applicant is a 'fit and proper person' and verify their Working with Children Check (WWCC); Vulnerable Person Check or Police/Criminal Check. All prospective applicants must declare they do not hold any prohibition notices preventing them from working with children.

All prospective applicants (including agency relief staff) must declare they are fit and proper to engage in employment working directly with children (including any negative notices such as a show cause notice, suspension notice, supervision notice, disciplinary notice/order or prohibition notice under National Law). Any negative findings identified through these recruitment checks will be considered during the recruitment and selection process. Prospective applicants with relevant prohibition or disciplinary actions may be deemed unsuitable and will not be engaged to work within the Service.

Agencies providing casual and relief staff must follow regulatory directions at all times. The approved provider will verify agency compliance before accepting casual and/or relief staff.

Relief staff are advised it is an offence to provide false or misleading information in relation to their identity, qualifications, clearances, or any matter relevant to their suitability to work with children. Relief staff will be placed on the casual list and invited to the Service for an orientation prior to commencing any work.

Our Service adopts and aligns with the [National Model Code](#) and Ministerial Direction related to taking images or videos of children, and relief staff must adhere to these guidelines and directions. (See *Safe Use of Digital Technologies and Online Environments Policy*.)

ORIENTATION

Relief staff members are required to undergo a full induction and orientation into the Service to ensure they have a clear understanding of:

- putting children first in all considerations and practices to ensure child safety, welfare and wellbeing
- the Service's policies and procedures
- Code of Conduct
- Child Safe Standards
- Child Protection- including obligations as a mandatory reporter, when a report must be made and how to make a report
- National Model Code and Guidelines and [Education and Care Services \(Supply, Authorisation and Use of Devices\) Order 2025](#)
- safe sleep procedures
- sign in and out processes
- emergency evacuation procedure
- service amenities
- children's medical and/or dietary requirements and conditions
- the Service's program and routine
- their roles and responsibilities (including mandatory reporting and reportable conduct scheme)
- supervision requirements
- privacy and confidentiality requirements
- Child Information Sharing
- behaviour guidance strategies implemented
- Work, Health and Safety
- complaints procedures.
-

RELIEF STAFF INDUCTION PACK

Relief staff will be issued with an induction pack prior to commencing employment, which will contain:

- staff handbook
- Service philosophy
- position description
- employment contract
- Code of Conduct
- copy of the Early Childhood Australia Code of Ethics
- employee details form

- employee Information form
- employee immunisation record

SERVICE REQUIREMENTS

Prior to relief staff commencing at the Service management must be provided with the following information:

- preferred name
- full street address (home)
- mobile phone number (personal)
- proof of minimum educational qualification/training
- evidence of completed professional training in
 - CPR
 - First Aid certificate
 - approved cardio-pulmonary resuscitation training
 - approved emergency asthma management training
 - approved emergency anaphylaxis management training
 - approved Child Protection training (where applicable)
- Working with Children Check number and date of expiry; Vulnerable Persons Check number and date of expiry or Criminal History/Police Check- number and date of expiry or proof of current teacher registration; identifying number and expiry date of registration
- banking details for direct deposit wage payment
- signed employment contract and job description
- completed Tax File Declaration form
- superannuation details
- emergency contact details
- medical conditions notification
- immunisation status
- recruitment agency trading name (if applicable).

EMPLOYMENT COMMENCEMENT

- It is recommended that relief staff arrive 10 minutes prior to their shift to ensure they have adequate time to place their belongings in an allocated locker, read any staff communication, sign on, and be up to date with important information that is relevant and necessary for the day.

