BLINKIES EARLY EDUCATION CENTRES PTY LTD

POLICY AND INFORMATION BOOKLET

We acknowledge the traditional owners of this land and pay respect to Elders, past, present and emerging.
We committed to being a child safe organisation

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POLICY REVIEW PROCESS

Blinkies Early Education Centre Pty Ltd encourages all staff and parents to be actively involved in the annual review of each of its policies and procedures. In addition, the Service will accommodate any new legislative changes as they occur and any issues identified as part the Service's commitment to quality improvement. The Service consults with relevant recognised authorities as part of all policy reviews to ensure the policy contents are consistent with current research and contemporary views on best practice. All policies will be updated to ensure compliance with relevant legal requirements annually. Appropriate consultation of all stakeholders (including staff, families, children and the community) will be conducted in a timely manner to capture the voices of all stakeholders. In accordance with Regulation 172 of the *Education and Care Services National Regulation*, families of children enrolled will be notified at least 14 days, and their input considered, prior to any amendment of policies and procedures if the changes will have any impact:

- on their children or family.
- Affect the fees charged or the way fees are collected
- Significantly impact the service's education and care of children
- Significantly impact the families ability to utilise the service

All Blinkies Early Education Centre's Pty Ltd policies are approved by the Approved Provider and Nominated Supervisor.

ACKNOWLEDGEMENT OF COUNTRY

We acknowledge and pay respect to the traditional custodians of this Land, the Awabakal people as we embrace our diverse nation and place high importance on the contributions by families of Aboriginal and Torres Strait Islander communities.

We are committed to embedding Aboriginal and Torres Strait Islander perspectives, histories and cultures in curriculum planning in a respectful and meaningful way, reflective in our Reconciliation Action Plan.

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ABOUT THE SERVICE

Blinkies Early Education Centre - 5 Hawkins Street, New Lambton 2305
63 children per day 0-5 years
Bright Buttons Early Learning Centre – 36 Kahibah Road, Waratah
20 children per day 0-5 years

Hours of operation are 7.00am – 5.30pm

Our services comply with the Education and Care Services National Regulations under the Children (Education and Care Services) National Law (NSW) 104a.

We adopt a collaborative approach in supporting families access our service and providing consistency between home and the care environment. Our daily fees include the following:

- Nappies and nappy hygiene products
- Meals – breakfast if required (before 7.30am), morning tea, lunch and afternoon tea. The specific food deletions of individual children are catered for and reflected in the service menu
- Hats – laundered by the service each day
- 50+ SPF sunscreen

The National Quality Framework (NQF) provides a framework for us to provide high quality education and care, providing children the opportunity to develop quality outcomes for lifelong learning. The NQF underpins all aspects of our policies and practice, consisting of:

- National Law and National Regulations
- National Quality Standards (NQS)
- Assessment and Quality Rating Process
- National Learning Framework – Early Years Learning Framework V2 (EYLF)

Blinkies Early Education Centre and Bright Buttons are privately owned services; managed by Blinkies Early Education Centre Pty Ltd, with Susan Huff as the approved provider. Therefore, families are not required to participate in any aspect of administration or financial planning and budgeting. We adopt an open door approach for parents and other authorised nominees, valuing a collaborative approach with families welcoming the sharing of expertise, feedback and annual planning reviews. We also acknowledge and respect the rights of families not to participate in the previously mentioned should their workloads, expertise and willingness preclude them from doing so.

Annual planning obligations including:

- Financial planning and budgets, which includes maintenance and the ongoing development of the physical environment, Risk Management Plan and Environmental Strategic Plan will be conducted by the director of the company in consultation with the companies Chartered Accountant.

- Quality Improvement Plan (QIP) as set out by the requirements of the National Quality Standard will be conducted by the Approved Provider and the Nominated Supervisor in consultation with educators, families and interested community representatives.

- Policies and Procedures will be reviewed by the Approved Provider and Nominated Supervisor in consultation with educators, families, children and interested community representatives.

- Development and implementation of the Strategic Inclusion Plan (SIP) will be conducted by the Approved Provider and Nominated Supervisor in consultation with educators, inclusion support agencies, families and interested community members.

- Development and implementation of the service Reconciliation Action Plan (RAP) will be co-ordinated by our RAP action group through Narragunnawali, in collaboration with educators, families, children and community members.

Susan Huff has owned and operated Blinkies Early Education Centres Pty Ltd for over 40 years and is committed to providing a unique care structure in which all family member's needs are met while enabling siblings to spend the maximum amount of time together in a common care situation. Therefore, the Approved Provider / Nominated Supervisor of this service will give priority to families who require care for more than one child and to families who already have a child enrolled at the service. It is our preference that a child should attend for a minimum of two days per week. An enrolment for one day per week will be considered in consultation with approved provider/nominated supervisor.
We are committed to the development of staff skills and knowledge to support the learning and development of all children. Additional early childhood teachers (ECT) are employed above the required ratio to enrich the learning opportunities offered in our program.

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PARKING

The management supports the neighbors of all services and acknowledges that these residents may sometimes experience difficulties due to their proximity to the services. Management will not condone any imposition of the immediate community by family's utilising this service.
Services are located in primary residential areas and all clients should respect the residents of Hawkins Street by ensuring that parking is conducted in a safe and responsible manner. Parents may assume that they can remove children from the car, take them into the service, sign in, place their children's belongings, communicate with educators and return to their cars in a brief period of time. Realistically this process takes a minimum of five minute which is too great a time to encroach on any resident's entry or departure from their property. It is simply not acceptable to park in, across, or even too close to any designated driveway with special reference to no parking signs on driveways of No. 3 and No.7 Hawkins Street and the no standing signs in front of No. 2 Hawkins Street.
Please note: Clients of Blinkies Early Education Centre should park parallel to the curb in all areas except in front of number 2, which is clearly sign posted 'no standing zone'.

PHILOSOPHY

As early childhood educators we are committed to promoting ongoing lifelong learning, professional development and reflective practice to promote quality outcomes in a safe environment for children. Blinkies Early Education Centre Pty Ltd view children as successful, capable and competent learners, with an ongoing commitment to children, family, educators and the community. Our commitment and passion for early childhood education and care is evident as soon as you enter our service, observe the interactions and engage with our educators. We are a strong team of professionals focused on building strong relationships, connections with our community and an engaging learning environment promoting discovery, imagination and wonder.

Learning and Development

- Providing opportunities for children to develop understandings, construct meaning, problem solve, contribute to learning in a group and learn about consequences in a play-based learning environment.
- Management, educators and team members are skilled, knowledgeable, reflective and collaborative in all aspects of their practice.
- Scaffolding children as they acquire skills, knowledge, attitudes and sensitivities that will enable them to be positive members of their family, and community.
- Respecting each child's developmental needs, abilities, culture, interests and learning styles without discrimination or bias.
- Providing a play-based learning environment for children based on interests and skills, for learning and development to occur through an interactive approach focusing on the process rather than the product.
- Recognising each child's unique pattern of learning and development and providing a learning environment that provides opportunity to thrive through hands on experiences with people and materials.
- Ongoing critical reflection to guide practice and quality improvements within our service, with consideration to current research. Early childhood theories and understandings are applied within the unique context of our service.
- Children are supported to become environmentally responsible, this is promoted through service policy, practice, modelling and planned experiences in the program.
- Acknowledging the value of educators and children working collaboratively to formulate simple social contracts to be observed in the service enhancing safety for all children.
- Focus on staff being equipped with the knowledge, skills and awareness to keep children safe through continual education and training.
- Child safety is embedded in our organisational leadership, governance and culture.
- Celebrating the cultures reflected in our service community through the celebration of traditions, customs and days of significance in the cultural calendar.
- Our program is developed by highly qualified and experienced educators with the guidance and support of the educational leader.
- Our program is developed in collaboration with the early years learning framework (EYLFv2)
- STEAM subjects (science, technology, engineering, art and mathematics) are embedded in our program.

Relationships

- Building and maintaining collaborative partnerships within our local community, to build a sense of belonging and being for children, families, educators and community members.
- Best practice, quality improvement and quality outcomes outlined in the National Quality Standards (NQS) underpin and are embedded in all our policies and practice.
- Creating a reputable early education service that families are happy and confident to refer family and friends to.
- Respecting all family units, educators; support, celebrate, empower and advocate for all families enrolled at Blinkies Early Education Centre Pty Ltd.
- Promoting the rights and best interest of each child in our care, valuing their safety, health and wellbeing in the highest regard.
- Educators develop trusting and supportive relationships with families, valuing the child in the context of their family.

- Educators value and respect the role of family in raising children as the most influential.
- Children participating in decisions affecting them and are taken seriously, all children are respected, valued and their voices valued.
- Developing collaborative partnerships with families, demonstrating respect for individual family practices, customs and views in a non-judgmental and professional way.
- Creating a safe space for all children, families and the community.
- The child safe standards being embedded in our service, with service culture focused on respecting and promoting the rights of all children.
- Respecting and valuing the importance and value of all stakeholders voices, including all children, family and community members.
- Families and communities being informed and involved within our service.
- Processes being implemented to respond to complaints of child abuse being child focused.
- Service management values educators and the strengths and knowledge they offer to our team from the wealth of experience they possess.
- Collaboration with families, children and the community is paramount as we reflect on and review service policies, procedures and our philosophy.

Community

- Acknowledging, valuing, and respecting Australia's Aboriginal and Torres Strait Islander cultures in our service and program.
- Foster a high level of knowledge and pride in Aboriginal and Torres Strait Islander histories, cultures and contributions.
- Being an integral part of our community in educational, charitable and cultural domains.
- Consultation with families, children and the community to establish a happy, caring and child safe environment in which high quality care and education is provided for children to develop quality outcomes.
- Respecting and celebrating the views, opinions, customs and culture of each family without discrimination or bias.
- Acknowledging the traditional land that we are located on, Awabakal Land. This is celebrated daily with our acknowledgement of country.
- Reconciliation, through the implementation of our Reconciliation Action Plan (RAP).
- Promoting equity and sensitivity to social attitudes with respect to cultural diversity, gender and inclusion of children, families and educators with additional needs.
- Equity, inclusion and diversity are embedded in all areas of service practice, with each child being provided the opportunity to succeed with respect given to their individual diverse circumstances, cultural background and abilities.
- Management, educators and families are encouraged to promote a holistic approach to sustainable values and practices within the environmental management plan.
- Remaining aware and present in our local community to ensure our service provides a service reflective of the unique needs of our families, flexibility and progression paramount to ensure we remain focused and responsive to our families and community.

The National Quality Framework (NQF) provides a national approach to regulation, assessment and quality improvements for early childhood education and care across Australia.

The Quality Improvement Plan (QIP) provides us the opportunity to self-assess our performance in collaboration with educators, families, children and the community in our delivery of quality education and care for improvements. Our commitment to ongoing improvements are outlined in our QIP with a clear direction outlined, the QIP is a working document reviewed and contributed to on an ongoing basis.

As professionals in early childhood education and care environments we use The Early Childhood Australia's Code of Ethics as a framework to reflect on our ethical responsibilities. Our educators use the code as a basis for critical reflection, a guide for our professional behaviour and principles to guide decision making individually and collectively.

ENROLMENT AND ORIENTATION POLICY

Purpose

To ensure that each child's enrolment is completed as per our legal requirements. Additionally, we aim to ensure that each child and family receives an enrolment and orientation process that meets their needs, allowing the family and child to feel safe and secure in the care we provide.

Procedure

Waiting List

Our service has a waitlist which is for families who do not need care straight away, but would like care at the service in the future. Families are required to fill out a waitlist form which is available through our website www.blinkieseec.com.au and paying the $20 waitlist application fee. There is a waitlist priority for siblings of the children already enrolled in the service.

Enrolment

The Federal Government has determined priority of access guidelines for allocating places in a government funded childcare service. Though this is not a requirement, many services choose to use this guideline as part of their enrolment process.

1. Priority 1: A child at risk of serious abuse or neglect.
2. Priority 2: A child of a single parent who satisfies, or of parents who both satisfy the work/training/study test, under Section 14 of the Family Assistance Act.
3. Priority 3: Any other child.

Within each priority mentioned above, the following children are to be given priority:

- Children in Aboriginal or Torres Strait Islander families
- Children and families which include a person with a disability
- Children in families which include a person with an individual whose taxable income percentage under Clause 7 of Schedule 2 to the Family Assistance Act is 100%
- Children in families with a non-English speaking background
- Children in socially isolated families
- Children of single parents.

Parents/guardians will be advised that families of children enrolled with third priority access may be required to alter their days or leave the service in order to provide a place for a higher priority child.
All enrolments will be reviewed by September for the following year, this will cover all children enrolled at the service that are not going to school the following year all existing enrolments are continual until discontinued. Care for children transitioning to school and or not returning the following year will cease on December 31, care may be offered in January for children going to school if the current enrolments allow and is at the discretion of the service.
In the event of a family having a print disability due to literacy issues or visual impairment, management will undertake to clearly and succinctly read and explain all policies, procedures and requirements on the initial contact and in person during the enrolment and orientation visits, ensuring the families understanding.

Enrolment Form

Each family is required to provide the service with a completed enrolment form and accompanying documents: immunisation history statement and birth certificate to complete enrolment. Where enrolling families are not fluent in English the enrolment meeting will, wherever possible be conducted in the families primary language with documentation translated to their home language. At enrolment parents are encouraged to provide any further information about their child that will support continuity of care between home and the service, including health management information, food deletions and care routines.
The enrolment record will include details outlined in **(National Regulation 160)**.
A Privacy Statement attached to the enrolment form is to be completed by families.

Parenting Order

The Education and Care Services National Regulations requires our service to have details of all custodial and access arrangements **(National Regulation 160(c)(d))**.

- Enrolling family members are responsible for informing the Director of custody and access arrangements on enrolment, and must advise the Director immediately of any subsequent alterations to these arrangements.
- All relevant legal documentation is to be shown to the Director and a copy will be maintained in the child's enrolment record.

Orientation

This service prides itself on the flexibility and individual approach to orientation, we will provide options for orientation to the education and care service for families which includes:

- Invite new families to visit the service with their child at times that suit them, to familiarise families with the service prior to the child's attendance. Factors for consideration at arranging these times are the child's sleep needs, parents' working hours and specific individual needs of the child. Other family or friends who are nominated by the family as being authorised to collect the child may also attend on these visits.
- Provide all new families with a tour of the premises which will include introductions to educators, children and highlights of specific policies and procedures that families need to know about our service including location of program and ESI.
- Parents are asked to read the email thoroughly, discuss with the Nominated Supervisor any concerns they may have, before signing the statement on the enrolment form where they agree to abide by these policies.
- Support family members the opportunity to stay with their child during the settling in process.
- Ensure all new families are encouraged to share information about their child and any concerns, doubts or anxieties they may have in regard to enrolling their child at the service.

Orientation for transition between rooms within the service will be a gradual process conducted in consultation with parents and according to availability, and the individual child's readiness and preparedness.

Termination of Enrolment

Three weeks notice must be given by parents when they are planning on withdrawing their child from the service, or three weeks fees paid instead of notice. The notice period can only be applied when the service is operational and the Christmas /New Year and Easter closure periods cannot be included in the notice period. *However, if an enrolled child's care position is no longer required after the last Friday in October the bond is retained by the service, similarly the bond will be retained if the enrolment process has been completed but due to changes in circumstance the care position is not commenced.*

Discontinuation of Care Position

The Approved Provider reserves the right to withdraw the child's enrolment from the service for any of the following reasons:

- Family unwilling or unable to comply with any policies and procedures contained in this document.
- Service is unable to meet a child's or families additional needs.
- If, after consultation with child's family and other professional in the field, service is unable to manage child's behaviour with regard to safety of the child, other children or staff.
- If a child or child's parents are repeatedly impolite or insensitive to other children, families or staff within the service.
- If a parent, family member or associate of a child enrolled at this service is found to have made a vexatious complaint without substance and with the intent of being malicious or to cause distress to the person against whom the allegation was made.
- Should a parent, family member or associate of a child enrolled at this service harass a staff member via a social networking website, the Approved Provider will conduct an inquiry into their actions and depending on the severity of the situation, possible discontinuing of care.

Notification or termination of a position will be given to the parents either verbally or in writing.

Parents who's fees become in arrears will be issued reminder statements requesting payment. If payment isn't received a late payment fee of $11.00 will be charged to the account. Parents who are experiencing financial difficulties they are encouraged to discuss this with the nominated supervisor as soon as possible. If reminders have

been issued and there is continued failure to pay outstanding accounts, the child's place will be terminated and legal advice sought to recover the unpaid fees. The legal fees will be added to the unpaid account.

Responsibilities of the Approved Provider and Nominated Supervisor

- Ensure the service operates in accordance with the Children (Education and Care Services) National Law (NSW) No104a and Education and Care Services National Regulations with regard to the delivery and collection of children at all times **(National Regulation 99).**
- Provide opportunities (in consultation with the Nominated Supervisor and staff) for interested families to attend the service during operational hours to observe the program and become familiar with the service prior to their child commencing in the program.
- Ensure that enrolment forms comply with the requirements **(National Regulations 160-162)**.
- Ensure that enrolment records are stored in a safe and secure place, and are kept for three years after the last date on which the child was educated and cared for by the service **(National Regulation 181, 183)**.
- Ensure that parents/guardians of a child attending the service can enter the service premises at any time that the child is being educated and cared for, except where this may pose a risk to the safety of children or staff, or conflict with any duty of the Approved Provider, Nominated Supervisor or staff under the Law.
- Ensure that all children enrolled at the service are up to date with their immunisations and that parents provide an AIR Immunisation History Statement to complete child enrolment.

Responsibilities of the Educators

- Engage with families during orientation visits.
- Ensure that the parents/guardians of a child attending the service can enter the service premises at any time that the child is being educated and cared for, except where this may pose a risk to the safety of children or staff, or conflict with any duty of the Approved Provider, Nominated Supervisor or staff under the Law **(National Regulation 157)**.
- Develop strategies to assist new families to:
    - Feel welcome into the service
    - Become familiar with service policies and procedures;
    - To develop and maintain a routine for saying goodbye to their child.
- Provide comfort and reassurance to children who are showing signs of distress when separating from family members.
- Share information with parents/guardians regarding their child's progress with regard to settling in to the service.

Responsibilities of the Family

- Read and comply with this policy at all times.
- You must provide the service with all required documents before you are considered enrolled in the service.
- To ensure a smooth transition between home and the service, be sure to communicate your child's/family needs clearly.
- Children must be immunised or on a catch up schedule or have a medical exemption and provide the service with this information to enrol into the service.
- Families must notify the service and update enrolment forms when a family's circumstances change, to ensure information is current and correct.

Reviewed June 2023
Reviewed June 2024
Reviewed June 2025

GOVERANCE AND MANAGEMENT OF THE SERVICE – INCLUDING CONFIDENTIALITY AND RECORD KEEPING POLICY

Purpose

Governance is the process by which organisations are directed, controlled and held to account. It encompasses authority, accountability, stewardship, leadership, directions and control exercised in the organisation (Australian National Audit Office, 1999).

The governance of an organisation is concerned with the systems and processes that ensure the overall direction, effectiveness, supervision and accountability of a service. Under the National Law and National Regulations, early childhood services are required to have policies and procedures in place relating to the governance and management of the service.