- Relief staff members are to follow the directions of the educational leader/lead educator
- Relief staff members must strictly adhere to the National Model Code [and Education and Care Services \(Supply, Authorisation and Use of Devices\) Order 2025 \[NSW only\]](#) for taking images or video of children
 - personal electronic devices or personal storage devices, that can take images or videos, are not used by educators, staff, visitors or volunteers when working directly with children
 - staff and educators only use electronic devices supplied and registered with the Service for taking images or videos of children enrolled at the Service
- Relief staff members are to follow the directions of the educational leader / lead educator
- Under the guidance of their lead educator, relief staff members are to introduce themselves to families, explain their position within the Service, inform parents who they are replacing and how long they expect to be placed at the Service.
- All relief staff members are to abide by confidentiality and privacy legislation in regard to staff, management, children and families within their care. They are to treat any information shared with them professionally and sensitively.
- In conjunction with all permanent staff members, relief staff are requested to be mindful of the time taken for breaks and return promptly to minimise any disruption to the set routine and/or ratio requirements.
- It is advised that all staff members, whether relief or permanent, look after their health and keep their immunisations up to date.
- The Service will aim to maintain a register of relief staff members that are familiar to the families and children, and familiar with the policies and program to ensure consistency for children, families, and the Service.
- families, and the Service
- The approved provider will keep accurate and up to date information about all relief staff engaged by the Service (including agency staff), (see *Staffing Arrangements Policy* for details on required records). This information will be collected and maintained digitally within the [National Educator Register](#) from 2026.

INAPPROPRIATE CONDUCT

The approved provider will ensure all relief staff receive a thorough induction and orientation, including training on the Service's policies, procedures and expected standards of conduct. Relief staff are required to notify the approved provider within 24 hours of any changes to their WWCC status, teacher

registration or fit and proper status (including any negative notices such as a show cause notice, suspension notice, supervision notice, disciplinary notice/order or prohibition notice).

Any relief staff who receive a negative notice will be immediately removed from duties and must not engage in any work or contact with children at the Service until a review of the notice has been conducted. The approved provider will notify the regulatory authority of any changes to a relief staff member's WWCC/Vulnerable Person Check within 24 hours.

Agencies providing relief/casual staff must meet regulatory responsibilities and share or provide information in relation to changes to WWCC status or a person's clearance to work with children.

The approved provider will maintain appropriate documentation regarding inappropriate conduct (including any allegations or incidents of sexual offences or sexual misconduct) in accordance with the *Performance Management Policy and Child Protection Policy* and provide notification to the regulatory authority within the required timeframe as required.

SERVICE DRESS CODE

Relief staff must ensure they maintain a professional image at all times. Staff are to be clean and tidy at all times with no offensive or controversial clothing to be worn.

Pants/Shorts

- tailored black pants are to be worn
- track pants and jeans are unacceptable to wear at our Service
- shorts may be worn at an acceptable length, which is considered to be two inches above the knee. Clothing shorter than this is not considered to be acceptable.

Tops

- in maintaining the professional image of our Service, staff need to consider the suitability of tops when deciding what to wear
- T-shirts must cover the shoulders
- singlets, midriffs and strapless tops are inappropriate and therefore will not be accepted in the work environment. If it is deemed that a staff member's top is too revealing or inappropriate for wearing around children and families, they will be asked to return home to change. The staff member will not be paid for the time taken to remedy the clothing situation.

Footwear

- educators and kitchen staff must wear enclosed shoes at all times
- enclosed shoes are preferred for all other staff
- thongs are not appropriate dress and are considered dangerous footwear in the workplace.

Sun Safety

- all staff are required to wear a hat when participating in outdoor activities (as an example to children, for your own protection, and to comply with legislation)
- staff will be required to wear a wide brimmed hat (no caps)
- staff will be provided with sunscreen for use
- staff may wear sunglasses in the outdoor environment
- enclosed shoes are to remain on at all times.

ALCOHOL, TOBACCO, VAPING AND OTHER DRUGS

- staff members are not permitted to consume alcohol, use tobacco or vape, or use other drugs whilst on the premises of children's service. (Reg: 82)
- staff are not to offer or supply alcohol, tobacco or other drugs to any person at the Service
- staff who are under the influence of alcohol or drugs will not be allowed to remain on the Service premises
- any breach of these conditions will result in disciplinary action
- staff who use prescription medication are asked to discuss the possible side effects of these drugs with management to ensure that the staff member and children remain safe at all times.
- relief staff are not permitted to administer prescription medication to children unless approved by management.
- staff must not carry or use vaping substances or vaping devices on the Service premises while education and care is provided to children.

CONTINUOUS IMPROVEMENT/REFLECTION

Our *Relief Staff Policy* will be reviewed on an annual basis or earlier if there are changes to legislation, ACECQA guidance or any incident related to our policy. Feedback will be requested from children, families, staff, educators and management and notification of any change to policies will be made to families within 14 days.

- RELATED RESOURCES

Code of Conduct Staff Acknowledgement	Induction Checklist

Employee Details Form Employment Application Individual Staff Record	Policy Acknowledgement Form Relief Staff Availability Form Staff Handbook

SOURCES

Australian Children's Education & Care Quality Authority. (2014).

Australian Children's Education & Care Quality Authority. (2024). [Guide to the National Quality Framework](#)

Australian Children's Education & Care Quality Authority. (2024). [National Model Code for Early Childhood Education and Care.](#)

Education and Care Services National Law Act 2010. (Amended 2023).

[Education and Care Services National Regulations.](#) (Amended 2023)

Fair Work: <https://www.fairwork.gov.au/starting-employment/types-of-employees>

REVIEW

POLICY REVIEWED BY	Tracy Gill	Nominated Supervisor	27.11.2025
POLICY REVIEWED		NEXT REVIEW DATE	DECEMBER 2026
VERSION NUMBER	V1		
MODIFICATIONS			

SOCIAL MEDIA POLICY

We recognise both the benefits, and challenges, of using Facebook and other social media platforms in the early childhood setting. This policy has been developed to provide employees, families, volunteers and students with standards of use as they engage in conversations or interactions using social media for official, professional and personal use.

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 7: GOVERNANCE AND LEADERSHIP		
7.1.1	Service philosophy and purposes	A statement of philosophy guides all aspects of the service's operations.
7.1.2	Management Systems	Systems are in place to manage risk and enable the effective management and operation of a quality service that is child safe.
7.1.3	Roles and Responsibilities	Roles and responsibilities are clearly defined and understood and support effective decision making and operation of the service.
7.2	Leadership	Effective leadership builds and promotes a positive organisational culture and professional learning community.

EDUCATION AND CARE SERVICES NATIONAL LAW AND NATIONAL REGULATIONS	
S. 162A	Child protection training
S. 165	Offence to inadequately supervise children
S. 167	Offence relating to protection of children from harm and hazards
84	Awareness of child protection law
181	Confidentiality and storage of records
183	Storage of records and other documents

RELATED LEGISLATION

<i>Privacy Act 1988</i> (the Act)	<i>Privacy and Personal Information Protection Act 1998</i>
<i>Crimes Act 1900</i>	

RELATED POLICIES

Child Protection Policy	Photograph Policy
Child Safe Environment Policy	Privacy and Confidentiality Policy
Code of Conduct Policy	Respect for Children Policy
Cyber Safety Policy	Responsible Person Policy
Dealing with Complaints Policy	Safe Use of Digital Technologies and Online Environments Policy
Dealing with Complaints Policy (Staff)	Student, Volunteer and Visitors Policy
Family Communication Policy	Supervision Policy
Health and Safety Policy	Work Health and Safety Policy
Interactions with Children, Family and Staff Policy	
Privacy and Confidentiality Policy	

PURPOSE

Being part of our Service and actively creating and maintaining a child-safe culture, entails a position of trust and responsibility from all stakeholders. This policy provides guidelines and expectations for all staff and families to ensure child safe practices. We aim to ensure that our Service, children, educators, and/or families are not compromised in any form on Facebook, or any other social media platform and that all social media usage complies with our Service's philosophy, relevant policies, and our code of conduct. Our Service practices align with the [National Model Code](#) and Guidelines for taking images or videos of children and embeds the National Principles for Child Safe Organisations into our culture and service operations.

SCOPE

This policy applies to children, families, staff, educators, management, approved provider, nominated supervisor, students, volunteers and visitors of the Service.

IMPLEMENTATION

Social media is defined as *"forms of electronic communication (such as websites for social networking and microblogging) through which users create online communities to share information, ideas, personal messages, and other content (such as videos)"* (Merriam-Webster dictionary).

We recognise that there are many advantages in using social media to network within Service operations. It is important to approach usage with caution, through careful and systematic management. Whilst healthy debate may provide thought-provoking discussion, there are guidelines in place to ensure that our Service remains open and welcoming for children, families, and staff.

The National Principles for Child Safe Organisations recognise the importance of safe physical and online environments to promote safety and wellbeing of all children. Our Service has the responsibility to ensure children, educators and staff are protected from harm when they engage with digital technology including social media.