Background

Blinkies Early Education Centre and Bright Buttons are private services; managed by Blinkies Early Education Centre Pty Ltd. under the directorship of Susan Huff. Therefore, families are not required to participate in any aspect of administration or financial planning and budgeting. However, we do have an open -door policy for parents and other authorised extended family members and welcome consultation, advice and sharing of expertise offered by parents in the areas of programming, policy and procedures, Quality Improvement Plan, evaluation and relevant practices in all aspects of the operation of this service. We also acknowledge and respect the rights of families not to participate in the previously mentioned practices should their workloads, expertise and willingness preclude them from doing so.

Strategies

Policies

The Approved Provider and or Nominated Supervisor will:

- Ensure that a comprehensive set of policies are in place as required under **Regulation 168** and other Regulations and laws that the service must comply with.
- Ensure that these policies comply with relevant legislation.
- Update these policies on a regular basis; particularly when there is a change to legislation.
- Will involve staff and families in the development and or review of policies wherever required.

Compliance Measures

The Approved Provider and or Nominated Supervisor will:

- Ensure that the service is meeting requirements by doing regular checks of procedures throughout the service.
- Ensure that the Quality Improvement Plan is regularly updated to outline areas of improvement and ensuring compliance at all times as outlined in **Regulation 55.**
- Whenever uncertain about compliance in any area the Nominated Supervisor will contact relevant authorities to get clarification.

Risk Management

The Approved Provider and or Nominated Supervisor will:

- Ensure risk assessments are conducted on the service whenever necessary including excursions as required in **Regulation 100.**
- All educators are required to hold a working with children's check and be cleared for the service before commencement.
- Uphold Regulation 84 of the National Regulations in regards to maintaining awareness of the existence of child protection laws and the obligations of educators and other employees in their state or territory.
- Ensure that all staffing arrangements meet requirements and premises layouts are designed for effective supervision purposes thus eliminating many risks posed to children in the education and setting **Regulation 120, 122, 123, 130, 131, 132, 242, and 271. (Note the modification to Regulation 123 in that NSW Educator to Child ratios are different. Refer to Regulation 271).**

Practices

In order to achieve and maintain the service's aims and Philosophy, the Directors will monitor the financial viability and accountability of the centre while also ensuring that:

- Funds are expended appropriately according to any funding and budgets.
- The program is operating within budget.
- Required paperwork is submitted to the relevant funding agencies.
- Any additional financial requirements are completed (e.g. Taxation office).
- Develop with staff and the community an overall philosophy for the centre and policies and practices in line with that philosophy.
- Consult with staff and the community on these policies and management decisions and enable staff to implement them in order to maintain quality child care.
- Provide avenues for effective communication between staff and the Directors.
- Employ and support staff in their roles, and ensure the relevant awards and conditions of employment are complied with.
- Encourage training and development of staff in their roles, and
- Facilitate the participation of staff and management in budget planning to enable cost effective management of the service.
- Provide leadership, forward planning and guidance to the service, particularly in relation to developing a strategic culture and directions.
- Be responsible for overseeing legal functions and responsibilities.
- Ensure that Blinkies Early Education Centres Pty Ltd complies with the Commonwealth Privacy Act 1988 and follows the standards of Australian Privacy Principles to regulate the way in which our service manages personal and sensitive information.

Confidentiality Policy

Responsibilities for the Approved Provider

- Ensure that each family, staff, volunteers and student is provided with a privacy statement upon enrolment, that includes details about how they can access their personal information, have this corrected as needed and make a complaint about a breach of privacy, if one occurs.
- Ensure each staff member, committee members, volunteers and student information is correct in personnel and other files. This includes information on qualifications, WWCC, criminal history checks, staff entitlements, contact and emergency information, health and immunisation information, and any relevant medical and legal information. This would include any other relevant information collected by the service.
- Ensure that information collected from families, educators, committee members and the community is maintained in a private and confidential manner at all times.
- Ensure that such information is not divulged or communicated (directly or indirectly) to another person other than the ways outlined as appropriate in the Education and Care Services National **Regulations, 181**, which says information can be communicated: To the extent necessary for the education, care or medical treatment of the child;
    - To the parent of the child to whom the information relates (except for information in staff records);
    - To the regulatory authority or an authorised officer;
    - As authorised, permitted or required to be given by or under any act or law; and
    - With written consent of the person who provided the information.
- Ensure families are informed upon enrolment how images/photographs of their children will be used on the Internet and/or publications.
- Ensure the guidelines for the national model code are embedded in and adhered to in practice.
- Provide families with information on the Complaints and Feedback procedure if any privacy or confidentially procedure has been breached. Individuals can make a complaint to the Approved Provider if they believe there has been a breach of their privacy in relation to the Privacy principles. The breach will be assessed by the Approved Provider within 14 days. Where the information collected is incorrect, the information will be corrected. Where a serious breach of privacy is found, appropriate actions will be negotiated between the Approved Provider and the individual to resolve the situation, in line with the Complaints and Feedback procedure.
- Will ensure information provided by families, staff and committee members is only used for the purpose it was collected for.

Responsibilities for the Nominated Supervisor

- Ensure each families' information is correct in enrolment records. This includes information on immunisation updates, income and financial details (credit card or bank information), contact details of family and emergency contact information, children's developmental records, Family Assistance information, and any medical or legal information – such as family court documentation – required by our education and care service. This would include any information required to be recorded under the National Law and Regulations, the Family Assistance Law and other relevant information collected to support the enrolment of a child.
- Provide families with details on the collection of personal information collected:
- This information will include:
- The types of information collected by our education and care service;
- The purpose of collecting information;
- What types of information will be disclosed to the public or other agencies; and when and why disclosure may occur;
- How information is stored at the service;
- Approaches used to keep information secure;
- Who has access to the information;
- The right of the individual to view their personal information;
- The length of time information needs to be archived; and
- How information is disposed.

- Will ensure information provided by families and staff is only used for the purpose it was collected for.

Storage of Information

Ensure that education and care service records, personnel records, CCS information and children's and families information is stored securely reducing the chance of unauthorised access, use or disclosure and remains private and confidential within the education and care environment at all times.

Access to Information

- Will ensure that information kept is not divulged or communicated, directly or indirectly, to anyone other than:
    - Medical and developmental information that is required to adequately provide education and care for the child;
    - The Department of Education and Communities, or an authorised officer; or
    - As permitted or required by any Act or Law.
- Individuals will be allowed access to their personal information as requested.
- Information may be denied under the following conditions: Access to information could compromise the privacy of another individual;
- The request for information is frivolous or vexatious; and
- The information relates to legal issues, or there are legal reasons not to divulge the information such as in cases of custody and legal guardianship

Responsibilities for the Educators

- Maintain children's information and store documentation according to policy at all times.
- Not share information about the education and care service, management information, other educators or children and families, without written permission or legislative authority.
- In keeping with the Early Childhood Australia (ECA) Code of Ethics (2008), the Education and Care Services National Regulations and the Privacy Legislation, educators and staff employed by our education and care service bound to respect the privacy rights of children enrolled and their families; educators and staff and their families and any other persons associated with the service. Educators will sign a Confidentiality Statement as it relates to privacy and confidentiality of information.
- Adhere to confidentiality deed.

RECORD KEEPING POLICY

Purpose

Blinkies Early Education Centre Pty Ltd is committed to ensuring that records and information collected are stored appropriately to maintain confidentiality and comply with legislative requirements.

Background and Guiding Principles

Approved Providers and Nominated Supervisors are responsible for ensuring that records are maintained securely and safety and for the prescribed time under a range of legislative requirements. This policy and procedure deals directly with records required for the National Quality Framework and Family Assistance Law. Approved Providers and Nominated Supervisors must also be aware of other record keeping requirements under other legislation, for instance Fair Work in relation to staff records.

National Quality Framework

The National Regulations specify a number of records required to be maintained by the service and prescribes the length it should be stored for as well as ensuring confidentiality. Key points from the Regulations:

- **181 – Confidentiality of records kept by approved provider**
    - Information kept in a record must not be divulged or communicated, directly or indirectly, to another person other than:
        - Where necessary for medical treatment of a child
        - To a parent of a child
        - To the regulatory authority or authorised officer
        - Expressly authorised, permitted or required under any Act or law
        - With the written consent of the person who provided the information.
- **183 Storage of records and documents**
    - Must be stored in a safe and secure place for the relevant period
    - Incident, illness, injury or trauma while in care or following an incident while in care – until child is aged 25yrs
    - Death of a child while in care or as a result of an incident while in care – until 7yrs after the death
    - Any other record relating to a child enrolled – until the end of 3yrs after the last date on which the child was in care at the service
    - Approved provider records – until the end of 3yrs after the last date on which the approved provider operated the education and care service
    - Nominated supervisor or staff member – until the end of 3yrs after the last date on which the nominated supervisor or staff member provided care at the service
    - Any other record – until the end of 3yrs after the date on which the record was made
- **184 Storage of records after service approval transferred**
    - Documents referred to in regulation 177 relating to children currently enrolled with the service must be transfer to the incoming approved provider.
    - Documents cannot be transferred unless a parent of the child has first consented to that transfer.

The Regulations clearly outline what are required in certain records and Approved Providers and Nominated Supervisors must be aware of the specified inclusions.

The Guide to the National Quality Framework includes the following guidance on record keeping:

- By establishing effective administrative and records management systems and implementing documented policies and procedures, the service can focus on delivering quality education and care for children and families.
- staff rosters that demonstrate the service is meeting staffing requirements including that a first-aid-qualified staff member is on duty at all times
- records of children's arrivals and departures, with the signature of the person responsible for verifying the accuracy of the record and the identity of the person collecting the child

- Checking and maintaining accurate records that relate to the fitness and propriety of all staff assists in safeguarding children against risks to their safety and wellbeing.

- Each service must have a Quality Improvement Plan in place (QIP). The QIP identifies areas for improvement and includes a statement of philosophy for the service.

Updated Record Keeping Requirements to Support Child Protection
From 1 October 2023, record keeping requirements under the Education and Care Services National Law and National Regulations.
Good record keeping – good record keeping is important in identifying and responding to the risks and incidents of child sexual abuse, it can help to avoid additional distress and trauma for survivors who may be seeking and documenting information about their abuse while in the care of child-centred organisations. It is recommended that records identified as relevant to child safety and wellbeing (including child sexual abuse) be:

- kept for 45 years
- clear, objective, and thorough
- maintained in an indexed, logical, and secure manner
- retained and disposed of in a consistent manner.

In accordance with the findings of the Royal Commission into Institutional Responses to Child Sexual Abuse, approved providers should retain records relating to child sexual abuse that has or is alleged to have occurred, for at least 45 years from the date the record was created.

Record of evidence of fitness and propriety of staff members, volunteers, and students
Approved providers are required to keep a record of each educator's Working with Children Check (WWCC) or Working with Vulnerable People Check (WWVP), under their relevant jurisdiction law. This is being expanded to include checks for volunteers and students. The record must include the identifying number of the current check under their relevant law, and the check's expiry date if applicable. For all services this information must be included in the staff record (regulations 147, 149 and 154).

Family Assistance Law and Child Care Subsidy
Records that all providers must keep to maintain approval, providers must keep certain records and notify the Department of Education of certain events. Failure to keep these records and provide the required notifications can result in suspension or cancellation of provider or service approvals, or other penalties.

All providers must keep and maintain the following records:

- complaints made to the provider, or to any of the services of the provider, relating to compliance with the Family Assistance Law

- record of attendance for each child for whom care is provided (regardless of eligibility for Child Care Subsidy and/or Additional Child Care Subsidy, including records of any absences from care)

- statements or documents demonstrating that Additional absence days in excess of the initial 42 absence days (see page 59) meet the criteria

- copies of invoices and receipts issued in relation to the payment of childcare fees

- copies of all Statements of Entitlement issued and any statements issued to advise of a change of entitlement.

Providers must also keep a written record of the following, even if they would not otherwise record them in writing:

- any notice given to a state or territory body about a child at risk of abuse or neglect

- 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 a service

- 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.

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. Providers must keep written records of all Required background checks (see page 17) for all specified personnel. Records must be kept for seven years.

Regulation 202B of the Family Assistance Legislation Amendment (Jobs for Families Child Care Package) Act 2017

"(2) An approved provider must keep the records referred to in subsection (1) until at least:

(a) the end of the period of 7 years starting at the end of the financial year in which the care to which the information or event relates was provided;

To maintain approval, providers must keep certain records and notify the Department of Education of certain events. Failure to keep these records and provide the required notifications can result in an infringement notice, civil penalty order, criminal prosecution, suspension or cancellation of provider or service approvals, or other penalties. The full list of notifications and record keeping can be found in the Child Care Provider Handbook (Sept 2020) on pages 77-84. Penalties may apply if providers fail to make required notifications. All of these notifications can be made through third-party software or the Provider Entry Point.

Roles and Responsibilities

Leadership and Management Responsibilities, including Approved Providers, Nominated Supervisors and Responsible Persons will:

- Positively and clearly communicate all aspects of the policy and take a zero-tolerance approach to compliance.
- Understand and comply with all aspects of this policy and related legislation and support team members to do the same.
- Lead a culture of reflection and regular review of policies, seeking feedback from educators, families, children and other community agencies and professionals as appropriate.
- Ensure that documents required under the National Quality Framework and Family Assistance Law are kept for the prescribed periods and contain all prescribed information as outlined in the Regulations.
- Ensure that attendance records of children are reported and maintained accurately at all times. This includes conducting checks throughout the day to ensure rolls and attendance records are accurate.
- Ensure written records, including records that are made and stored electronically, are stored safely and password protected where they contain sensitive information.
- Maintain an accurate record of students, visitors and other participants to the program.
- Ensure confidentiality and only release documents where permitted – see Regulation 181
- In the event of a transfer of Service Approval, ensure parental permission is sought prior to transferring documents.
- Maintain systems which are clear and concise for the storage and archiving of documents to ensure they are stored for the prescribed times.
- Be organised in storage and archiving of documents and monitor this across the service.
- Documents to be kept for a period after leaving the service should be filed by the year of departure. Incident, injury, trauma and illness forms, including serious incident notifications should be stored by date of birth as they are to be stored until the child is 25yrs of age.
- Retain records relating to child sexual abuse that has or is alleged to have occurred, for at least 45 years from the date the record was created. Ensure records are:
    - clear, objective, and thorough
    - maintained in an indexed, logical, and secure manner
    - retained and disposed of in a consistent manner.
- Keep records of staff, student and volunteer WWCC or WWVP (depending on jurisdiction) including the identifying number of the current check under their relevant law, and the check's expiry date if applicable. This must be recorded on either the:
    - Staff Record Form, or
    - Student and Volunteer Record Form.

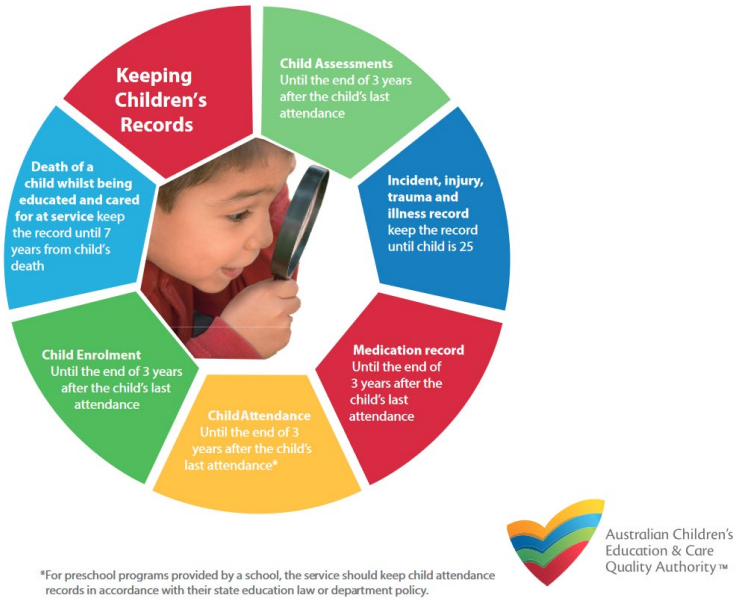
- Display and refer to the record keeping posters from ACECQA (copy below).

Educators and Other Team Members will:

- Be proactive in fulfilling the requirements of this service policy and related legislative requirements.
- Seek further guidance where required to fulfil your requirements.
- Report any concerns or non-compliance immediately to the Nominated Supervisor or Approved Provider.
- Participate in the review of documents and provide constructive feedback to the Nominated Supervisor or Approved Provider.
- Ensure all records are stored in a safe and secure way to prevent unauthorised access.
- Never release documents to another person, other than a known parent, without seeking approval from the Nominated Supervisor.
- Be organised in the storage of documents and work with the Nominated Supervisor to ensure clear filing and archiving of relevant documents.
- Fully complete all records required and maintain documentation accurately and honestly.
- Take all reasonable steps to ensure that records of children's attendance are accurate, conducting many checks throughout the day. This is essential from a compliance and also a safety perspective in the event of an emergency.

Families are asked to:

- Fulfil responsibilities under this policy and related legislative requirements.
- Understand that the service must take steps as required under legislative requirements and follow advise from recognised authorities.
- Participate in the review of documents and provide constructive feedback to the Nominated Supervisor or Approved Provider.
- Discuss any questions with the Nominated Supervisor or Responsible Person in charge.
- Ensure records provided are accurate and fully completed.
- Accurately record each child's attendance for every day of care including in and out times and names of each person who delivered and collected the child.



Reviewed June 2023, Reviewed and Updated October 2023

Reviewed June 2024

Reviewed June 2025

CHILD SAFE CODE OF CONDUCT POLICY

Purpose

Blinkies Early Education Centres Pty Ltd Purpose is to implement this code as a basis for evaluating professional conduct, and as a reference tool for the thought processes that inform pedagogy, including actions and reactions towards professional conduct, relationships, views, influence and position with communities and society. Ethical conduct guides the behaviours and decisions within the service and underpinned by the respect for, and the valuing of children, families, educators, staff, and the extended service community.
All permanent and relief Educators and all other staff members agree to abide by this code of conduct. Whilst the Approved Provider/ Nominated Supervisor are ultimately responsible for ensuring the Code of Conduct is adhered to, all Educators and other Staff Members will assist in maintaining the code.

Background and Guiding Principles

National Principles for Child Safe Organisations

These principles came out of the recommendations from the Royal Commission into Institutional Responses to Child Sexual Abuse. They have been endorsed by all Commonwealth, state and territory governments.

"Underpinned by a child-rights approach and based on the standards recommended by the Royal Commission, the National Principles are designed to build capacity and deliver child safety and wellbeing in organisations, families and communities and prevent future harm. In order to allow flexibility in implementation and in recognition of the variety of organisational types, sizes and capacities, the National Principles outline at a high level the 10 elements that are fundamental for making an organisation safe for children.

The National Principles collectively show that a child safe organisation is one that creates a culture, adopts strategies and takes action to promote child wellbeing and prevent harm to children and young people. A child safe organisation consciously and systematically:

- creates an environment where children's safety and wellbeing is the centre of thought, values and actions
- places emphasis on genuine engagement with, and valuing of children
- creates conditions that reduce the likelihood of harm to children and young people creates conditions that increase the likelihood of identifying any harm
- responds to any concerns, disclosures, allegations or suspicions."[1]

"The Child Safe Standards recommended by the Royal Commission provide a framework for making organisations safer for children. They have been accepted by the NSW government.