This policy applies to all forms of social media including (but not limited to):

- Social networking sites e.g., Facebook, Twitter, LinkedIn
- Image sharing sites e.g., Instagram, Snapchat
- Music/dance videos e.g., Tik Tok
- Video hosting sites e.g., YouTube and Vimeo
- Community blogs e.g., Tumblr and Medium
- Discussion sites e.g., Reddit and Quora

NATIONAL MODEL CODE AND GUIDELINES

Our Service implements the recommended practices released by ACECQA regarding the [National Model Code](#) and associated Guidelines. Our Service will ensure educators, staff, students and visitors adhere to the following practices at all times children are educated and cared for at our Service:

- personal electronic devices must not be used to take images, record audio or capture videos of children being educated and cared for at the Service
- personal electronic devices, including phones and smartwatches, must not be in the possession of any person while working directly with children within the children's environment
- only electronic devices issued by the Service are used to record and store images and videos of children
- Service electronic devices are not to be taken out of the Service/ away from Service premises except where required for operational activities, for example excursions or transportation
- procedures are followed regarding safe storage and restricted access of images and videos of children

SERVICE FACEBOOK ACCOUNT

Our Service has a Facebook and Instagram account to converse and share information with our families and community,

which is administered by the approved provider and nominated supervisor.

Only current enrolled families and staff will have access to the Service Facebook page. The page is locked as "Privacy type: Closed: Limited public content. Members can see all content." The approved provider/ nominated supervisor will be responsible for accepting requests to join from new families.

The intent for our Service Facebook page and is to:

- keep families in touch with what's happening at the Service, including upcoming and special events.
 - connect with other parents and share thoughts about programs, policies, and procedures
 - provide an avenue to ask parents their thoughts and provide appropriate research-based information on common child rearing issues.
 - provide educational information to families and employees.
- NOTE: The Service Facebook must not be used for personal comments or discussions.

PRIVACY

- All staff and educators must remain aware that they represent and could be identified as an employee of the Service through any online activity
- Staff and educators must maintain appropriate privacy of families, employees, students, children and

volunteers, including when they have obtained permission to publish content to the Service Facebook account

- Absolutely no written content will be published to Facebook without the implicit and written permission of families to whom the content relates
- Our Service will gain implicit and written family permission prior to posting photos of children.
- Passwords will not be shared without authorisation from management
- Our Service will remain up to date with any changes to Facebook ensuring privacy setting remain up to date
- Upon resignation of an employee management will ensure access to Service accounts, including Facebook and email, is restricted immediately.

THE APPROVED PROVIDER AND NOMINATED SUPERVISOR WILL:

- ensure that obligations under the *Education and Care Services National Law and National Regulations* are met
- ensure educators, staff, students, visitors and volunteers have knowledge of and adhere to this policy and associated procedure
- ensure all staff, educators, volunteers and students are aware of current child protection law, Code of Conduct, National Principles for Child Safe Organisations, National Model Code and their duty of care to ensure that reasonable steps are taken to prevent harm to children
- ensure all staff, educators, students and volunteers are aware of their mandatory reporting obligations and promptly report any concerns related to child safety, including inappropriate use of digital platforms and online environments to the approved provider or nominated supervisor [See *Child Protection Policy*]
- report any suspected cases of online abuse to the relevant authorities, including the e-Safety Commissioner and Police, in accordance with legal requirements and child protection obligations

- ensure families are aware of our *Social Media Policy and Safe Use of Digital Technologies and Online Environments Policy* and procedure and are advised on how and where the policy can be accessed
- obtain parent/guardian written authorisation/consent to collect and share images or videos of their children online
- ensure families are informed of the intended use for images and/or videos, including social media or other purposes
- ensure educators teach children consent for image taking to develop respectful social media use
- be responsible for determining who is authorised to upload images and videos of children and staff onto secure social media platforms
- ensure all images and videos of children are stored securely with password protection and used in accordance with Service policies
- ensure personal information about families, children and staff that reveals their identity is not posted on-line
- photos or videos posted on social media of children must be appropriate in nature and must not show children in distress, in a position that may be perceived as sexualised or in a state of undress, including where genitalia may be exposed
- ensure the highest level of privacy settings are established and maintained on the account
- ensure all passwords are kept confidential
- log out of Facebook or any social media platform when not in use and prior to leaving the Service
- regularly scan online content related to the Service to ensure appropriateness
- adhere to our *Dealing with Complaints Policy* and procedures to investigate any occurrences where a person working at the Service may:
 - post photos or information of the Service or children
 - defame, harass or bully any other person who works at the Service or is connected to the Service
- ensure that any staff or educator found guilty of any misconduct (on both the Service Facebook page and any Facebook page or other social media platform) is aware that this may result in disciplinary procedures or termination of employment. Police and child protection authorities may be involved in an investigation.