A child safe culture is a set of values and practices that guide the attitudes and behaviour of all staff. Good leaders champion these values and embed them in organisational governance. The following values should be at the heart of any approach that prioritises children's safety:

- The best interests of children and their protection from harm is paramount.
- Child abuse is not tolerated and must not happen.
- Children's rights are understood and respected.
- Concerns about child safety raised by children and their parents and carers are acted on.
- Reporting abuse is not obstructed or prevented.

The Child Safe Standards provide a framework for enhancing the safety of children in services. They consist of 10 Standards designed to drive cultural change in improving and maintaining child safe practices. Services are required to align their practice with the requirements of the Child Safe Standards and use the Standards through their systems, policies and processes. It encourages ongoing improvement rather than occasional leaps in progress.

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Wheel of Child Safety

The Wheel of Child Safety can be found in the "*National Principles for Child Safe Organisations"* Australian Human Rights Commission https://childsafe.humanrights.gov.au/sites/default/files/2019-02/National_Principles_for_Child_Safe_Organisations2019.pdf

Responsibilities of the Approved Provider

- Ensure the service is operated in accordance with the Children (Education and Care Services) National Law (NSW) and Education and Care Services National Regulations at all times.
- Ensure all educators and staff are made aware of their obligations through the induction process, staff handbooks, employment contracts, personal discussions, staff meeting activities and opportunities to critically reflect upon ethical practice.
- Ensure the Nominated Supervisor upholds the policy at all times and enforces the Code of Conduct throughout the service.
- If a family or staff member acts out of conduct please refer to the **Grievance and Complaints Policy.**
- Ensure the national model code for early childhood education and care is embedded in service policies, procedures and daily practice.

Responsibilities of the Nominated Supervisor

- Ensure the service operates in accordance with the Children (Education and Care Services) National Law (NSW) No104a and Education and Care Services National Regulations at all times.
- Ensure all educators and staff are made aware of their obligations to conduct themselves in an ethical and professional manner through personal discussions, staff meeting activities and opportunities to critically reflect upon ethical practice.
- Ensure decision making processes are clear and transparent.
- Ensure there is a copy of the ECA Code of Ethics displayed in a prominent place within the service for educators/staff and families to access.
- Ensure that there are times when all educators can participate in staff meetings to discuss and reflect on the practices within the service in relation to continuous improvement.
- Implement the National Model Code into service practice.
- The health, welfare, and progress of the child are promoted.
- The child is provided with a range of activities designed to promote social, emotional, cognitive, cultural and physical development.
- The child is (where appropriate) provided with regular and varied meals and refreshments, having regard to the child's age.
- The child is provided with educational and recreational activities (both on an individual and a group basis) that are suitable and adequate for the needs and interests of the child.
- Children are not to be inappropriately disciplined at any time.
- Raise awareness of history and culture, positive actions against racism and current affairs issues related to Aboriginal and Torres Strait Islander people and the process of reconciliation.
- Promote the cultural safety and wellbeing of Aboriginal and Torres Strait Islander children and children from culturally and/or linguistically diverse backgrounds.
- Develop service Reconciliation Action Plan (RAP)
- Ensure all employees adhere to all points outlined in the child safe code of conduct.
- Build a culture where the voices and concerns of all children are listened to and addressed in a timely manner.
- Respond quickly to any serious complaints made by a child or related to a child.
- Implement risk management strategies to embed the child safe standards into practice.
- Ensure professional development opportunities are provided to build the knowledge and understanding of all educators.
- Create a safe space for all children, families, educators and the community.
- Understand the national model code and how this is implemented into service practice to ensure compliance at all times.

Responsibilities of the Educators

- Educators have a responsibility to comply with Legislation, Council Policies, Guiding Principles and Procedures, the National Quality Framework and the Code of Conduct to perform their duties effectively.
- Ensure they have read and understood the ECA Code of Ethics and service philosophy.
- Ensure they understand and abide by the policies and procedures of the service, collaborating in policy review and quality improvement planning.
- Adhere to National Model Code.
- Adhere to confidentiality deed

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- Maintain their knowledge of the broad legislation and conventions that apply to their role with children, families and their team.
- Understand and adhere to the roles and responsibilities as a Mandatory Reporter.
- Educators are expected to always behave in ways that promote the safety, welfare and wellbeing of children.
- Educators will use positive child behavioural management techniques that support children while encouraging positive change.
- Ensure communication with children is respectful and doesn't frighten or cause any distress or humiliation.
- Educators need to be aware of and comply with, relevant Child Protection Legislation and related service policies and procedures.
- Educators will respect the uniqueness of each family and strive to learn about their culture, structure, lifestyle, customs, languages and beliefs.
- Demonstrate an ongoing engagement with the principles outlined in The Early Years Learning Framework and the ethical requirements in the National Quality Standards.
- Use staff meetings to critically reflect on practices in relation to continuous improvement.
- Educators will not use tobacco products or vaping products nor be under the influence of alcohol or illegal drugs at any time while working with children.
- Educators are to wear required uniform and behave in a manner which demonstrates professionalism and shows respect for others including colleagues and families.
- Educators will continue to strive for improvement of their service, including additional training and upgrading of skills.
- Raise awareness of history and culture, positive actions against racism and current affairs issues related to Aboriginal and Torres Strait Islander people, and the process of reconciliation.
- Promote the cultural safety and wellbeing of Aboriginal and Torres Strait Islander children and children from culturally and/or linguistically diverse backgrounds.
- Contribute to the service Reconciliation Action Plan (RAP).
- Act to protect the safety and wellbeing of all children they work with.
- Educators support children to complete tasks of a personal nature where age appropriate, such as toileting and changing clothes.
- Educators treat children with respect and act as a positive role model in all interactions.
- Educators are to respond quickly, fairly and transparently to any serious complaints made by a child or related to a child.
- Value the views and concerns of children.
- Ensure that all physical contact/interactions are appropriate and professional within my roles and responsibilities.
- Educators will not engage in babysitting for any family enrolled at Blinkies Early Education Centre Pty Ltd.
- Uphold individual responsibility with regard to the effective implementation of the national model code for early childhood education and care.

Responsibilities of the Family

- Respect confidentiality at all times.
- Give feedback in relation to educator's professional conduct to the Approved Provider as necessary.
- Act in an ethical manner whenever they are involved in the programs provided by the services.
- Families must have a professional attitude and display appropriate behaviour at all times. Staff must be treated with respect regardless of the situation.
- Parents, families & guardians are to raise all grievances in a mature and polite manner with the nominated supervisor or approved provider. Grievances can be reported via telephone, in person or in writing (written or emailed).
- Parents, families & guardians will not approach educators, children or members of their family in an aggressive, abusive or violent manner.
- Where matters cannot be resolved through the staff at the service, the Nominated Supervisor should escalate the matter to the Approved Provider. Families are encouraged to communicate any issues they have to the management of the service in a professional manner.
- Families are not to offer bribes or offer any gratuity to the service staff for any reason.
- Using inappropriate behaviour could put your child's position at the service at risk of being cancelled.
- The Approved Provider and or Nominated Supervisor will monitor and handle any grievances within the service in a timely manner.

Responsibilities of the Children

- Where age appropriate, children must accept responsibility for their own behaviour.
- Children are encouraged to be respectful and polite to everyone, including other children, educators, parents, visitors, volunteers and members of the public.
- Children will be treated as individuals with respect and courtesy.
- Children will display age/ability appropriate behaviour at all times. Behaviours that are offensive or threatening to others will be addressed in accordance with Behaviour Guidance policy.
- Children will treat all equipment with care.
- Children will be educated and cared for according to the National Quality Framework.
- Children will be protected from physical danger, intimidation and discrimination.
- Unacceptable behaviour could result in position at the service being jeopardised.

Reviewed June 2023
Reviewed June 2024
Reviewed and Updated July 5, 2024
Reviewed and Updated July 2025

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We committed to being a child safe organisation

ACCEPTANCE AND REFUSAL OF AUTHORISATIONS POLICY

Purpose

Blinkies Early Education Centres Pty Ltd purpose is to ensure that authorisations, signed by a parent or person named in the enrolment record as authorised to give consent for a child for the Approved Provider/ Nominated Supervisor are in accordance with the Education and Care Services National Regulations (**Regulation 161)**.

Strategies

- Enrolment form with signed authorised nominees able to provide authorisations for: **(National Regulation 160(3), 161)**
    - Collection of children.
    - Medication administration.
    - Emergencies.
        - Medical treatment from a registered practitioner, hospital or ambulance.
        - Transportation in an ambulance.
    - Excursion permission. **(National Regulation 102)**

Responsibilities of the Approved Provider

- Ensure the service operates in accordance with the Children (Education and Care Services) National Law (NSW) No104a and Education and Care Services National Regulations.

Responsibilities of the Nominated Supervisor

- Provide supervision, guidance and advice to staff to ensure adherence to the policy at all times.
- Ensure all authorisations will be retained within the Enrolment Record **(National Regulation 161)**, original copy and will include:
    - The name of the child enrolled in the service.
    - The date.
    - The signature of the child's parent/guardian or authorised nominee who is listed in the enrolment form.
    - The original form/letter/register provided by the service.
- Ensure that all parents/guardians have completed the authorised nominee section of their child's enrolment form and that the form is signed and dated before the child is enrolled at the service **(National Regulation 161(a)).**

The Nominated Supervisor will exercise the right of refusal for a child to leave the service with a person that is unauthorised to collect the child, or is not able to transport the child safely. i.e. if they appear to be under the influence of substances, if they do not have an appropriate car seat or transport arrangements.

Responsibilities of the Educators

- Apply these authorisations to the collection of children, medication administration, excursions, medical treatment in the event of an emergency and access to records.
- Exercise the right of refusal if written or verbal authorisations do not comply.
- Waive compliance where a child requires emergency medical treatment for conditions such as anaphylaxis or asthma. The service can administer medication without authorisation in these cases, provided it is noted on medical plans and that parents/guardians are contacted as soon as practicable after the medication has been administered **(National Regulation 161)**.
- Follow the Services Incident, Injury, Trauma and Illness Policy regarding authority to provide children with medication.

Responsibilities of the Family/Guardian

- Ensure that you complete and sign the authorised nominee section of your child's enrolment form before your child attends the service.
- Keep child enrolment details forms current by stating who the authorised nominees are as circumstances change.
- Inform service of current contact numbers to ensure you are contactable at all times.
- Communicate to Responsible Person and staff any individual requests regarding authorisations.
- Ensure that where children require medication to be administered by educators or other staff, you authorise this in writing, sign and date it for inclusion in your child's medical record.
- Update Educators in relation to any medical conditions, medical plans or ongoing medication requirements. This must include the names of medical practitioner, medications, dosage, signs, symptoms and contact information for any relevant medical professionals.
- Ensure that where children require medication to be administered by educators or other staff, you authorise this in writing, sign and date it on your child's individual medication record.

Refusing a Written Authorisation

On receipt of a written authorisation from a parent/guardian that does not meet the requirements outlined in the related service policy, the Approved Provider or delegated authority will:

- Immediately explain to the parent/guardian that their written authorisation does not meet legislative and policy guidelines.
- Provide the parent/guardian with a copy of the relevant service policy and ensure that they understand the reasons for the refusal of the authorisation.
- Request that an appropriate alternative written authorisation is provided by the parent/guardian.
- In instances where the parent/guardian cannot be immediately contacted to provide an alternative written authorisation, follow related policy procedures pertaining to the authorisation type.
- Follow up with the parent/guardian, where required, to ensure that an appropriate written authorisation is obtained.

Reviewed and Updated June 2022
Reviewed June 2023
Reviewed June 2024
Reviewed June 2025

ARRIVAL AND DEPARTURE POLICY

Purpose

An accurate record of child attendance is critical to ensure that the correct child/staff ratios are being met by the service, emergency drills are effectively executed and are a requirement of the Education and Care Services National Regulations.
Practical and safe approaches to the delivery and collection of children at the education and care service will promote a smooth transition between home and the service.

Strategies

Electronic sign in system (ESI)

A digital record children's of attendance that is kept at the service must include **(Regulation 158)**:

- The full name of each child attending the service
- Arrival and departure times; and
- The digital signature of the authorised person who delivers and collects the child

Review of the electronic sign in system (ESI)

- Staff will regularly review the attendance record throughout the day to ensure its accuracy at all times.
- In instances when a parent or authorised nominee has not signed the child in or out, a staff member will sign to confirm that the child is in attendance or has left the service.
- Prior to closing the service, educators must verify all children have been signed out of the service. If a child is not signed out, educators will check all areas of the service and look for clues such as bags remaining in lockers, to ensure no child remains. Educators will contact the child's parent/guardian to confirm that they have been collected and this will be noted on the attendance record.
- If the services uses digital attendance records then the responsible person must ensure at the end of shift that all children have been signed out for the day.

A duty of care exists at all times the child is attending a children's service. In addition, the service has a duty of care to a child while he/she is on the service's premises even if he/she hasn't yet been signed into the service or has been signed out of the service, and is legally under the care and supervision of the parent/guardian.
A child may only leave the education and care service premises under any of the following circumstances **(Regulation 99)**:

- a parent of the child collects
- An authorised nominee named on the child's enrolment record collects
- A person authorised by a parent or authorised nominee named in the child's enrolment record to collect the child from the premises.
- Child is taken on an excursion
- The child requires medical, hospital or ambulance treatment, or there is another emergency.

Authorised Nominees

- On enrolment parents/guardians are to provide the names of two people who are authorised nominees for the purpose of collecting their child/ren from the service.
- Authorised Nominees should be over 16 years of age to sign a child out.
- Authorised Nominees will be required to show photo ID to educators prior to collecting and signing out child/ren if they have never been met by educators at the service.
- Staff members are to check the name on the photo ID against the list of approved persons to collect a child. A person is not allowed to collect a child if they do not have ID, or if the ID does not match the authorisation list.
- If an educator is unable to identify the person trying to collect the child from the service, the parents will be contacted immediately for clarification.
- Please note: Unless there is a prohibition for one or both parents to collect the child from the service, both parents have the authority to remove the children from the premises. The family must provide the service with documentary evidence of any such prohibitions.

Where there is concerns for the safety, health and wellbeing of Children

If the person collecting the child appears to be intoxicated, or under the influence of drugs, and a staff member feel that the person is unfit to take responsibility for the child, the staff are to bring the matter to the person's attention before releasing the child into their care **(National Law 171).** Wherever possible, such discussion is to take place without the child being present. Staff are to suggest that they contact the other parent/guardian or emergency numbers from the enrolment form, inform them of the situation and request they collect the child as soon as possible. If the person refuses to allow the child to be collected by another authorised person, staff are to inform the police of the circumstances, the person's name, and vehicle make/model and registration details. Staff cannot prevent a parent/guardian from collecting a child, but do have a moral obligation to persuade a parent/guardian to seek alternative arrangements, if they feel the parent/guardian is in an unfit state to accept responsibility for the child.

Responsibilities of the Approved Provider and Nominated Supervisor

- Provide supervision, guidance and advice to ensure adherence to the policy at all times.
- Ensure children are adequately supervised and are protected from harms and hazards.
- Ensure children do not leave the education and care service premises except in accordance with the Education and Care Services National Regulations.
- Ensure that a parent of a child being educated and cared for by the service may enter the service premises at any time when the child is being educated and cared for by the service **(National Regulation 157(2))**—except when:
    - permitting entry would pose a risk to the safety of the children and staff or conflict with the duty of the Nominated Supervisor, provider or educator under the law or
    - the Nominated Supervisor is aware the parent is prohibited by a court order from having contact with the child.
- Ensure an unauthorised person (Authorised person described in **National Law 170(5)** and Inappropriate person described in **National Law 171(3)**) is not at the service while children are present unless the person is under direct supervision.
- Ensure there are procedures in place to ensure that all children have been signed out for the day by the parent/guardian of the child or a responsible person.

Responsibilities of the Educators

- Ensure accuracy of attendance records at all times.
- Be available for individual greeting and settling of children.
- Provide a supportive and welcoming environment for children and families to assist with separation and settling.
- Follow all service procedures regarding the delivery and collection of children.
- If you are unsure whether a child should be allowed to leave with the person who has come to collect, do not allow the child to go until you have confirmed permission. Seek advice from the responsible person if unsure.
- The responsible person is responsible for ensuring correct procedure in the absence of the nominated supervisor and or approved provider.
- Monitor attendance records throughout the day, ensuring all children in attendance are signed in accurately.

Responsibilities of the Families

- Complete the ESI process with their unique login details.
- Communicate any changes of routine with educators whenever necessary.
- Leave your child in the direct care of a staff member at all times.
- Ensure an educator is aware your child has been collected from the service at all times.
- Provide the service with any court orders relating to your child upon enrolment of the child or as they occur.
- In the event that a parent is detained and unable to collect their child by 5.45pm it is the responsibility of the parent to make alternative arrangements to have the child collected by this time.
- In the event of unforeseen circumstances or if either parent or authorised nominees are unable to collect a child, parents or authorised nominee must notify the service by email of the identity of an authorised person who will be required to show photo identification such as drivers licence or passport.

It is important that parents and authorised nominees who are delivering or collecting children from the service observe the services expectations during these times for both the enrolled child and their siblings, such as:

- No child should run inside the service
- Siblings must remain alongside parents while in the service
- No child should operate main doors, gates and latches
- Gates should be securely locked on arrival and departure

Reviewed June 2022
Reviewed June 2023
Reviewed June 2024
Reviewed June 2025

PAYMENT OF FEES POLICY

Purpose

Blinkies Early Education Centres Pty Ltd has a purpose to provide high quality early education and care for children. We need to ensure we are financially viable at all times. Our service's financial visibility and access to our service will be ensured by having families made aware of all fees and fee payment requirements upon enrolment.

Responsibilities of the Approved Provider

- Ensuring the service operates in line with the Children (Education and Care Services) National Law (NSW) No104a and Education and Care National Regulations.
- Our service will comply with the Australian Government requirements to be an approved education and care service for the purposes of Child Care Subsidy. The online Child Care Subsidy System (CCSS) reporting requirements and any other requirements for claiming and administering Child Care Subsidy will be maintained by the service.
- Ensuring the service operates in line with any other relevant legislation regarding Child Care Subsidy.
- Reviewing the current budget to determine fee income requirements.
- Developing a fee policy that balances family's capacity to pay, providing a high-quality program and maintaining service viability.
- Providing families with a weekly statement of fees and charges **(Family Assistance Act 201D)**.
- Ensuring that the Fees Policy is readily accessible at the service.
- Notifying families within 14 days of any proposed changes to the fees charged or the way in which the fees are collected **(National Regulation 172)**.
- Provide the family with a statement of fees owing **(National Law 219(e)).**
- Service providers are required to have a CWA in place for each child in their care, as set out in subsection 200B(3) of the Family Assistance Administration Act.
- Apply Start Strong Funding Fee Relief strictly in accordance with the spending rules, including to reduce out-of-pocket expenses for families, resulting in a fee reduction for eligible children after the Child Care Subsidy is deducted from the relevant fee.

Responsibilities of the Nominated Supervisor

- Providing families with a monthly statement of fees and charges **(National Regulation 168(n))**.
- Collecting all relevant information and maintaining appropriate documents regarding those with entitlement to concession, where applicable.
- Notifying families within 14 days of any proposed changes to the fees charged or the way in which the fees are collected **(National Regulations 172)**.