THE APPROVED PROVIDER, NOMINATED SUPERVISOR, EDUCATORS, STAFF MEMBERS, VOLUNTEERS AND STUDENTS WILL NOT:

- have access to any personal electronic devices used to take photos, record audio or capture video of children who are being educated and cared for at the Service
- access personal Facebook accounts or any other social media accounts on any workplace device whilst educating and caring for children

- post any photos taken of the children enrolled at the Service on their personal Facebook or any other social media account
- post any information about the Service, colleagues, children, or families on any personal social media

account

- vilify, harass or bully any other person who works at the Service, family or community member connected to the Service
- post offensive or derogatory comments or information that could bring their professional standing or that of the Service into disrepute
- use their personal camera, phones or any other electronic device to take photos or video whilst at the Service.

PERSONAL SOCIAL MEDIA ACCOUNTS

Staff members are to use their own personal discretion when adding a family of the Service as a 'friend' on Facebook or any other social media. The Service does not recommend that staff add families of the Service to personal social media accounts as they will still be seen as a representative of the Service and required to uphold the Service's Code of Conduct on all posts. It is extremely important not to post information about the Service, colleagues, children, or families on personal social media accounts, as this not only contravenes the Service policies and *Code of Conduct* but is considered a breach of the Commonwealth's *Privacy Act 1988* and *Privacy and Personal Information Protection Act 1998*.

Families are asked to respect that staff may have a personal policy on adding families to personal social media accounts due to their professional philosophy, and that the Service does not recommend staff to have families as friends on their private account.

If adding families to personal social media accounts, educators will adhere to relevant policies, including the Code of Conduct of the Service.

FAMILIES:

- will adhere to our Service's *Social Media Policy*
- will provide written authorisation/consent for the Service to take images or video of their child on Service issued electronic devices and upload to social media platforms
- will not use personal electronic devices, such as mobile phones, smart watches or META sunglasses, to take photos, record audio, or capture video of children being educated and cared for at the Service
- will not use images of children obtained via the Service's app for learning and observation purposes or photos images posted on Facebook or other social media platforms to publish on their own social media as the Service has no control over these images once they are in the public domain

- are aware they have the choice to withdraw their child's consent to have images or videos posted on social media at any time
- are provided with clear information on how to make a complaint and our complaint handling processes (see *Dealing with Complaints Policy*).

BREACH OF POLICY

Any breach of this policy that places a child at risk of harm will be investigated immediately.

Staff members or educators who fail to adhere to this policy may be in breach of their terms of employment and may face disciplinary action. Visitors or volunteers who fail to comply to this policy may face termination of their engagement. Family members who do not comply with this policy may place their child's enrolment at risk and limit the family members access to the Service.

RESOURCES

Australian Children's Education & Care Quality Authority. (2024). [*National Model Code for Early Childhood Education and Care*](#)

Australian Children's Education & Care Quality Authority. (2025). [*NQF Online Safety Guide*](#)

Australian Children's Education & Care Quality Authority. (2024). [*Taking Images and Video of Children While Providing Early Childhood Education and Care. Guidelines For The National Model Code.*](#)

Australian Government Office of the eSafety commission www.esafety.gov.au/early-years
eSafety [*Early Years Checklist*](#)

CONTINUOUS IMPROVEMENT/REFLECTION

Our Service will continue to evaluate and assess our online safety practices through critical reflections, checklists, professional learning and discussions with families and staff. Our *Social Media Policy* will be updated and reviewed annually in consultation with families, staff, educators and management.

Educators and staff will complete online training through the [*eSafety Commissioner*](#) to ensure staff remain up to date with current research and are aware of how to report inappropriate content on social media sites.