Responsibilities of the Educators

- Referring families' questions in relation to this policy to the Approved Provider or Nominated supervisor.

Responsibilities of the Family

- Obtain a Customer Reference Number (CRN) from Centrelink and complete activity test to determine CCS eligibility before enrolment at the service to ensure benefits are received.
- All enrolling families must complete a Complying Written Arrangement (CWA). A Complying Written Arrangement (CWA) is an ongoing agreement between the service and a Parent/Guardian, to provide care in return for fees. The CWA must contain a minimum amount of information as defined by the Government.
- Record the arrival and departure times.
- Provide 3 weeks notice of withdrawal from service. If child does not attend during this notice period full fees will be chargeable as per CCS laws.
- Fees are charged for each enrolled day, except for Public Holidays, fees must be paid even if the child is away sick, on holidays, or a child is excluded due to non-immunisation. Only the services' annual closure period is exempt from fee payment.
- Any changes in a family financial circumstance may result in cancellation or reduction of their CCS. It is the family's responsibility to contact Centrelink if they wish to dispute this or discuss it further.
- Families will only be eligible for CCS if child care attendance records are accurately completed and signed by the family or other responsible adult.

Payment of Fee

- Fees are payable from the agreed commencement date and must be paid weekly with a minimum of one week's fee credit held on the account at all times, fees that become in arrears will incur a $11 late payment fee per week of non-payment. The daily fee rate is $164 prior to any CCS fee reductions being applied, your gap fee amount payable will be confirmed on enrolment.

- Fees may be paid by direct deposit into the below account weekly:
  Blinkies Early Education Centre
  Account Number – 780582766
  BSB – 637000
  Bright Buttons
  Account Number – 715627337
  BSB - 637000
- On enrolment parents will be required to pay a bond $175.00 per day of attendance in any given week eg: if your child attends 2 days per week you will be required to pay $350.00. This bond will be reimbursed once all CCS reductions have been finalised and provided three full weeks' notice in writing has been given. 50% of bond paid will be retained on accepted care positions that are not commenced.
  Bond is payable into the below account:
  Account Number – 780342544 BSB - 637000
  Reference – Surname
- If there are any problems with payments please discuss this with the approved provider or nominated supervisor as soon as practicable to avoid late payment charges.
- Whilst we try and help whenever possible, we cannot carry debts, if fees become more than two weeks in arrears without prior arrangement, then an arrears fee of $11 will be charged and the enrolment may be terminated and the matter may be referred to a debt collector.
- Parents who's fees become in arrears will be issued reminder statements requesting payment. Parents who are experiencing financial difficulties are encouraged to discuss this with the nominated supervisor as soon as possible to arrange a payment plan. If reminders have been issued and there is continued failure to pay outstanding accounts, the child's place may be terminated and legal advice sought to recover the unpaid fees. The legal fees will be added to the unpaid account.

Late Collection charge

Please remember that this service's care hours cease at 5.45pm precisely. If your child is left after this time a fee of $5.50 G.S.T. inclusive per minute will be charged. Should you wish to discuss your child's day with educators, please ensure that you arrive at least 10 minutes prior to the end of your child's care day.

Buy and Sell Days

This service has a **discretionary** Buy and Sell Policy which is offered but not guaranteed to families enrolled at the service, this policy is administered by service management. This policy benefits both selling and buying families, with priority of application applied to all buy/sell days. Due to the high incidents of families taking their vacation time during school holidays, it is highly unlikely that these times can be sold. Parents are required to notify management of intended dates they would like to buy/sell by completing a buy and sell request form or emailing the service. Due to the intricate administrative responsibilities associated with buying and selling days there is a $5.50 administration fee payable, once a buy day is confirmed with a family they are responsible for the fees for the day.
The nature of buy days allows absent days to be sold up to and including the day of absence, thus confirmation of a sell day can't always be provided in advance – all buy/sell days will be reflected on your weekly statement.

Annual Equipment Levy

An annual non-refundable Equipment Levy will be charged for each child who attends the service. This Levy will be calculated at the rate of $30.00 per day (GST excluded) according to the number of days a child attends during the week. For example, if your child attends 2 days a week, the Annual Equipment Levy will be $60.00.

Reviewed and Updated January 2024
Reviewed and Updated June 2024
Reviewed June 2025

DETERMINING THE RESPONSIBLE PERSON POLICY

Purpose

Blinkies Early Education Centres Pty Ltd ensures that a Responsible Person is in attendance at all times the service is educating and caring for children. The Responsible Person is either the Approved Provider, Nominated Supervisor of the service or an allocated candidate who has been placed in day-to-day charge of the service.

Responsibilities for the Approved Provider

The Approved Provider of an education and care service must –

- Ensure there is a Responsible Person on the premises at all times the service is educating and caring for children.
- Ensure that the name of the Nominated Supervisor is displayed prominently at the main entrance of the service.
- Notify the Regulatory Authority within 7 days if there is a change of person in the role of Nominated Supervisor through the NQA ITS Portal **(ACECQA Notification)**.
- Ensure that, in the absence of the Nominated Supervisor from the service, the Responsible Person is placed in day-to-day charge of the service after giving written consent.
- The Approved Provider is responsible for ensuring the safety and wellbeing of children at the service and will consider a person's qualifications, experience and age when deciding whether they are suitable to be placed in day to day charge of the service **(National Regulation 117A)**.
- Ensuring that the Nominated Supervisor and Responsible Person have an understanding of their role, and have given their acceptance of this role in writing **(National Regulation 117A).**
- Ensure that there are sufficient staff at the service who meet the criteria to be a Responsible Person at the service during periods of leave or illness.
- Ensure that there is sign in and out register **(National Regulation 150)**.
- Ensure to notify if adding another Nominated Supervisor to the service **(National Regulation 35, National Law 56)**.
- Ensure the Responsible Person in the absence of the Nominated Supervisor meets criteria set out in the National Regulations **(National Regulation 117B)**.

Responsibilities of the Nominated Supervisor

The Nominated Supervisor of an education and care service must –

- Provide written consent to accept the role of Nominated Supervisor **(National Regulation 117C)**.
- Ensure that, in their absence from the service premises, another Responsible Person is placed in day-to-day charge of the service.
- Ensure that all staff have a sound understanding of the role of Responsible Person. It is recommended that these staff members who are in a responsible position are given an outline of their responsibilities and that they sign off that they agree to undertake the position. This should be placed in their file **(National Regulation 117A)**.
- Ensure that the name of the Nominated Supervisor **(National Regulation 173(C))** and other Responsible Person is signed into the responsible person register at all times **(National Regulation 150, 177(B)).**
- Create a roster in accordance with the availability of a Responsible Person, hours of operation and attendance patterns of children.
- Notify the Approved Provider and the Regulatory Authority within 14 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) or if they are subject to disciplinary proceedings.

Responsibilities of the Responsible Person

The Responsible Person of an education and care service must –

- Provide written consent to accept the role of Responsible Person **(National Regulation 117A)**.
- Ensure to sign into the register when in responsible position **(National Regulation 150).**
- Ensure that they have a sound understanding of the role of Responsible Person **(National Regulation 117B).**

- Understand that a Responsible Person placed in a day-to-day charge of an approved service does not have the same statutory responsibilities under the National Law as the Nominated Supervisor.

Responsibilities of the Family/Guardian

The Family/Guardians of an education and care service must be aware of who the responsible person is.

Definitions, Terms & Abbreviations

Term	Definition
Approved Provider	Holds the Provider Approval granted under the Children (Education and Care Services National Law) Act 2011. This approval authorises the Approved Provider to operate an approved education and care service.
Nominated Supervisor	This person is responsible for the day to day management of an Approved Service and has legal responsibilities under the Law and Regulations that govern the operation of education and care services.
Responsible Person	The person the Approved Provider or Nominated Supervisor deems fit to be left in charge of the day to day operations of the service. A Responsible Person however, does not have any statutory responsibilities under the National Law and Regulations in the absence of the Nominated Supervisor.

Reviewed July 2021
Reviewed June 2022
Reviewed June 2023
Reviewed June 2024
Reviewed June 2025

Child Safe Environment Policy

Purpose

All children have the right to experience quality education and care in an environment that promotes opportunities to thrive with adults who safeguard and advocate for their health, safety, security and wellbeing including the right to:

- be asked to express their views and wishes about matters affecting their lives and to have those views appropriately considered by adults;
- feel and be safe in their interactions with adults and other children and young people; and
- understand, as early as possible, what is meant by 'feeling and being safe'.
- maintaining a safe environment free from risk of abuse or harm for children and adults at the Service.

Children have the right to be safe. The physical environment plays a critical role in keeping children safe, particularly as they are often unable to identify risks and dangers for themselves. In early education and care services, the buildings, furniture and equipment must meet initial service approval requirements and, after that, be kept safe, clean and well-maintained so that unintentional injuries to children and adults in the service are minimised.
Organisations and people working with children in NSW share responsibility for keeping children safe. Applying the Standards makes it easier for children, parents, carers and staff to share their understanding of child safety across different settings. The Standards promote consistency across care environments.

Strategies

The physical Environment

In order to promote a safe physical environment we will:

- Ensure all equipment and materials used at the service meet relevant safety standards.
- Remove, repair or replace worn and damaged buildings, structures equipment and resources which may provide a safety risk for children in a timely manner.
- Ensure learning environments are established that provide appropriate child groupings, sufficient space, and include carefully chosen and well-maintained resources and equipment **(National Regulation 103).**
- Organise indoor and outdoor spaces to ensure risks to the health and safety are minimised and that there is effective and adequate supervision available at all times **(National Regulation 115).**
- Conduct a risk assessment of the service environment to determine any risks to children's health and safety.
- Analyse and evaluate the risks associated with identified hazards.
- Determine appropriate ways to eliminate or control identified hazards.
- Review risk assessments after any serious incident report is made to the Regulatory Authority.

Staffing and Supervision

- Ensure that sufficient numbers of educators are employed to ensure adequate supervision of children at all times **(National Regulation 123, 130-132, 271-272).**
- Manage rosters to not only ensure that adequate numbers of educators are on duty to meet ratio and qualification requirements **(National Regulation 126)** but that duty of care implications are considered to ensure adequate supervision at all times.
- Ensure screening and suitability of staff, volunteers as per the legislation and policy at the time of employment and as part of an ongoing process.
- Respond proactively to emerging staff performance concerns.
- Ensure accurate and detailed records are maintained in regards to child protection including allegations of child sexual assault.

Child Safe Standards

- Child safe standards implemented into the culture of the Service, throughout the policies and procedures and shared with all who engage with the service.
- A child safe environment is more than the physical and surrounding environment that children engage with, it also includes those working with and engaging with children.
- Child Safety is embedded in the service leadership, governance and culture
- Children participate in decisions affecting them and are taken seriously when opinions and or concerns raised/expressed
- Equity is upheld and diverse needs are taken into account
- People working with children are suitable and supported

- Processes to respond to complaints of child abuse are child focused
- Staff are trained and equipped with the knowledge, skills and awareness to keep children safe
- Physical and online environments minimise the opportunity for abuse to occur
- Children can engage in online environments safely.
- Implementation of the Child Safe Standards is continuously reviewed and improved
- Policies and procedures document how Blinkies is child safe and creates a child safe culture
- Educators are trained in child protection and Services provide a Protective Behaviour program which is available for all staff working with children.
- Educators are aware and respond appropriately to child behaviours which are linked to abuse.
- Educators should be fully aware of their reporting obligations when a child is at risk of abuse or harm or when a child discloses information to them.
- The Service needs to consider what procedures and policies are in place to identify, respond to and report child abuse whether in the service or not. The Service will need to look at preventative measures such as awareness through training and staff meetings.
- The Service should have a reporting log of harm for any disclosure or harm done to children.
- Children have a voice in the service and are encouraged to share what makes them feel safe and also unsafe. They are to share their opinions on policies, procedures and any decisions that affect them.
- Children should always be within close proximity to educators where they can hear and or see children at all times.
- Never leave volunteers, visitors or families alone with children and never leave unqualified staff or educators under the age of 18 alone with children while at the education and care Service.

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 childhood education and care (ECEC). Providers of centre-based ECEC under the National Quality Framework (NQF) are strongly encouraged to adopt the National Model Code as a further support to promote a child safe culture. The National Model Code is a voluntary, interim measure while future legislative reform is being considered by governments, Blinkies Early Education Centre pty Ltd supports the implementation of the code and has adapted the recommendations while still a voluntary recommendation from July 1, 2024.

Additional Practices for Babies (0-2 years)

- All equipment (e.g. cots, high chairs, prams) used by babies is regularly cleaned and serviced.
- Mouthed toys are set aside for cleaning every time it is mouthed by a baby
- Unused Baby dummies are labelled with the child's name and stored securely

Responsibilities for the Approved Provider and Nominated Supervisor

- Ensure the service operates in line with the Children (Education and Care Services) National Law (NSW) No104a and Education and Care Services National Regulations with regard to the delivery and collection of children at all times **(National Regulation 99).**
- Ensure all staff have access to relevant professional development.
- Ensure that the Nominated Supervisor and staff members at the service who work with children are advised of current child protection legislation, its application, and any obligations that they may have under that law **(National Regulation 84).**
- Ensure that all responsible persons on the service have up to date child protection training **(National Law 162).**
- Ensure that all relevant staff and educators working with children have working with children check and have been cleared **(Child Protection Act 9).**
- Ensure that at least one person at the service holds asthma, anaphylaxis and first aid training at all times **(National Regulation 136)**.
- Ensure that policies and procedures are up to date and reflecting the National Regulations **(National Regulation 168).**
- Ensure that all staff are aware of the policies and procedures of the service and that a copy of these are available for all visitors, families, students and staff of the service at all times **(National Regulation 170-171).**
- Provide all staff and educators working directly with children with a copy of the Mandatory Reporter Guide to assist them in their reporting.
- Ensuring screening and suitability processes are maintained to meet policy and legislative requirements.
- Identifying and providing appropriate resources and training to assist staff, contractors, visitors, volunteers and students to implement this policy.

- Keeping up to date and complying with any relevant changes in legislation and practices in relation to this policy.
- Co-operating with other services and/or professionals in the best interests of children and their families.
- Ensuring that families are made aware of support services available to them and of the assistance these services can provide.
- Ensuring that all staff who work with children are supported to implement this policy in the service.
- Protecting the rights of children and families, and encouraging their participation in decision-making at the service.
- Ensure the safe use of digital technologies and online environments at the service including:
    - The taking, use, storage and destruction of images and videos of children being educated and cared for by the service
    - Obtaining authorisation from parents to take, use and store images and videos of children
    - The use of any optical surveillance device (CCTV)
    - The use of any digital device issued by the service
    - The use of digital devices by children

Responsibilities for the Educators

- Act in accordance with the obligations outlined in this policy.
- Raise concerns when barriers or threats to the protection of children and young people's safety and wellbeing are identified, including through the conduct of other adults at the site/service.
- Keeping up to date and complying with any relevant changes in legislation and practices in relation to this policy.
- Follow all record keeping requirements **(National Regulation 173, 177)**.
- Undertaking appropriate training and education on child protection.
- Identifying any potential for risk and harm to a child at the service and developing and implementing effective prevention strategies in consultation with the approved provider and the nominated supervisor.
- Co-operating with other services and/or professionals in the best interests of children and their families.
- Informing families of support services available to them (such as child first), and of the assistance these services can provide.
- Ensuring that no child is left alone (or is out of sight) with a contractor, visitor, volunteer, student or parent/guardian at the service.
- Implementing the procedures for reporting suspected child abuse.
- Notifying the Nominated Supervisor or the approved provider immediately on becoming aware of any concerns, complaints or allegations regarding the health, safety and welfare of a child at the service.
- Offering support to the child and their family, and to other and staff in response to concerns or reports relating to the health, safety and wellbeing of a child at the service.
- Provide a quiet place for children to rest when they are tired or stressed **(National Regulation 81).**
- Maintaining confidentiality at all times **(National Regulation 181).**
- Adhering to all service policies and procedures.
- Ensure that responsibility to identify and respond to risk of physical harm in the learning environment does not prevent educators seeing children as capable and competent learners.
- Provide an appropriate learning environment for children that extends and challenges learning.

Responsibilities for the Families

- Reading and complying with this policy.
- Reporting any concerns, including in relation to potential for child abuse, to the Nominated Supervisor.

Reviewed and Updated June 2022
Reviewed June 2023, Reviewed and Updated October 1, 2023
Reviewed June 2024
Reviewed and Updated July 5, 2024

EDUCATIONAL PROGRAM AND PRACTICE POLICY

Purpose

Blinkies Early Education Centres Pty Ltd aims to ensure that the educational program is stimulating and engaging, and enhances children's learning and development, by providing an educational program for children that builds on the following outcomes:

- Children have a strong sense of identity
- Children will be connected with and contribute to their world
- Children will have a strong sense of wellbeing
- Children will be confident and involved learners
- Children will be effective communicators

Educators at this service are focused, active and reflective in the ongoing cycle of learning through planning, documenting and reflecting a balance of planned and spontaneous experiences with intentional teaching to scaffold and extend each child's learning and development. Blinkies Early Education Centres Pty Ltd promotes learning and development in a play based learning environment, capturing the interests, strengths and ideas of the individual children in our care setting. Play based learning allows children to explore, discover, take risks, create meaning, negotiate and problem solve, developing the foundations for literacy, numeracy and social skills.

Play based learning is central to the Early Years Learning Framework (EYLF). The EYLF describes the principles, practices and outcomes that support and enhance children's learning from birth to five years, including their transition to school. The framework is a key component of the National Quality Framework for early childhood education and care. The EYLF provides a vision that all children experience learning that engages them and builds success for life. Our educators use the EYLF as a framework to develop individualised strategies to implement objectives.

Play based learning is a complex form of natural enquiry that requires experienced and attuned educators whom know the strengths, interests and developmental needs of individual children. Through play based learning our experienced and highly skilled educators introduce and reinforce concepts to extend children's learning in a manner that engages their interests and skills.

Technology and Media Approach

This service is committed to a balance of play and technology used as part of intentional teaching practice to prepare children to be lifelong, competent and involved learners. Educators will promote the use of relevant, appropriate and monitored digital screen technology to:

- access information which can be used to build on children's current knowledge, ideas and culture
- engage children in topics of interest where learning will be scaffolded
- encourage and support investigation, further exploration and foster critical thinking skills
- build confidence with using technology
- explore the wider community
- enhance the learning environment

Little Scientists initiative reminds us age-appropriate Science, Technology, Engineering and Mathematics (STEM) education incorporates a play – based approach to the use of technology with children. The preferred technology tool for each service is a CommBox situated in the three to five rooms. This is an interactive touch screen which is driven and overseen by educators to enhance children's learning and interests. Occasionally smaller hand-held devices are utilised by children who are ably assisted by our highly qualified and experienced educators modelling appropriate screentime use. At no stage will screens or devices be used to manage challenging behaviours or as a reward. Educators are mindful of and program for a balance of active play throughout the day to have fun and move, aligning with the Australian 24 hour movement guidelines for early childhood (birth to 5 years).
https://www.health.gov.au/sites/default/files/documents/2021/05/24-hour-movement-guidelines-birth-to-5-years-brochure.pdf

Strategies

- Designing and delivering a stimulating program that aligns with the Early Years Learning Framework to enhance each child's current knowledge, ideas, culture, abilities and interests.
- All curriculum decisions contribute to the learning and development outcomes for each child with relation to their identity, connection with community, wellbeing, confidence as learners and effectiveness as

communicators.

- Use the current knowledge, strengths, ideas, culture, abilities and interests of each child as the foundation for the program.
- All aspects of the program including routines are organised in a manner that maximises opportunities for the learning of each child.
- Educators are deliberate, purposeful and thoughtful in their decisions and actions with regards to intentional teaching strategies.
- Educators are responsive to the cues of each child's learning and scaffold their development to extend on current knowledge and ideas through the use of open-ended questions, interactions and collaboration.
- Provide an environment that facilitated child directed learning, promoting the agency of each child and enabling them to make choices and decisions that impact their lives.
- Program planning will be driven by each child's learning and development being assessed as part of the ongoing cycle of planning and critical reflection.
- Critical reflection on children's learning and development as both individuals and in groups.
- Information sharing and collaboration with families.
- Food will only be incorporated in play experiences in a respectful manner, ensuring we are respectful, sustainable, and culturally sensitive.
- Ensure all resources support the learning and development of children in the planned program, adequate resources will be provided for the program without the need for families to supply toys/resources from home.

Responsibilities of Approved Provider and Nominated Supervisor

- Ensure the educational program is delivered under **section 168** of the Children (Education and Care Services) National Law (NSW) No 104a
- Ensure the requirements set out in **regulation 73, 74, 75 and 76** of Education and Care National Regulations are met.
- Allocation of relief time for educators to complete documentation of the educational program.
- Develop the knowledge and understanding of educators with regards to the NQS and EYLF, providing professional development training and critical reflection.
- Allocation of an educational leader under **regulation 118** to lead the development and implementation of the educational program.
- Ensure educators are documenting assessments of children's learning and development.
- Ensure information about the educational program is provided to families on request:
    - Information about the child's participation in the program
    - Information about the content and operation of the program as it relates to individual children
    - Copy of the documents kept under **regulation 74** in respect of children

Responsibilities of the Educational Leader

- Lead the development and implementation of the services educational program.
- Inspire, motivate, challenge, affirm and extend the practice and pedagogical practice of educators.
- Value a collaborative approach with families and educators in developing and implementing the educational program.
- Create opportunities with families to plan, discuss and reflect on their child's progress both formally and informally.
- Engage educators with all elements of the EYLF (including the principles, practices and learning outcomes) that contribute to children's learning and are fundamental to high quality pedagogy and curriculum decision making.
- Guide and develop educators and families' understandings about play based learning, and the significance of the early years in the education continuum for children.
- Build on the capacity of educators by inspiring, motivating, affirming, challenging and extending their practice and pedagogy.
- Create opportunities with educators to plan, discuss and reflect on practice to ensure a high quality educational program.
- Demonstrate ongoing learning and reflective practice as one of the principles that underpin effective

pedagogy and the importance of establishing a culture of professional inquiry.

- Inspire critical reflection conversations and enable the establishment and maintenance of a professional workplace in which educators are all involved.
- Support critical reflection with educators in ways that encourage teams to work together and challenge each other.
- Reflective practice is embedded in each educator's performance and supported through guidance.
- Comprehensive knowledge of theory relating to childhood education and care, professional standards and contemporary understanding of evidence-based best practice approaches to teaching and learning.

Responsibilities of Educators

- Contribute to the educational program to support the outcomes for children mentioned.
- Document assessments of children's developmental needs, interests, experiences and participation in the program
- Document assessments of individual children's developmental progress against outcomes of the program
- Value a collaborative approach with families in developing and implementing the educational program.
- Create opportunities with families to plan, discuss and reflect on their child's progress both formally and informally.
- Develop a transition to school statement for each child attending formal schooling the following year.
- Collaborate with other professionals to plan and review strategies that support the learning and development of individual children.
- Support children to actively participate in making choices and decisions, allowing opportunities for children to surpass preconceived expectations and explore their uniqueness of qualities and abilities.
- Utilise the online interactive programming system mychild to communicate with parent's experiences, achievements and learning stories in which their child participates.
- Ensure there is evidence of children's learning visible in the care environment for families and children to engage with.
- Ensure the program is accessible for families.
- Complete planning cycle for all children in allocation, with at least one formal observation completed per month.
- Reflect an understanding of the NQS and EYLF through program.
- Reflective practice is embedded in each educator's practice and documentation.
- Knowledge of theory relating to childhood education and care, evidenced through documentation.
- Engage with the educational leader to reflect on practice and plan for quality improvement.
- Ensure use of open-ended resources and materials that allow children to express themselves (rather than using templates, stencils or resources that limit children's capacity to create, interpret, experiment and explore)

Responsibilities of Families

- We encourage and value families collaboration in the development of the program.
- Sharing achievements, celebrations and customs of the family with the service
- Create opportunities to plan, discuss and reflect on their child's progress both informally and formally with educators.
- Access the services interactive online programming system (mychild) to review news items, individual learning stories, the educational program and work samples.
- Toys from home are discouraged from being bought into the service, toys from home can cause inequity in play, ownership issues and can potentially become lost or broken. In order to ensure special toys/resources from home aren't lost or broken we ask all families to refrain from sending them.

PRESCHOOL PROGRAM AND TRANSISTION TO SCHOOL

Educators at this service acknowledge the importance of a smooth transition to school and that they play a key role in ensuring children are well equipped to embark on the next stage of their learning. Evidence suggests that children who have a positive start to school are likely to engage well and to achieve academic and social success. Our educational program and school preparation experiences promote opportunities for encouraging the skills and attributes needed for starting school and to assist children in becoming confident learners.

We believe preparation for school commences from a child's first day of attendance at this service and continues through to the year prior to attending school where children will be grouped in an environment which fosters

- consolidation of prior and current experiences to enhance security and confidence
- independence and resilience
- formation of relationships with peers and adults
- self - regulation of emotions and behavior
- persistence with tasks
- effective communications with special reference to literacy and the STEM subjects Science, Technology, Engineering and Mathematics

Our model of programming involves identifying children's interests and providing opportunities for them to further research, investigate and explore, often in collaborative play. This type of learning environment allows children to be involved in their own self-directed learning scaffolded by educators. School readiness is a collaborative approach that focuses on the strengths and interests of individual children. We support our young learners to develop skills such as critical thinking and the ability to communicate effectively, innovate and solve problems through negotiation and collaboration.

Rather than telling a child to sit and practice writing letters of the alphabet we search for opportunities to introduce literacy into their own self-directed learning. For example, the child who is making a zoo using blocks and wants people to know what animals go in each cage is encouraged to make labels so they can develop understandings of the purpose of print and letter sound relationships as opposed to rote learning.

The child who shows interest in flowers changing colours engages in research with educator support, to discover why this happens and is encouraged to create an experiment to test the theory of absorption; writing lists for materials needed, measuring colour absorption, mixing colours, following procedures.

We believe learning is not limited to literacy and numeracy but recognise these as skills integral to success as life- long learners. To ensure our Blinkies graduates are equipped with this knowledge and understanding we search for ways to introduce these concepts in our scaffolding of children's interests. This makes their experience more meaningful as they have sustained interest and are engaged with the content and are making connections about the applications of the knowledge they are acquiring.

Prior to each child's attendance at orientation at the parents' choice of school, a transition to school statement will be prepared with reference to the NSW Transition to School Statement which includes a summary of the child's strengths, interests and approaches to learning and suggests ways these can be supported.
If sanctioned by the parent, the statement will be communicated to the child's intended school where it provides the school and teachers with information they can use in planning and preparing for the child's arrival and transition into the new learning environment.
We adopt a collaborative approach to the transition to school, working closely with families and schools to share information and resources that will support a smooth transition for all children. A well planned and collaborative school readiness program impacts each child's engagement with school, well being and ongoing learning. Our transition to school approach is developed in response to our local community, children, families and experience.
There are a number of resources and tools we access to provide a high quality preschool program and smooth transitions to school. These are shared with families and accessible through our service.

Reviewed and Updated January 2023, Reviewed June 2023
Reviewed June 2024
Reviewed June 2025

MEDICAL CONDITIONS POLICY

Purpose

Clear procedures are required to support the health, wellbeing and inclusion of all children enrolled at the service. Our service practices to support the enrolment of children and families with specific health care requirements. Medical conditions include, but are not limited to asthma, diabetes or a diagnosis that a child is at risk of anaphylaxis. In many cases, if not managed appropriately, these can be life threatening.

Strategies

Enrolment

- On application for enrolment families will be required to complete full details about their child's medical needs **(National Regulation 90)**. Review will be carried out to ascertain any gaps in training or professional development that will support the inclusion of all children.
- Where children require medication or have special medical needs for long term conditions or complaints, the child's doctor or allied health professional and parent/guardian must complete a Medical Management Plan **(National Regulation 90)**. Such a plan will detail the child's special health support needs including administration of medication and other actions required to manage the child's condition.
- The Approved Provider or the Nominated Supervisor will also consult with the child's family to develop a Risk Minimisation Plan **(National Regulation 90(c)(iii))**. This plan will assess the risks relating to the child's specific health care needs, allergy or medical condition; any requirements for safe handling, preparation and consumption of food; notification procedures that inform other families about allergens that pose a risk; procedures for ensuring educators/students/volunteers can identify the child and their medication.
- Children with specific medical needs must be reassessed in regard to the child's needs and our service's continuing ability to manage the child's special needs on a regular basis, depending on the specific child's medical condition.
- If a child's medical, physical, emotional or cognitive state changes, the family will need to complete a new Medical Management Plan and our service will re-assess its ability to care for the child, including whether educators are appropriately trained to manage the child's ongoing special needs. Where the service staff have been found to have inadequate training, resources or facilities, training will be given and resources will be considered and purchased where necessary.

Communication Strategies

Our service will maintain the review and development of communication strategies to ensure that:

- Relevant staff members and volunteers are informed about the medical conditions policy and the medical management plan and Risk Minimisation Plan for each child.
- A child's parent should communicate any changes to the medical management plan and Risk Minimisation Plan for the child, setting out how that communication is to occur.

Administration of Prescribed Medication

Prescribed medication, authorised medication and medical procedures can only be administered to a child:

- with written authorisation from the parent/guardian or a person named in the child's enrolment record as authorised to consent to administration of medication **(National Regulation 92(b))**.
- In the presence of two educators to check and adminster medication
- If prescribed medication matches the details and instructions on completed medication form signed by parents.
- Only one child's medication is to be removed from the locked medication box at one time.
- if the prescribed medication is in its original container bearing the child's name, dose and frequency of administration **(National Regulation 95)**.

Medical Management Plans

Medical Management Plans are required if a child enrolled at our service has a specific health care need, allergy or relevant medical condition. This involves:

- Requiring a parent of the child to provide a medical management plan for the child. The medical management plan must include a current photo of the child and must clearly outline procedures to be followed by staff in the event of an incident relating to the child's specific health care needs **(National Regulation 90(c)(i))**.
- Requiring the medical management plan to be followed in the event of an incident relating to the child's specific health care need, allergy or relevant medical condition **(National Regulation 90(c)(ii))**.

Risk Minimisation Plans

Risk Minimisation Plans are required to be developed in consultation with the parents of a child **(National Regulation 90(c)(iii))**:

- To ensure that the risks relating to the child's specific health care need, allergy or relevant medical condition are assessed and minimised.
- If relevant, to ensure that practices and procedures in relation to the safe handling, preparation, consumption and service of food are developed and implemented.
- If relevant, to ensure that practices and procedures to ensure that the parents are notified of any known allergens that pose a risk to a child and strategies for minimising the risk are developed and implemented.
- To ensure that practices and procedures ensuring that all staff members and volunteers can identify the child, the child's medical management plan and the location of the child's medication are developed and implemented.
- If relevant, to ensure that practices and procedures ensuring 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 care need, allergy or relevant medical condition are developed and implemented.

Asthma

- Whenever a child with asthma is enrolled at our service, or newly diagnosed as having a asthma, communication strategies will be developed to inform all relevant educators, including students and volunteers, of:
    - the child's name, and room they are educated and cared for (in the child's Risk Minimisation Plan)
    - where the child's Medical Management Plan will be located
    - where the child's preventer/reliever medication etc. will be stored
    - display of asthma action plan with consent from families
- Asthma reliever medications will be stored out of reach of children, in an easily accessible central location.
- Reliever medications together with a spacer will be included in our service's First Aid kit in case of an emergency situation where a child does not have their own reliever medication with them.

Asthma Emergencies

In the case of an asthma emergency, medication may be administered to a child without written parent/guardian authorisation. If medication is administered the parent/guardian of the child or the child's registered medical practitioner will be contacted as soon as possible.

The National Asthma Council (NAC), recommends that should a child not known to have asthma appear to be in severe respiratory distress, the Asthma First Aid plan should be followed immediately.

Anaphylaxis

- Whenever a child with severe allergies is enrolled at our service, or is newly diagnosed as having a severe allergy, a communications plan will be developed to inform all relevant educators, including students and volunteers **(National Regulations 90(1)(b))**, of:
    - The child's name and allergy/medical condition details
    - Where the risk minimisation plan and action plan is located
    - The child's days of attendance and which room they are located
    - Where the medication and or auto injectors are located in case of emergency and who is responsible in case of a medical emergency

- Changes to the child's medical condition.

- In accordance with the Education and Care Services National Regulations, our service will advise families that a child who has been diagnosed as at risk of anaphylaxis is enrolled at the education and care service **(National Regulation 173(f)(i))**. Notices will be posted in the foyer that "children with anaphylaxis attend here", and on the wall of the room that the child is in as well as in the office and kitchen. The notice will advise which foods are allergens and therefore not to be brought to the service.
- It is required that the child at risk of anaphylaxis will have a Medical Management Plan developed by a medical practitioner.
- Educators will become familiar with the child's plan and also develop an Individual Anaphylaxis Risk Minimisation Plan for the child in consultation with the child's parents/guardians and appropriate medical professional.
- A child is not allowed to be left at the service without their medication and action plan. The medication must be in date and action plan must be updated and relevant.
- Any changes to a child's medical requirements must be communicated to the relevant staff within the service.

Anaphylaxis Emergencies

- In the case of an anaphylaxis emergency, medication may be administered to a child without written parent/guardian authorisation. If medication is administered the parent/guardian of the child or the child's registered medical practitioner will be contacted as soon as possible.
- For anaphylaxis emergencies, educators will follow the child's Emergency Action Plan.
- If a child does not have an adrenaline auto-injector and appears to be having an anaphylactic reaction, the service's auto-injector adrenaline will be administered. Staff administering the adrenaline will follow the instructions stored with the device. An ambulance will always be called. The used auto-injector will be given to ambulance officers on their arrival. **Another child's adrenaline auto-injector will NOT be used.**

Diabetes

Whenever a child with diabetes is enrolled at our service, or is newly diagnosed as having diabetes, a communications plan will be developed to inform all relevant educators, including students and volunteers, of:

- the child's name and room they are educated and cared for in;
- the child's Risk Minimisation Plan;
- where the child's Emergency Action Plan will be located;
- where the child's insulin/snack box etc. will be stored;
- Educators will be educated of the signs and symptoms of low and high blood sugar.
- Blood sugar testing – information on how often and when a child's blood sugar may need to be tested by educators

Management of diabetes in children at our service will be supported by the child having in place an Emergency Action Plan which includes: Administration of Insulin, if needed - information on how to give insulin to the child, how much insulin to give, and how to store the insulin.

Responsibilities of the Approved Provider

- Ensuring the development of a communication plan and encouraging ongoing communication between parents/ guardians and staff regarding the current status of the child's specific health care need, allergy or other relevant medical condition, this policy and its implementation **(National Regulation 90 (1)(c)(iv))**.
- Ensuring relevant staff receive regular training in managing specific health care needs such as asthma management, anaphylaxis management and any other specific procedures that are required to be carried out as part of the care and education of a child with specific health needs.
- Ensuring at least one educator/staff member who has current accredited training in emergency management requirements for specific medical conditions is in attendance and immediately available at all times that children are being educated and cared for by the service **(National Regulation 136(1))**.
- Ensuring that a Risk Minimisation Plan is developed for each child with specific medical conditions on enrolment or upon diagnosis, and that the plan is reviewed at least annually.
- Ensuring that parents/guardians who are enrolling a child with specific health care needs are provided with a copy of this and other relevant service policies **(National Regulation 91)**.

Responsibilities of the Nominated Supervisor

- Implementing this policy at the service and ensuring that all staff adhere to the policy.
- Informing the Approved Provider of any issues that impact on the implementation of this policy.
- Identifying specific training needs of staff who work with children diagnosed with a medical condition, and ensuring, that staff access appropriate training.
- Ensuring children do not swap or share food, food utensils or food containers.
- Ensuring food preparation, food service and relief staff are informed of children and staff who have specific medical conditions or food allergies, the type of condition or allergies they have, and the service's procedures for dealing with emergencies involving allergies and anaphylaxis.
- Ensuring a copy of the child's medical management plan is visible and known to staff in the service.
- Ensuring staff follow each child's Risk Minimisation Plan and Medical Management Plan.
- Ensuring opportunities for a child to participate in any activity, exercise or excursion that is appropriate and in accordance with their Risk Minimisation Plan.
- Providing information to the community about resources and support for managing specific medical conditions while respecting the privacy of families enrolled at the service.
- Maintaining ongoing communication between staff and parents/guardians in accordance with the strategies identified in the communication strategy to ensure current information is shared about specific medical conditions within the service.

Responsibilities of the Educators

- Communicating any relevant/changes to information provided by parents/guardians regarding their child's medical condition to the Nominated Supervisor, to ensure all information held by the service is current.
- Being aware of individual requirements of children with specific medical conditions and following their Risk Minimisation Plan and Medical Management Plan.
- Monitoring signs and symptoms of specific medical conditions and communicating any concerns to the Nominated Supervisor.
- Ensure that parents/guardians are contacted when concerns arise regarding a child's health and wellbeing.

Responsibilities of the Families

- Informing the service of their child's medical conditions, if any, and informing the service of any specific requirements that their child may have in relation to their medical condition upon enrolment of child(ren).
- Developing a Risk Minimisation Plan with the nominated supervisor and/or other relevant staff members at the service.
- Providing a medical management plan signed by a medical practitioner, either on enrolment or immediately upon diagnosis of an ongoing medical condition. This medical management plan must include a current original photo of the child and must clearly outline procedures to be followed by staff in the event of an incident relating to the child's specific medical needs **(National Regulation 90(1)(c)(i))**.
- Families are responsible for communicating any changes to their child's medical management.

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Reviewed June 2024
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ADMINISTRATION OF FIRST AID POLICY

Purpose

First aid can preserve life, prevent a condition worsening and promote recovery. The capacity to provide prompt basic first aid is particularly important in the context of an early childhood service where staff have a duty of care to take positive steps towards maintaining the health and safety of each child.
Ensure that all children, staff and visitors to the service receive proficient first aid if required. All educators except the approved provider who has a severe visual impairment and trainees who have up to twelve months to gain the appropriate qualifications have current qualifications.