SOURCES

Australian Children's Education & Care Quality Authority. (2025). [*Guide to the National Quality Framework*](#)

Australian Children's Education & Care Quality Authority. (2023). [*Embedding the National Child Safe Principles*](#)

Australian Children’s Education & Care Quality Authority. (2024). [National Model Code for Early Childhood Education and Care.](#)

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Dictionary by Merriam-Webster

Early Childhood Australia Code of Ethics. (2016).

[Education and Care Services National Regulations.](#) (Amended 2023).

eSafety Commissioner: <https://www.esafety.gov.au/educators/esafety-early-years-program-for-educators>

Privacy Act 1988.

Privacy and Personal Information Protection Act 1998.

[Western Australian Legislation Education and Care Services National Regulations \(WA\) Act 2012](#)

REVIEW

POLICY REVIEWED BY	Tracy Gill	Nominated Supervisor	27.11.2025
POLICY REVIEWED		NEXT REVIEW DATE	AUGUST 2026
VERSION	V1		
MODIFICATIONS			

WRITING, REVIEWING & MAINTAINING POLICIES POLICY

Under the *Education and Care Services National Law and Regulations*, an approved provider must ensure that policies and procedures are in place under Regulations 168. While it is important to have policies and procedures in an early childhood education and care service, it is equally important that the policies are regularly reviewed, and amendments made to cater for changes in legislation and researched best practice, and changes to service procedures that aim to support ongoing quality improvement.

Engagement in regular review of policies and procedures ensure that they align with quality practice within the Service and are responsive to feedback identified through the service's risk management and quality improvement systems. [Guide to National Quality Framework]

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 6: COLLABORATIVE PARTERSHIPS WITH FAMILIES AND COMMUNITIES		
6.1.1	Engagement with the service	Families are supported from enrolment to be involved in the service and contribute to service decisions
QUALITY AREA 7: GOVERNANCE AND LEADERSHIP		
7.1	Governance	Governance supports the operation of a quality service that is child safe.
7.1.1	Service philosophy and purposes	A statement of philosophy guides all aspects of the service's operations.
7.1.2	Management Systems	Systems are in place to manage risk and enable the effective management and operation of a quality service that is child safe.
7.1.3	Roles and Responsibilities	Roles and responsibilities are clearly defined and understood and support effective decision making and operation of the service.
7.2.1	Continuous improvement	There is an effective self-assessment and quality improvement process in place.

EDUCATION AND CARE SERVICES NATIONAL REGULATIONS	
S. 3A	Paramount consideration
31	Conditions on service approval-quality improvement plan
55	Quality improvement plans
56	Review and revision of quality improvement plan

168	Education and care services must have policies and procedures
170	Policies and procedures to be followed
171	Policies and procedures to be kept available
172	Notification of change to policies or procedures

PURPOSE

To ensure compliance with the National Quality Framework our Service will review our policies and procedures on an annual basis, or more frequently if required due to changes having occurred within the Service, or if considered best practice in respect of current research. We aim to work in collaboration with our educators and families, gathering feedback when updating our policies and procedures to ensure that the needs of children being educated and cared for are always being met.

We believe that children's safety, rights, and best interests are the paramount consideration for all Service operations, decisions and functions. Our Service ensures that child safety, wellbeing and best interests take priority over all other considerations, including financial interests or other obligations of management, and are embedded in our daily practices, policies and procedures.

SCOPE

This policy applies to children, families, staff, educators, management, approved provider, nominated supervisor, students, volunteers and visitors of the Service.

IMPLEMENTATION

Policies and procedures are an integral part of the documentation required to meet legislative requirements for all early childhood education and care services. Policies and procedures clearly outline the processes all staff employed by a service will follow and assist all staff to understand their roles and responsibilities. They ensure a consistent approach and embedded practice across all operations and practices of a service and help to inform families how the service operates.

THE APPROVED PROVIDER/NOMINATED SUPERVISOR/MANAGEMENT WILL ENSURE:

- our policies and procedures are underpinned by the *Early Years Learning Framework* and ECA Code of Ethics and address the *Education and Care Services National Law and National Regulations*, *National Quality Standard*, *Family Assistance Law*, and other state/territory laws as applicable

- all policies and procedures will be made available for families, educators, visitors, students and staff to view at all times
- all policies developed will be made in consultation with management, staff and families of children attending the Service
- that all policies and procedures are reviewed as per the document review routine, or more often if required (e.g., due to changes in regulations, legislation, and/or Service practices). This gives families, educators and staff opportunities to suggest aspects or areas that may need to be modified or improved.
- each document has a recommended review date stated in the 'Review' section of the policy document and changes are clearly made through version control
- educators, staff, and family members are invited to have input into the policies and procedures at any time of the year, not only at the scheduled review time for a particular policy
- policies include clear, simple statements and are presented in a logical format
- procedures include detailed descriptions of how each policy will be implemented within the service and provide step-by-step instructions to ensure each staff member or any other person can follow in a particular circumstance
- all policies will be signed, sourced/referenced, and dated at each review and educators and other staff will continuously seek out relevant new information and research to be included in policies in order to provide the best possible environment and practices
- policies will be informed by relevant authorities to ensure best practice- e.g.: KidSafe, Cancer Council, Red Nose
- all stakeholders at the Service must be informed of any changes to policies. This will occur in writing and be provided to families, educators, other staff, management, the committee, and any other applicable individuals
- families not involved in the Family Committee will have the opportunity to revise and help plan policies via Newsletters and specific letters to families discussing the policy or a draft of the proposed policy and given the opportunity to respond
- all policies that are being either reviewed or developed will be displayed on the Service's noticeboard, so that all stakeholders are aware of progress at all times and can be involved in the review
- all revised/updated policies are included in the Policy Folder/document. Updates will be made to the Family Handbook, Staff Handbook and other related documents

LEGISLATIVE REQUIREMENTS

Services must have policies and procedures in place relating to the categories listed in Regulation 168 of the *National Regulations*. Services may have additional policies and procedures dependent upon their unique situation and operation requirements.

In accordance with Regulation 172, our Service must ensure that parents of children enrolled at the service are notified at least 14 days before making any change to a policy or procedure that may have a significant impact on:

- the service's provision of education and care to any child enrolled at the service; or
- the family's ability to utilise the service.

The Service must ensure that parents of children enrolled at the service are notified at least 14 days before making any change that will affect the fees charged or the way in which fees are collected.

If the Service considers that the notice period would pose a risk to the safety, health or wellbeing of any child enrolled at the service, the approved provider must ensure that parents of children enrolled at the service are notified as soon as practicable after making a change.

The Service must ensure that copies of the current policies and procedures are available for inspection at the service upon request.

The approved provider must ensure the following policies are in place (Reg.168):

- Health and Safety
 - Nutrition, food and beverages, dietary requirements
 - Sun protection
 - Water safety- including water safety during any water-based activities
 - The administration of first aid
 - Sleep and rest for children
- Incident, Injury, Trauma And Illness
- Dealing with Infectious Diseases
- Dealing with Medical Conditions
- Emergency and Evacuation
- Delivery of Children to, and Collection from, education and care service premises
- Safe Transportation of Children

- Safe Arrival of Children
- Excursions
- Providing a Child Safe Environment
- Staffing
 - Code of Conduct
 - Determining the Responsible Person
 - Participation of Volunteers and students
- Interactions with Children
- Enrolment and Orientation
- Governance and Management
 - Confidentiality of records
- Acceptance and refusal of authorisations
- Payment of Fees
- Dealing with Complaints

CONTINUOUS IMPROVEMENT/REFLECTION

The *Writing and Reviewing Policies Policy* will be reviewed on an annual basis in conjunction with children, families, staff, educators and management.

- RELATED RESOURCES

Notification of change to policy and procedures form	Policy Evaluation Worksheet
Policy and Procedure Checklist	Policy Review Calendar
Policy Evaluation Procedure	Required Policies and procedures Quick Reference Guide

SOURCES

Australian Children’s Education & Care Quality Authority. (2012). *How to Develop and Update Policies Successfully (without the stress)*.

Australian Children’s Education & Care Quality Authority. (2024). [Guide to the National Quality Framework Education and Care Services National Regulations](#). (Amended 2023).

REVIEW

POLICY REVIEWED BY	Tracy Gill	Nominated Supervisor	2.12.2025
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