Strategies

When an accident happens:
When an accident, injury or illness occurs, requiring staff to administer first aid, a staff member with current first aid qualifications must be the one to administer the treatment.
Staff will:

- Assess the situation for any further danger to themselves or others;
- Wear gloves whilst administering first aid.
- Maintain copies of current first aid for children to be kept in service with specific treatment for individual first aid scenarios.
- Practice hygiene procedures such as disposal of gloves, used gauze/wipes/tissues, etc after treatment.
- Other staff are to clear children away from the accident site and continue with the normal routine.
- Remain calm and professional throughout the incident, offering support and reassurance to all children and
- Wash their hands BEFORE AND AFTER treatment.
- No medications will be used on the child unless they are prescribed for that child.
- If first aid is administered, an Incident, Injury and Trauma or Illness report is to be filled out by the staff member present at the time of the accident and the staff member who treated the child/adult. Information should be recorded as soon as possible in the Accident/Injury Register, and within 24 hours after the incident, injury, trauma or illness.
- The parent is to sight and sign the form and receive a copy within 24 hours of the incident injury or trauma (if they request one). If contact is not possible on the day of the accident, the nominated supervisor or Responsible Person must contact parents by phone or in person as soon as possible the next day.
- A copy of the form is to be put in the child's file and the details entered on a tracking sheet in the Accident/Injury Register so that staff can review the number and kinds of injuries and make decisions as to how to prevent them happening in the future.
- The National Regulations require that an incident, injury, trauma and illness record be kept, and that the record be accurate and remain confidentially stored until the child is 25 years old **(National Regulation 183(2)(b))**.
- Continue to monitor the child's condition. If the child's condition deteriorates, then the Nominated Supervisor or Responsible Person is to assess the situation and take necessary actions.
- If the parents are not available and a child needs to go to hospital by ambulance, a staff member is to accompany them. Approved Provider/Nominated Supervisor to ensure staff/child ratios are maintained as per the Education and Care Services National Regulation **(National Regulation 123)**.
- Remaining staff are to continue to try to contact the parents/emergency contacts.
- A copy of the child's enrolment form is to be taken to the hospital by the staff member accompanying the child.
- If a child requires hospitalisation, the Nominated Supervisor or Responsible Person is to contact the regulatory authority, the NSW Early Childhood Education and Care Directorate via NQA ITS Portal within 24 hours.
- A small first aid kit is to be kept in an evacuation pack, which is used in the evacuation of the service, e.g. fire, bomb threat, etc.
- In case of a death of a child in care, the Nominated Supervisor or Responsible Person must immediately give notice of the fact to:
    - The parent of the child.
    - The Police.
    - The regulatory authority, the NSW Early Childhood Education and Care Directorate within 24 hours.

- The Approved Provider of the service.

Responsibilities of the Approved Provider

- Approved Providers must ensure that there is provision for first aid equipment in the workplace **(WHS Regulation 42)**.
- Approved Providers must ensure that each worker has access to the equipment **(WHS Regulation 42)**.
- Ensure the Regulatory Authority is notified of any serious incident at an Approved Service **(National Regulation 12)**
- Ensuring that every reasonable precaution is taken to protect children at the service from harm and hazards that are likely to cause injury.
- Ensuring that at least one educator with current approved first aid qualifications is in attendance and immediately available at all times that children are being educated and cared for by the service. This can be the same person who has CPR, anaphylaxis management training and emergency asthma management training, which is also required under the Regulations **(National Regulation 136)**.
- Appointing a staff member to be the nominated first aid officer.
- Advising families that a list of first aid and other health products used by the service is available for their information, and that first aid kits can be inspected on request.
- Providing and maintaining an appropriate number of up-to-date, fully-equipped first aid kits that are in accordance with the Safe Work NSW Code of Practice.
- Providing and maintaining a portable first aid kit that can be taken offsite for excursions and other activities.
- Ensuring that first aid training details are recorded on each staff member's record.
- Ensuring safety signs showing the location of first aid kits are clearly displayed.
- Ensuring there is an induction process for all new staff, casual and relief staff, that includes providing information on the location of first aid kits and specific first aid requirements.
- Ensuring a resuscitation flow chart is displayed in a prominent position in the indoor and outdoor environments of the service.
- Keeping up to date with any changes in procedures for administration of first aid and ensuring that all educators are informed of these changes.

Responsibilities of the Nominated Supervisor

- Ensuring that all required staff have attained an approved first aid qualification, including CPR, anaphylaxis management training and emergency asthma management training.
- Ensuring a portable first aid kit is taken on all excursions and other offsite activities.
- Reviewing the service's first aid policy annually.
- Reviewing the service's risk assessment every six months to identify hazards in the environment.
- Ensuring the roster reflects that there is at least one qualified educator in attendance and immediately available in an emergency during operational hours regardless of educator's illness, leave and break entitlements.

Responsibilities of the Educators

- Implementing appropriate first aid procedures when necessary – reference to related documents as required for specific scenarios.
- Maintaining current approved first aid qualifications, and qualifications in CPR, anaphylaxis management and emergency asthma management, as required.
- Practicing CPR and administration of an auto-injection device at least annually. CPR should be refreshed annually as part of the certification process.
- Ensuring that all children are adequately supervised while providing first aid and comfort is given to a child involved in an incident or suffering trauma.
- Ensuring that the details of any incident requiring the administration of first aid are recorded on the incident, injury, trauma and illness record.
- Notifying the Nominated Supervisor prior to the expiration of your first aid, asthma or anaphylaxis accredited training.
- Ensuring that volunteers and trainees are not responsible for administering first aid.
- Ensure all reusable first aid equipment will be cleaned as required after use.

- Refer to first aid fast for babies and children for procedures for specific first aid scenarios.

Responsibilities of the Families

- Providing the required information for the service's medication record.
- Providing written consent (via the enrolment record) for service staff to administer first aid and call an ambulance, if required **(National Regulation 161(2)(a))**.
- Being contactable, either directly or through emergency contacts listed on the child's enrolment record, in the event of an incident requiring the administration of first aid.
- All over the counter medication must remain in the original packaging and can only be administered with signed permission as per manufacturers instructions.

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Reviewed June 2024
Reviewed June 2025

INCIDENT, INJURY, TRAUMA & ILLNESS POLICY

Purpose

Blinkies Early Education Centres Pty Ltd purpose is to ensure that immediate action is taken in the case of any incident, injury, trauma, or illness, and accident or emergency treatment is initiated as well as accurate records completed and kept **(National Regulation 85, 86, 87, 183(2)(b))**.

Strategies

- Ensure enrolment forms have Panadol authorisation included and correctly filled in.
- Staff are aware of signs of illness and are aware of responsibilities and procedures.
- Parents have been issued with Incident, Injury, Trauma & Illness Policy on enrolment.
- Refer to administration of first aid policy.
- Ensure all dangerous products stored correctly and inaccessible to children with current safety data sheets.

Administration of First Aid

When an accident, injury or illness occurs, requiring staff to administer first aid, a staff member with current first aid qualifications must be the one to administer the treatment.
Staff will:

- Assess the situation for any further danger to themselves or others;
- Ensure no further danger is present and clear children away from the accident site and continue with the normal routine.
- Respond to the injury, illness or trauma needs of the child or adult to the capability of their training in first aid, asthma or anaphylaxis. Referral to the child's medical management plan and risk minimisation plan should be made if applicable.
- Staff will wear gloves whilst administering first aid.
- Staff are to practice hygiene procedures such as disposal of gloves, used gauze/wipes/tissues, etc after treatment.
- No medications will be used on the child unless they are prescribed for that child.
- Notify the Nominated Supervisor/ Responsible Person and parents of the incident, illness, injury or trauma the same day that it occurs.
- As part of first aid response an educator may if required:
    - Call an ambulance (or ask another staff member to call and co-ordinate the ambulance).
    - Notify a parent or authorised nominee that the child requires medical attention from a medical practitioner as soon as practicable.
    - Contact a parent or authorised nominee to collect the child from the service if required.
- If first aid is administered, an Incident, Injury and Trauma or Illness report is to be filled out by the staff member present at the time of the accident and the staff member who treated the child/adult. Information should be recorded as soon as possible in the Accident/Injury Register, and within 24 hours after the incident, injury, trauma or illness. This will state:
    - Date and time of accident.
    - Location
    - Nature of incident/injury trauma (be specific).
    - Parent/person contacted and the time they were contacted (if necessary).
    - Adult witnesses.
    - Name of child/adult.
    - Circumstances of the accident (be specific).
    - Treatment given.
    - Person who administered the first aid.
    - Signed by staff member.
- The parent is to sight and sign the form and receive a copy within 24 hours of the incident injury or trauma (if they request one). If contact is not possible on the day of the accident, the nominated supervisor or Responsible Person must contact parents by phone or in person as soon as possible the next day.

- The National Regulations require that an incident, injury, trauma and illness record be kept, and that the record be accurate and remain confidentially stored until the child is 25 years old **(National Regulation 183(2)(b))**.
- Continue to monitor the child's condition. If the child's condition deteriorates, then the Nominated Supervisor or Responsible Person is to assess the situation and if necessary call an ambulance, the parents or other emergency contacts nominated in the enrolment form. If either of these staff members are unavailable then another member of staff is to do this and the Nominated supervisor or Responsible Person is to be notified as soon as possible.
- If the parents are not available and a child needs to go to hospital by ambulance, a staff member is to go with them. In this case the nominated supervisor or approved provider is to take the staff member's place to maintain staff/child ratios as per the Education and Care Services National Regulation **(National Regulation 123)**.
- Remaining staff are to continue to try to contact the parents/emergency contacts.
- A copy of the child's enrolment form is to be taken to the hospital by the staff member accompanying the child.
- If a child requires hospitalisation, the Nominated Supervisor or Responsible Person is to contact the regulatory authority, the NSW Early Childhood Education and Care Directorate via NQA ITS Portal within 24 hours.
- A small first aid kit is to be kept in an evacuation pack.
- In case of a death of a child in care, the Nominated Supervisor or Responsible Person must immediately give notice of the fact to:
    - The parent of the child.
    - The Police.
    - The regulatory authority, the NSW Early Childhood Education and Care Directorate within 24 hours.
    - The Approved Provider of the service.

Illness/ High Temperature

It is a commonly stated misconception throughout society that long day care services are responsible for children's ill health. Indeed, the close proximity of children and staff in a childcare situation increases the risk of cross infection. However, parents and the community must acknowledge that the responsibility for children's health and well - being should clearly be shared, because if a child who is unwell is not sent to daycare the risk of cross infection would be greatly minimised eg: if a child has a temperature which is an indicator of an imminent illness, they should not be given Paracetamol to mask the symptoms and brought to the service. This will only prolong the inevitable because as the effect of the Paracetamol wears off and the temperature resurfaces, parents will be contacted to collect their child. In the mean-time you may be sure that your child's illness will be communicated to many other children and staff in the service. A fever of 37.5 or more indicates there is an infection and is a sign that the body is fighting the infection, when temperatures are noted educators record the temperature ten minutes after first observation and take the temperature of two other children in the care environment to compare accuracy.
In an attempt to ascertain the persistence of a fever educator will administer Paracetamol only once on any given day and only on the following conditions:

1. Only if a child is 6 months or older
2. If a child has a temperature above 37.5C and is in discomfort or pain
3. Only if Nurofen hasn't already been administered
4. Will only be administered by fully sterilised droppers or applicators
5. In accordance with the manufactures specifications

Should the temperature still be evident (38.5 degrees or more) 30 minutes after the administering of Paracetamol, the Nominated Supervisor or Approved Provider will contact parents or emergency contacts who will be required to collect the child within a further 30 minutes timeframe. Children can only be returned into care if the temperature is normal or if a Registered Medical Practitioner clearance states that the child is fit to return and has no contagious illness. Medical Certificates from chemists, nurse practitioners, physiotherapists, chiropractors, herbalists, etc will not be accepted.
NB: Teething - studies have shown that temperatures of 38.5 degrees or greater are not related to teething.

Serious Incident/ Injury

If the incident/ injury has required the administrations of a medical practitioner or the child has attended hospital, it will be considered a serious incident.
If the attention of a medical practitioner was sought or the child attended hospital due to the injury, trauma or illness, the incident is considered a serious incident and must be notification must be made within 24 hours of the incident occurring.

To decide if an injury, trauma or illness is a 'serious incident' when the child did not attend a medical practitioner or hospital, the following should be considered:

- Was more than basic first aid needed to manage the injury, trauma or illness?
- Should medical attention have been sought for the child?
- Should the child have attended a hospital or an equivalent facility?

Serious incidents also includes (National Regulation 12).

If the service only becomes aware that the incident was serious afterwards, notification to the regulatory authority within 24 hours of becoming aware that the incident was serious will be made. Notification using form SI01 Notification of Serious Incident will be made. This can be accessed and uploaded via the NQA IT portal.
The Approved Provider will also notify the regulatory authority in writing:
Within 24 hours of any complaints alleging that the safety, health or wellbeing of a child is being compromised at the service. **(National Regulation 176 (2)(i)).**
Refer to the ACECQA National Decision Tree for guidance on reporting requirements and timeframes
https://www.acecqa.gov.au/notify

Responsibilities of the Approved Provider

- Ensure that the parent of the child is notified as soon as a practicable, but no longer that 24 hours after the occurrence, if the child is involved in any incident injury, trauma or illness while the child is being educated and cared for by the education and care services.
- The Approved Provider of the education and care service must ensure that an incident, injury, trauma and illness record is kept in accordance with this regulation **(National Regulation 183(2)(b))**.
- Ensuring that the children's enrolment forms provide authorisation for the service to seek emergency medical treatment by a medical practitioner, hospital or ambulance service **(National Regulation 161(2)(a))**.
- Ensuring that an incident report is completed and a copy forwarded to the regulatory authority as soon as is practicable but not later than 24 hours after the occurrence **(National Regulation 86)**.
- Ensuring that there is a minimum of one educator with a current approved first aid qualification on the premises at all times **(National Regulation 136(1))**.
- Ensure there is permission on all enrolment forms that parents/guardians must tick whether they allow Panadol to be administered by the educators at the service should their child require it.
- Ensure that SI01 forms are submitted for any and all serious incidents.
- Ensure procedures required in regulations of how to handle trauma, illness and injury in our service **(National Regulation 85)** are adhered to.
- National Decision Tree is provided to assist Approved Providers in deciding whether a notification is required and the timeframe in which that notification should be made.
  https://www.acecqa.gov.au/notify?fbclid=IwZXh0bgNhZW0CMTEAAR36i5vl8II72GkpqWGBl-kFqnSXnQnzEhMzubhNYEVwVIy47flSTFcLk9o_aem_uVjKOaeRE4l0hxFyQPKMWA

Responsibilities of the Nominated Supervisor

- Notifying parents/guardian immediately after an incident, injury, trauma or medical emergency, or as soon as is practicable **(National Regulation 86).**
- Requesting the parents/guardians to make arrangements for the child or children involved in the incident or medical emergency to be collected from the service, or informing parent/guardians if an ambulance has been called.
- Notifying other person/s as authorised in the child's enrolment form when the parents/guardians are not contactable.

- Must ensure ACECQA is notified of any serious incident, injury, trauma or illness through the ACECQA NQA ITS portal that have required medical treatment within 24 hours attached with relevant information and documentation **(National Regulation 86)**.
- Reviewing the cause of incident, injury, trauma and illness and taking appropriate actions to remove cause if required.
- Ensure that responsible persons of the service are administering medication if necessary.
- The Nominated Supervisor will ensure a copy of this policy is available to the families and provided to parents when they enrol their child.
- Utilise the National Decision Tree as required.

Responsibilities of the Educators

- Record details of any incident, injury or illness in the Incident, Injury, Trauma and Illness Record as soon as practical but no later than 24 hours.
- Seek further medical attention if required.
- Familiarise and be aware of any symptoms of any illness/trauma.
- Be aware of any children with allergies status and familiarise with attending days to use this knowledge when attending to any incident, injury or illness.
- Respond to children demonstrating any symptoms of illness and record appropriately. Educators will contact authorised person to inform them of the illness signs, or request the collection of the child.
- Ensure that two people are present any time medication is being given to children in care and that the Nominated Supervisor or responsible person is notified before administering.

Responsibilities of the Family

- Be informed of policies and procedures during the enrolment process regarding first aid, illness whilst at the service, exclusion practices, including immunisation status and illnesses at the service.
- Inform the service of their child's health records, such as allergies, medical conditions, health plans etc.
- Understand and follow the policy.
- Be notified of any incidents, injury, trauma, or illnesses as soon as practicable, but not later than 24 hours after the incident had occurred and to be provided with a copy of the report should you require.
- Be provided access to information on children's development, the service program, and relevant health and wellbeing resources from the service.

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Reviewed and Updated July 5, 2024
Reviewed June 2025

INFECTIOUS DISEASES POLICY

Purpose

The way that children interact with each other and with adults in education and care services means that diseases can quickly spread in a variety of ways. Whilst it is not possible to prevent the spread of all infections and diseases, minimising the risk is enhanced through:

- effective hand hygiene
- exclusion of ill children, educators and other staff
- immunisation

In order to prevent the spread of infectious diseases through interpersonal contact, our service will adhere to the exclusion period table, published by the Department of Health.

Responsibilities of the Approved Provider

- Ensure the service operates in line with the Children (Education and Care Services) National Law (NSW) No104a and Education and Care Services National Regulations.
- Ensuring that where there is an occurrence of an infectious disease at the service, reasonable steps are taken to prevent the spread of that infectious disease **(National Regulation 88(1))**.
- Ensuring that where there is an occurrence of an infectious disease at the service, a parent/guardian or authorised emergency contact of each child at the service is notified of the occurrence as soon as is practicable.
- As soon as practicable, a family member or authorised emergency contact of each child being cared for must be notified of the occurrence **(National Regulation 88(2)).**
- Ensuring that information from the Department of Health about the recommended minimum exclusion periods is displayed at the service, is available to all stakeholders and is adhered to in the event of an outbreak of an infectious disease.
- Ensuring that a child with a medical exemption or on a catch up schedule who is not immunised against a vaccine-preventable disease does not attend the service when an infectious disease is diagnosed, and does not return until there are no more occurrences of that disease at the service and the recommended minimum exclusion period has ceased.
- Notifying the Regulatory Authority and parent/guardian within 24 hours of a serious incident including when a child becomes ill at the service or medical attention is sought while the child is attending the service **(National Regulation 86)**.
- Ensuring that appropriate and current information and resources are provided to staff and parents/guardians regarding the identification and management of infectious diseases, blood-borne viruses and infestations.
- Ensure the medical conditions policy is given to families.
- Keeping informed about current legislation, information, research and best practice.
- Ensuring that any changes to the exclusion table or immunisation schedule are communicated to families and staff immediately.

Responsibilities of the Nominated Supervisor

- Contacting the parents/guardians of a child suspected of suffering from an infectious or vaccine- preventable disease, or of a child not immunised against a vaccine-preventable disease that has been detected at the service, and requesting the child be collected as soon as possible.
- Notifying a parent/guardian or authorised emergency contact person when a symptom of an excludable infectious illness or disease has been observed.
- Ensuring that a minimum of one staff with current approved first aid qualifications is in attendance and immediately available at all times the service is in operation **(National Regulation 136)**.
- Establishing good hygiene and infection control procedures, and ensuring that they are adhered to by everyone at the service.
- Ensuring the exclusion requirements for infectious diseases are adhered to as per the recommended minimum exclusion periods, notifying the Approved Provider and parents/guardians of any outbreak of infectious disease at the service, and displaying this information in a prominent position.

- Advising parents/guardians on enrolment that the recommended minimum exclusion periods will be observed in regard to the outbreak of any infectious diseases or infestations.
- Requesting that parents/guardians notify the service if their child has, or is suspected of having, an infectious disease or infestation.
- Providing information and resources to families to assist in the identification and management of infectious diseases and infestations.
- Maintaining confidentiality at all times.
- Provide relevant sourced materials to families.
- Ensuring that an "Incident, Injury, Trauma and Illness" record is completed as soon as practicable or no later than 24 hours of the illness occurring **(National Regulation 86)**.

Responsibilities of the Educators

- Ensure that any children that are suspected of having an infectious illness are responded to and their health and emotional needs supported at all times.
- Implement appropriate health and safety procedures at all times, especially when tending to ill children.
- Ensure that families are aware of the need to collect their children as soon as practicable to ensure the child's comfort.
- Maintain their own immunisation status, and advise the Approved Provider/Nominated Supervisor of any updates to their immunisation status.
- Provide varied opportunities for children to engage in hygiene practices, including routine opportunities, and intentional practice.
- Observing signs and symptoms of children who may appear unwell, and informing the Nominated Supervisor.
- Providing access to information and resources for parents/guardians to assist in the identification and management of infectious diseases and infestations.
- Monitoring any symptoms in children that may indicate the presence of an infectious disease.
- Maintaining confidentiality at all times.

Responsibilities of the Families

- Providing Immunisation documentation upon enrolment and as the child receives subsequent immunisations.
- Keep their children at home if they are unwell or have an excludable infectious disease.
- Where a child has an acceptable exemption, keep the children at home when an infectious disease has been confirmed at the service and the child is not fully immunised against that infectious disease, until there are no more occurrences of that disease and the exclusion period has ceased.
- Inform the service if their child has an infectious disease or has been in contact with a person who has an infectious disease.

Exclusion Periods

Simple steps can reduce the chance that childhood infections spread to other people in the family and in childhood education and care services, and to vulnerable people in the community. Blinkies Early Education Centre Pty Ltd adhere to the recommendations of NSW Health with regards to exclusion periods for illnesses as a minimum exclusion periods. If an outbreak is to occur additional measures may need to be implemented in consultation with relevant health authorities.
https://www.health.nsw.gov.au/Infectious/factsheets/Pages/childhood.aspx#gas

Immunisation Requirements

From the 1st of January 2018 all children attending a centre-based service must be up to date with their vaccinations and provide an up to date AIR Immunisation History Statement provided through Medicare on the MyGov account to the service upon enrolment or when immunisations have been updated. Should a child not be up to date then the family will not receive any benefit from the government.
Children who are not immunised are not allowed to be enrolled at the service unless they have a medical exemption or are on a catch-up schedule although, If the child has a catch-up schedule and has a copy of their Immunisation History Form that has been filled out by their GP, the child can be enrolled.

Families must provide the service with an AIR Immunisation History Statement along with their enrolment paperwork in order to finalise enrolment.
Children must be immunised in order to receive Child Care Subsidy and Additional Child Care Subsidy.

To find out more information visit NSW Health website in the link below where they offer a toolkit with relevant information regarding the requirements for immunisation.
https://www.health.nsw.gov.au/immunisation/Publications/immunisation-enrolment-toolkit.pdf

It is compulsory that all staff comply with the recommended adult immunisation schedule to protect themselves and the children in their care.
Staff contemplating pregnancy should check their immunity against Rubella and cytomegla virus with their doctor and complete the recommended vaccination if lacking immunity. This vaccination should take place at least six months before conception.

Influenza – Management of Blinkies Early Education Centres Pty Ltd will absorb the costs of the Influenza vaccine for all educators, this will be purchased and administered by a General Practitioner nominated by the service. Should any employee choose to have their flu vaccination administered by their own Practitioner they must be responsible for their own costs and must provide written proof of vaccination issued by the practitioner responsible.
The influenza vaccination is a mandatory requirement for all educators annually.

Reviewed and Updated August 2022
Reviewed and Updated May, 2023
Reviewed June 2023
Reviewed June 2024
Reviewed June 2025

Nutrition, Food, Beverages and Dietary 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 **(National Regulation 78-79)**. It is essential that ECEC services partner 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 adult chronic conditions such as obesity, type 2 diabetes and cardiovascular disease.

Service Commitment

Blinkies Early Education Centres Pty Ltd recognises the importance of healthy eating for the growth, development and wellbeing of young children, with a commitment 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.

Our service is committed to implementing and embedding the healthy eating key messages outlined in the NSW Health's Munch & Move program into our curriculum, and to support the National Healthy Eating Guidelines for Early Childhood Settings outlined in the Get Up & Grow resources.

Furthermore we recognise the importance of supporting families in providing healthy food and drink to their children. It is acknowledged that the ECEC service has an important role in encouraging, supporting and educating families in healthy eating.

Strategies

Encourage and support breastfeeding and appropriate introduction of solid foods

- Abide by the current national Infant Feeding Guidelines.
- Breast feeding support plan for all breastfed children, developed in collaboration with the individual family.
- Offer a variety of nutritious foods to infants from all of the food groups in line with the Australian Dietary Guidelines.
- Always supervise infants closely while drinking and eating.
- Ensure appropriate foods (type and texture) are introduced in collaboration with families.
- Remain in-line with our service Bottle Preparation and Breastfeeding Procedures:
    - Provide a suitable place within the service where mothers can breastfeed their infants or express breastmilk.
    - Support mothers to continue breastfeeding until infants are at least 12 months of age while offering appropriate complementary foods from around six months of age.
    - Ensure the safe handling of breastmilk and infant formula including transporting, storing, thawing, warming, preparing and bottle feeding.
    - In consultation with families, offering cooled pre-boiled water as an additional drink from around six months of age.
    - Where breastfeeding is discontinued before 12 months of age, supporting the transition to infant formula.

Promote healthy food and drinks based on the *Australian Dietary Guidelines* and the Australian Guide to Healthy Eating

- 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 alternatives.
- Plan and display the service menu that is based on sound menu planning principles and meets the daily nutritional needs of children whilst in care.
- 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 options.

- Children will be provided with appropriate cutlery and crockery to eat their meals, that will be cleaned and sanitised. Dishwasher will be cleaned as per manufacture's instructions.
- Ensure water is readily available (both indoors and outdoors) for children to consume throughout the day **(National Regulation 78)**.
- Be aware of children with food allergies, food intolerances and special dietary requirements and consult with families to develop individual management plans **(National Regulation 79)**.
- Ensure young children do not have access to foods that may increase the risk of choking, ensuring that food is appropriately sized according to development and age.
- Ensure all children remain seated while eating and drinking.
- Always supervise children while eating and drinking.
- Promote good oral health through learning experiences and daily 'swish and swallow' practice.
- Ensure any fundraising promotes healthy or active lifestyles and advocates for children's wellbeing.

Provide age appropriate food and drinks to children that have been stored, prepared and served in a safe and hygienic manner to promote hygienic food practices

- All staff who handles food will be responsible in maintaining safe and hygienic food practices and will comply with the food safety standards contained in the Food Standards Code (FSANZ) the Food Act 2003 (NSW).
- Ensure tongs are used by all staff handling 'ready to eat' foods.
- Children and staff wash and dry their hands (using soap, warm running water and single use or disposable towels) or hand sanitiser before handling food or eating meals and snacks.
- Food is stored and served at safe temperatures i.e. below 5C or above 75C.
- Use separate cutting boards for raw meat. Utensils and hands are washed after handling raw meat and before touching other foods.
- Children are discouraged from handling other children's food and utensils.
- Ensure staff handling food attend relevant training courses and share knowledge with all educators.

Provide a positive eating environment that is relaxed, social and reflects cultural and family values

- Ensure that educators sit with the children at meal and snack times to role model healthy food and drink choices while actively engaging children in conversations about the food and drink provided.
- Recognise, nurture and celebrate the dietary differences of children from culturally and linguistically diverse backgrounds through strong partnerships with families and community.
- 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 preschool-aged children to help set and clear the table and serve their own food and drink – providing opportunities for them to develop independence, confidence and self-esteem.
- 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.
- Never use food as a reward or withhold food from children for behaviour management purposes.

Promote lifelong learning for children, early childhood education and care staff and families about healthy food and drink choices, including trying new healthy foods

- Foster awareness and understanding of healthy food and drink choices through daily discussions, displays, and intentionally planned or spontaneous related learning experiences throughout our service curriculum.
- Encourage and provide opportunities for all educators and staff members responsible for providing food and drinks to the children to participate in regular professional development opportunities to broaden their knowledge and understanding of children's nutritional requirements.
- Provide opportunities for families to attend information sessions related to children's nutrition and wellbeing.
- Foster an awareness of the importance of 'sometimes foods' in our diet and the role they play in cultural celebrations and the celebration of milestones such as birthdays.
- We are committed to exposing children to a variety of different cultural practices, celebrations and festivities highlighting the importance they play in connecting to community and celebrating diversity.
- Families are welcome to share cakes for their child's birthday, we value the importance of 'sometimes foods' and the value they play in a balanced healthy lifestyle.

Encourage communication with families about the provision of appropriate healthy food and drinks for children while they are attending the service

- Provide a copy of the Nutrition Policy to all families upon orientation at the service.
- Involve families in the review of this policy.
- Have regular communication with families about their child's eating habits and any concerns that the service might have.
- Educators will share information with families with regards to food and drinks during the care day through Xplor (children 0-3 years), verbally and through displayed menus.
- Request that details of any food allergies or intolerances or specific dietary requirements be provided to the service, and work in collaboration with families to develop an appropriate plan/menu so that children's individual dietary needs are met.
- Communicate regularly with families about food and nutrition related experiences within the service, including related professional development, 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 drinks for children. This information may be provided to families in a variety of ways including factsheets, community links on mychild, during orientation, information sessions and informal discussion.

Physical activity approach to promote health and wellbeing

We recognise the importance of physical activity for all children in care and therefore implement and promote appropriate physical activity practices to support children's health and physical development as well as assisting in establishing positive lifestyle habits for the future.

- Physical activity is promoted through planned and spontaneous experiences appropriate to the age of the child during indoor and outdoor play.
- It should be noted educators value the use of background music and passive physical activity such as yoga as a calming and settling process throughout the day and prior to sleep, rest and relaxation period
- Inclusive practices for all children to ensure participation
- Safety procedures and risk management strategies will be implemented during physical activity experiences
- Promote participation in physical activity programs both inside and outside the service
- Discuss with children the role of small screen time and support them in making healthy choices about their use of small screen recreation
- Communicate regularly with families, providing information on active play, fundamental movement development and limiting small screen recreation

Responsibilities of the Approved Provider

- Ensure the service operates in line with the Children (Education and Care Services) National Law (NSW) 104a and the Education and Care Services National Regulations.
- Ensure training and food safety including food handlers and Munch & Move.
- Ensure provision of nutritionally balanced and culturally sensitive meals as required.
- Ensure that the service implements adequate health and hygiene practices and safe practices for handling, preparing and storing food to minimise risks to children being educated and cared for by the service.
- Must ensure that the Nominated Supervisor of the service and any staff members and volunteers of the service implement adequate health and hygiene practices as well as safe food handling, preparing and storing of food to minimise risks to children being educated and cared for **(National Regulation 77)**.
  Ensure that the food and beverages provided to children being educated and cared for at the service, are nutritious and adequate in quantity. Approved Provider must also ensure that the food and beverages chosen meet the individual needs and dietary requirements including development and cultural, religious or health requirements of each child **(National Regulation 79)**.
- Must ensure that the weekly menu is displayed in an area that is accessible to families and that is accurate describing the food and beverages offered to the children each day **(National Regulation 80)**.

Responsibilities of the Nominated Supervisor

- Ensure adequate health and hygiene practices and safe practices for handling, preparing and storing food are implemented at the service to minimise risks to children **(National Regulation 77)**.
- Ensure children being cared for by the service have access to safe drinking water at all times and are offered food and beverages on a regular basis throughout the day **(National Regulation 78(2))**.
- Ensure that, where food and beverages are supplied by the service, they are: nutritious and adequate in quantity chosen with regard to the dietary requirements of individual children.
- Ensure that, where food and beverages are provided by the service, a weekly menu that accurately describes the food and beverages to be provided is displayed at the premises in a location accessible to parents.

Responsibilities of the Educators

- Adhere to the strategies and practices of the Nutrition, Food, Beverages and Dietary Policy.
- Ensure children's individual dietary needs are adhered to.
- Provide positive meal time experiences for children.
- Respect the individual needs and choices of children.
- Actively supervise children during meal times.
- Adhere to the services Hygiene Policy.
- Water is to be served with lunch meals.
- Where children are hungry outside of eating times, they should be provided with something small to tide over until meal time.

Responsibilities of the Families

- Communicate regularly with educators/staff regarding children's specific nutritional requirements. and dietary needs, including food preferences.
- Contribute menu ideas and recipes.
- Read the menu in or out of the service to discuss the food that your child ate throughout the day.
- Share any concerns about your child's eating habits with the educators.
- Communicate if they wish their child not to engage in the celebration of birthdays and cultural celebrations that include 'sometimes food'.

Reviewed June 2023
Reviewed June 2024
Reviewed June 2025

SLEEP AND REST POLICY

Purpose

Blinkies Early Education Centres Pty Ltd will ensure that all children have appropriate opportunities to sleep, rest and relax in accordance with their individual needs, age and developmental stages according to **Regulation 81.** The education and care service will provide beds and cots that comply with Australian Standards. The risk of Sudden Unexpected Death in Infancy (SUDI) will be minimised by following practices and guidelines set out by health authorities including Red Nose.
Quality area 2 of the National Quality Standards provides guidance on sleep, rest and relaxation in element 2.1.1.
This service is committed to contemporary concepts and practice in respect of routine sleep, rest and relaxation times. Educators will create a balance of the provision of children's agency with their responsibility to ensure children's safety, health and well-being are maintained. A routine rest time is not necessarily incompatible with children's agency, particularly when the children benefit from resting their bodies.
Sleep is critical for learning and growth, a child who is well rested is better able to concentrate, take on new information, interact positively with others and deal with conflict and challenges. It should also be noted that a day time sleep should not adversely impact on a child's evening sleep patterns. Therefore, no child who is obviously in need of a daytime nap will be denied sleep. Similarly, no child will be disturbed by educators but rather be allowed to wake naturally.
During sleep learning is strengthened and biological changes occur that help children to grow, develop and stay healthy. Children with poor quality or insufficient sleep are less able to regulate their emotions and behavior, have difficulty concentrating and maybe at higher risk of accidents, injury and illnesses. Therefore, if a child requests a rest or if they are showing clear signs of tiredness, regardless of the time of day a comfortable, safe area will be made available for them to rest.

Legislative Requirements

Section 165	Offence to inadequately supervise children
Section 167	Offence related to protection of children from harm and hazards
Regulation 82	Tobacco, drug and alcohol-free environment
Regulation 84A	Sleep and rest
Regulation 84B	Sleep and rest policies and procedures
Regulation 84C	Risk assessment for purposes of sleep and rest policies and procedures
Regulation 84D	Prohibition of bassinets
Regulation 87	Incident, injury, trauma and illness record
Regulation 103	Premises, furniture and equipment to be safe, clean and in good repair
Regulation 105	Furniture, materials and equipment
Regulation 106	Laundry and hygiene facilities
Regulation 107	Space requirements – indoor space
Regulation 110	Ventilation and natural light
Regulation 115	Premises designed to facilitate supervision
Regulation 116 (FDC only)	Assessments of family day care residences and approved family day care venues
Regulation 168	Education and care service must have policies and procedures
Regulation 169	Additional policies and procedures – family day care
Regulation 170	Policies and procedures to be followed
Regulation 171	Policies and procedures to be kept available
Regulation 172	Notification of change to policies or procedures

Principles Informing Policy

Our approach to supporting and promoting children's health and physical activity, including safe sleep, is informed by current recognised guidelines and up-to-date information.

- Our service's safe sleep and rest procedures and practice follow Red Nose guidelines (the recognised National authority in this area) and guidance from ACECQA (as the national authority under the NQF) as well as the Department (as the NSW Regulatory Authority).
- Educators, staff and management each have a duty of care to ensure children are provided with a high level of safety when sleeping and resting, that adequate supervision is maintained, and that every reasonable precaution is taken to protect them from harm and hazard whilst sleeping and resting.
- Our educators, staff and management are required to know and understand how to implement Red Nose best practice guidance, and be able to explain this to families. They must also know and understand our service's policy and procedures regarding safe sleep and rest.
- Children sleeping and resting will always be adequately supervised so that educators can supervise children's safety and wellbeing.
- Educators will be able to visually check the child's:
  Sleeping position

Breathing
Colour of their skin
Body temperature
Head position
Airway
Head and face – ensuring it remains uncovered

- Educators will maintain active supervision, and will not perform programming or administrative duties that would take their attention away from sleeping and resting children.
- Educators, staff and management have a shared duty of care to ensure all children are provided with a high level of safety when sleeping and resting. Children will be provided safe sleeping equipment and environments, including adequate ventilation and adequate lighting to enable effective supervision.
- Effective sleep and rest strategies are important factors in ensuring every child feels secure and is safe at our service. Opportunities will be provided to meet each child's sleep, rest and relaxation needs and ensure children feel secure and safe.
- Physical spaces are designed to support supervision with consideration given to how educators may position themselves within the physical space.
- Every reasonable precaution will be taken to protect all children from harm and hazard while sleeping and resting.
- We will consult with families about their child's routine for sleep and rest at home and carry this out at the service where possible and safe to do so, but noting the prevailing safe sleep practices advocated by Red Nose, ACECQA and the NSW Regulatory Authority.
- Child safety is our first priority, effective sleep and rest strategies are important factors in ensuring child feels safe and secure while in our service.
- Our approach to supporting and promoting children's health and physical activity including safe sleep and nutrition is informed by current recognised guidelines and up to date information.
- The circumstance and needs of each child should be considered to determine any risk factors that may impact the adequate supervision of sleeping and resting children. For example, babies or children with colds, chronic lung disorders or specific health care needs might require a higher level of supervision while sleeping.
- Ensure that all bedding and equipment meets the relevant Australian standards, equipment and products for sleeping and rest will only be used in the manner that was originally intended and specified by the manufacturer.
- All cots meet Australian mandatory standard AS/NZ2172, mattresses meet the Australian voluntary standard for mattress firmness.
- Infants and children should be dressed with consideration to the room temperature, infants and children should be warm but not hot to touch centrally, if a child is hot to touch, sweating or flushed bedding should be removed.
- Basinets are prohibited for use in an ECEC setting.
- Updated mandatory standards set out requirements for the design, construction and warning labels on infant sleep products and inclined non-sleep products, and will apply to items purchased from 19 January 2026. They include:
- Safety information and warning label requirement. Infant sleep products and inclined non-sleep products must be supplied with safety information on the use of the product and warning label affixed to the product during its lifecycle at the service.
- Use of inclined sleep products. These products must have an incline of no more than 7 degrees to reduce the risk of suffocation from chin to chest position. A range of features required of these products has been updated in line with safety regulations, and more details can be found on the ACCC Product Safety Guidance website.
- Use of inclined non-sleep products. A range of inclined non-sleep products not intended for sleep, such as rockers and bouncers, are now covered under the mandatory standards. These products must only be used for their intended purpose, and children must not be left unsupervised when using these products.

Responsibilities for the Approved Provider

- Ensures that obligations under the Children (Education And Care Services) National Law (NSW) and Education and Care Services National Regulations are met.
- Ensure there are adequate numbers of cots and bedding available to children that meet Australian Standards, **regulation 105**.
- Ensure that mattresses are in good condition, clean, firm and flat, **regulation 103 and 105**.
- Ensure that all cots meet AS/NZS 2172.
- Ensure that areas for sleep and rest are well ventilated and have natural lighting **regulation 110**, and are free from cigarette and or tobacco smoke.
- Ensure that supervision windows will be kept clear to ensure safe supervision of sleeping children **regulation 116.**
- Must take reasonable steps to ensure that the needs for sleep and rest of children being educated and cared for by the service are met, having regard to the ages, development stages and individual needs of the children**, regulation 81**.

- Ensures that obligations under the Children (Education And Care Services) National Law (NSW) and Education and Care Services National Regulations are met.
- Ensures all staff receive information and induction training to fulfil their roles effectively, including being made aware of the sleep and rest policies, their responsibilities in implementing these, and any changes that are made over time.
- Takes reasonable steps to ensure that nominated supervisors, educators and volunteers follow the policy and procedures.
- Ensures children are adequately supervised during periods of sleep and rest. This includes ensuring clear procedures and processes are in place for in-person physical checks of children and recording of all checks at the time they occur.
- Ensures the premises, furniture and equipment are safe, clean and in good repair, this includes ensuring all sleep equipment meets the relevant Australian Standards and other product safety standards.
- Ensure that all policies and procedures related to sleep are readily accessible to nominated supervisor, staff, volunteers and families.
- Ensuring that all areas for sleep are designed to facilitate effective supervision.

Responsibilities for the Nominated Supervisor

- Maintain up to date knowledge regarding safe sleeping practice and communicate this information to educators and families.
- Safe sleep and rest policy and procedure included in staff induction and ongoing training for all educators.
- Ensure the temperature of each room is comfortable and suitable for sleep and rest.
- Ensure and monitor effective implementation of the service policy, including regular checks and documentation of monitoring.
- Ensure that there are no blinds, curtains, cords, or electrical appliances close enough to the cots for the babies to reach.
- No electrical heaters are to be used in a baby cot room.
- Ensure that no equipment or products for sleep and rest are not being used in a manner not originally intended, meet safety standards or have not been recalled.
- Follow the Red Nose Safe Sleep recommendations to create safe sleeping spaces, this includes removing all soft items from cots.
- Ensures children are adequately supervised during periods of sleep and rest. This includes ensuring clear procedures and processes are in place for in-person physical checks of children and recording of all checks at the time they occur.
- Ensures the premises, furniture and equipment are safe, clean and in good repair, this includes ensuring all sleep equipment meets the relevant Australian Standards and other product safety standards.
- Ensure that all policies and procedures related to sleep are readily accessible to nominated supervisor, staff, volunteers and families.
- Ensure all educators receive information and induction training to effectively fulfill their roles, including their responsibilities with regards to the sleep and rest policy. All changes and reviews over time will be communicated.
- Provide ongoing refresher training for safe sleep practices.
- Display information for educators and families from recognised authorities with regards to sleep and rest.
- Conduct risk assessment for sleep and rest in consultation with educators and review annually or as soon as practicable after becoming aware of any circumstance that may affect the safety, health and wellbeing of children during sleep and rest. Use the Sleep & rest risk assessment ACECQA template.
- Ensure the risk assessment and control measures are shared with and readily accessible by families and educators.
- Ensuring that all areas for sleep are designed to facilitate effective supervision.
- Ensure that sleeping spaces aren't too dark, there needs to be adequate light to allow supervision and physically check children breathing, lip and skin colour.
- Ensure that our sleep practices and policies align with best practice guidelines and are tailored to our specific service setting.
- Ensure that sleep and rest environments are free from cigarette or tobacco smoke.
- Ensure that all educators understand the service policies and their legal roles in the implementation of the service safe sleep and rest policies and procedures.
- Must take reasonable steps to ensure that the needs for sleep and rest of children being educated and cared for by the service are met, having regard to the ages, development stages and individual needs of the children**, regulation 81**.

Responsibilities for the Educators

- Consult with families about children's sleep and rest needs, demonstrating sensitivity to different values, parenting beliefs and culture related to sleep.
- Where a family's belief or requests are in conflict with current recommended evidence-based guidelines and this policy:
    - Inform the family of the service's commitment to safe sleeping practices as per the Red Nose recommendations and explain these.
    - Provide families with a copy of the policy and information from Red Nose to support them in understanding these guidelines

- Immediately notify the Nominated Supervisor for support and follow up.

- Educators will be sensitive to each child's needs so that sleep and rest times are a positive experience.
- Consult with families regarding any changes in sleep patterns and or routines prior to implementing change within the service.
- Remove any damaged sleep equipment immediately and notify nominated supervisor and or approved provider as soon as practicable.
- Have been inducted and trained in the service policies and procedures, with access to these in printed form and digitally on mychild and on the service website. A copy of all service policies and procedures are provided to individual educators on employment as part of staff induction process.
- Educators can confidently refer to the service's Sleep and rest for children policy and procedures if families make requests that are contrary to best practice and increase risk to children.
- Have a strong understanding of the service policies and procedures.
- Ensure that bed linen is clean and in good repair. Bed linen is for use by an individual child and will be washed before use by another child.
- Arrange children's beds and cots to allow easy access for children and staff.
- Arrange children's beds and cots to allow for appropriate air flow.
- Create a relaxing atmosphere for resting children by playing relaxation music, reading stories, cultural reflection, turning off lights and ensuring children are comfortably clothed. The environment should be tranquil and calm for both educators and children. Educators will sit near resting children and support them by encouraging them to relax and listen to music or stories.
- Provide a quiet, tranquil environment, children will choose to sleep if their body needs it. Consideration to room temperature ensuring each child is dressed appropriately.
- Provide opportunities for children whom don't require sleep or rest to engage in quiet experiences, supporting children to understand that other children whom are resting have the right to uninterrupted sleep/rest.
- Maintain adequate supervision ensuring that ratios are met at all times.
- Assess each child's circumstances and current health to determine whether higher supervision levels and checks may be required.
- Communicate with families about their child's sleeping or rest times and the service 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. Sleep and rest patterns will be recorded daily for families.
- Encourage children to dress appropriately for the room temperature when resting or sleeping.
- Follow the Red Nose Safe Sleep recommendations to create safe sleeping spaces, this includes removing all soft items from cots.
- Children are dressed appropriately and not have any items that are loose and could get tangled and restrict breathing such as bibs or teething necklaces.
- Educators will closely monitor sleeping and resting children and the sleep and rest environments. This involves checking and inspecting sleeping children at regular intervals and ensuring they are always within sight and hearing distance of sleeping and resting children so that they can assess a child's breathing and colour of their skin. Sleep checks to be completed for children 0-2 years every 10 minutes, children 2-5 years and with specific health management plans every 15 minutes. Sleep checks are not to be conducted through a window or via CCTV, audio monitors or hearty monitors.
- Document children's sleep and rest needs and provide information to families about their child's sleep and rest patterns.
- Ensure correct cleaning procedures adhered to with regards to sleeping spaces and equipment.
- Participate in staff development about safe sleeping practices.
- Ensure correct work health and safety procedures are implemented at all times to protect the health and safety of all children and educators.
- Ensure all children rest with their head and face uncovered.
- Educators must always be in sight and hearing distance of all children engaged in sleep/rest.
- To support children to relax for sleep/rest educators may dim lights and use soft calming music.
- Communicate bedding requirements with families once children transition from a cot, families to provide a sleeping bag/linen or bed roll suitable for use on a mattress.
- Children are never placed to sleep in a bassinet, hammock, pram/stroller or rocker as they don't meet safety codes for safe sleep.
- Acknowledge that all children have rights and where appropriate should have choices about sleep and rest during the day.
- Follow the Red Nose Safe Sleep recommendations to create safe sleeping spaces, this includes removing all potential hazards from sleep environments including all soft items from cots.
- Ensure that sleeping spaces aren't too dark, there needs to be adequate light to allow supervision and physically check children breathing, lip and skin colour.
- Identify and suggest potential improvements to service policy and procedures to align with current best practice.
- Report any issues with day to day sleep practices environment and or equipment to the approved provider and or nominated supervisor.

Considerations for Adequate Supervision

Blinkies Early Education Centre Pty Ltd implements the following considerations to ensure effective supervision during rest and sleep:

- During periods of children's sleep and rest, active monitoring and supervision with the ability to see and hear the child is best practice.
- Sleep children on their back from birth.
- Adequate supervision requires physical checking of a sleeping child. Physical checking means educators must check that the child is breathing by checking the rise and fall of the child's chest and the child's lip and skin colour from the side of the cot (or floor mattress/toddler bed for children who have moved from a cot).
- To ensure best practice for sleep supervision, educators conduct regular physical checks of all sleeping children.
- The circumstances and needs of each child in care will be assessed to determine any risk factors that may mean physical checks are required more frequently. For example, babies or children with colds, chronic lung disorders or specific health care needs may require a higher level of supervision and more frequent checks while sleeping.
- CCTV, audio monitors or heart monitors are NOT deemed adequate supervision when checking a sleeping child and can not at any time replace a physical check, physical checks demonstrates adequate supervision. Looking through a window to conduct a check is not adequate, educators must physically check sleeping children in person at the cot side (or side of the floor mattress/toddler bed for children who have moved from a cot).
- Procedures are in place for recording the time and observation of the physical checks, educators are required to record all checks at the time they occur, not retrospectively

Children in Cots

- No child will be put in a cot or bed with a bottle for dental hygiene and safety.
- Observe children at 10 minute intervals while they sleep in these rooms. Educators must go into the rooms and physically see babies breathing, educator will then officially record this in xplor.
- Ensure that cot mattresses are clean, firm, correct size for the cot frame and in good repair.
- Babies or children should not share cots or beds at any time.
- Make up cots to comply with Red Nose Safe Sleeping Guidelines.
- Babies will be placed on their backs to sleep, but they will be able to find their own sleeping position once baby is able to roll & change position as long as they aren't wrapped/swaddled or have loose items in the cot.
- No loose bedding is to be available to the child. Bed linens will be firmly tucked under the mattress to reduce the risk of a child covering their face. Put the baby's feet at the bottom of the cot so the baby cannot slip down under the covers. Tuck the baby in securely so bed linen is not loose. No doonas, duvets, pillows or cot bumpers will be placed in cots.
- No soft toys to be placed in cots for any child, if a chid under two years requires a soft toy/transitional item it will be removed immediately from the sleeping environment once the child is asleep. The potential risk of suffocation posed by the presence of a soft toy/ transitional object in the baby's sleeping environment outweighs any benefit to the baby from its presence.
- Encourage the use of sleeping bags for babies. If they have fitted neck and armholes there is no risk for the child's face being covered. If baby is not being wrapped at home, this should not be introduced or practiced in care services.
- Securely lock cots sides into place to ensure children's safety.
- Cot rooms will be air conditioned and maintained at an appropriate temperature.
- Educators aware of manual handling practices when lifting babies in and out of cots.
- The education and care service will access the Red Nose resource kit and provide information to families on safe sleeping practices.
- All cot linen will be provided and laundered by the service, all cot linen meets the requirements of safe sleep.
- No child is placed in a cot who has the ability to climb out.
- Ensure children are not put to bed with food in their mouths.
- If parents request their infant to be 'wrapped' as a means of settling for sleep, educators ensure that a lightweight wrap provided by the parent is used, the baby is not wrapped too tightly, and that the wrap is kept away from the face.

Babies Under 12 months, Red Nose Recommends six key steps to reduce the risk of sudden infant death

1. ***Always place baby on their back to sleep*** *- Placing baby on their back to sleep helps keep their airway clear and ensures their protective reflexes work. Back sleeping reduces the risk of suffocation, overheating and choking.*
2. ***Keep baby's face and head uncovered*** *- Babies control their temperature through their face and head, so keeping baby's face and head uncovered during sleep helps reduce the risk of overheating. It also helps keep their airways clear which reduces the risk of suffocation.*
3. ***Keep baby smoke free, before and after birth*** *- Smoking during pregnancy and around baby once they are born increases the risk of sudden infant death – this includes second-hand smoke. If you or your partner smoke, don't smoke around baby and never smoke where baby sleeps. For free help to quit smoking call Quitline on 13 78 48.*

4. ***Safe Sleeping environment, night and day*** *- The safest place for baby to sleep is in their own safe space, with a safe mattress, and safe bedding. Baby should always be placed on their back to sleep, with their feet at the bottom of the bassinet or cot.*

   Safe cot – Meets Australian Standard AS/NZS 2172:2033.

   Safe Mattress *- Firm, flat, right size for your safe cot, meets voluntary Australian standard (AS/NZS 8811.1:2013)*

   Safe Bedding *- Lightweight bedding, firmly tucked in and only pulled up to the chest.*

   Safe Sleeping bag *-Well fitted across the neck and chest, with baby's arms out, and no hood.*

5. ***Sleep baby in their own safe sleep space in the parent's or caregiver's room for the first 6 months*** *- The safest place for babies to sleep is in their own safe space, in the same room as their parents or adult caregiver for the first 6 months.*
6. ***Breastfeed baby –*** *breastfeeding has been shown to reduce the risk of sudden infant death."*

Responsibilities of Parents

- Upon enrolment, discuss with educators their child's particular needs (e.g. sleep patterns and habits, need for a comforter) and family values and parenting beliefs, cultural or otherwise, associated with sleep/rest. Update this information in the event of change.
- To supply a bedding for children requiring sleep/rest – sleeping bag or bed roll once child transitions from a cot to a mattress.
- Understand that bassinets are not permitted to enter the service premises under ***regulation 84D***.
- Keep educators updated on changes to your child's sleep routines and patterns including updates on previous nights sleep that may assist with sleep and rest during the day while in care.
- Dress child appropriately for the weather conditions and provide additional clothing for your child to ensure comfort, provide children with age appropriate and suitable clothing for sleep and rest.
- Understand that the service must take steps as required under legislative requirements and follow advise from recognised authorities.
- Participate in the review of documents and provide constructive feedback to the Nominated Supervisor or Approved Provider.
- Discuss any questions with the Nominated Supervisor or Responsible Person in charge.
- Understand that educators at our service must always follow safe sleeping strategies as provided by recognised authorities such as Red Nose.
- Understand that sleeping/resting at an education and care service is different to home. Recognise that other children are also sleeping and resting at similar times in the same environment and work with educators to find strategies which support both the needs of your child and others in the learning space.
- Notify educators if your child is showing signs or rolling or attempting to climb out of the cot. Consult with staff around when a child should transition from a cot to a bed based on their individual development.
- Understand that, in the best interest of each child, we must ensure that children and infants are awake and alert when received into care and when collected from care.
- Understand the service policy and procedures on sleep and rest, fulfilling responsibilities under this policy and legislative requirements.
- To take the bed set home at least once a week, launder it, and return it on the day the child next attends the Service.
- Check xplor daily for documented information regarding sleep and rest.
- Communicate any changes in a child's need for sleep and rest with educators as soon as practicable.
- To provide any comforters or specified bedding if necessary.

Reviewed June 2023
Reviewed and Updated – October 1, 2023
Reviewed June 2024
Reviewed June 2025
Reviewed and Updated – December 16, 2025

SUN PROTECTION POLICY

Purpose

Exposure to ultraviolet (UV) radiation in childhood is a major risk factor for the development of skin cancer later in life. Childcare services can contribute to reducing the lifetime risk of skin cancer for children by teaching good sun protection habits from an early age and implementing best-practice sun protection measures.

Strategies

The Sun Protection Policy will be available to children, staff, families and visitors with the aim to promote sun safety and to protect children and staff from the harmful effects of ultraviolet (UV) radiation from the sun. This will occur through a comprehensive approach considering sun protection behavior, the outdoor environment, organisation of activities which will be set up in the shade and the education of children, staff, families and visitors.

- The service will provide for each child a SunSmart approved hat, a bucket – style hat with a brim size of at least 5cm with a deep crown that protects the face, neck, ears and crown of the head.
- Staff will ensure hats are worn during outdoor play at all times throughout the year and the service will encourage a “no hat play in the shade” strategy.
- The service will provide SPF 30+ broad spectrum sunscreen lotion with parents being required to apply the lotion on arrival. Staff will assume responsibility for subsequent applications of sunscreen either two hourly or twenty minutes prior to recommencing outdoor play.
- When outdoors, staff and children will wear sun safe clothing that covers as much of the skin (especially the shoulders, back and stomach) as possible. Parents will be encouraged to provide clothing for outdoor play that is loose fitting shirts and dresses with sleeves and collars or covered neckline, longer style skirts, shorts and long pants. If inappropriate clothing is worn children will be encouraged to play in the more shaded areas or provided with service spare clothing. Please note: Midriff, crop or singlet tops do not provide enough sun protection and therefore are not recommended.
- All staff, families, students and visitors will act as positive role models and demonstrate SunSmart behaviour when attending the service by: wearing a broad brimmed hat with a brim size of 7.5 cm, or a legionnaire hat, or bucket – style hat with a brim size of at least 6cm and a deep crown.
- The service supports family decisions to use sunglasses that meet the Australian Standard.
- Wearing the recommended sun protection clothing and applying / reapplying SPF30 + broad- spectrum water resistant sunscreen twenty minutes before the outdoor play sessions and as required. Using and promoting shade and wearing sunglasses that meet the Australian Standard.
- The Approved provider will be responsible for ensuring that the outdoor play area is well shaded by trees, shade cloth, and portable shade equipment with regard to the NSW Cancer Council Guidelines to Shade 2013. Staff will apply sun protection measures throughout the year and monitor all shade for its use and quality through monthly checks and the organisation of any necessary repairs.
- During the daylight -saving period (approximately from October to March) between 11am and 3 pm the educators will assess and monitor the outdoor environment to ensure children are playing in adequately shaded areas. If extreme temperatures prevail, educators will consider the health, comfort and safety of the children and remain indoors.
- During non-daylight -saving period (approximately April to September) outdoor activity can take place at any time with appropriate sun protection measures implemented.
- During the winter period (approximately June to August) educators will be diligent in checking the SunSmart application on the iPad each day to check UV ratings and see whether or not sunscreen is required. SunSmart approved hats will still be encouraged during this period.
- All sun protection measures including recommended outdoor time, shade, hat clothing and sunscreen will be considered when planning excursions and incursions.
- Educators will incorporate sun protection awareness activities in teaching programs, and display posters available from the NSW Cancer Council as reinforcement of these practices.
- Information booklets, pamphlets, updates and newsletters on Sun Protection will be promoted to staff, families and visitors. Further information is available from the Cancer Council website www.cancercouncil.com.au/sunsmart.

Babies under 12 months of age and those children and staff who are not able to wear any sunscreen for medical reasons, will always remain in dense shade when outside. Care is taken to avoid babies' exposure to indirect or reflected UV radiation when they are in shaded areas by using SunSmart clothing, a hat and placing babies in the middle of the shade.

Reviewed June 2022
Reviewed June 2023
Reviewed June 2024
Reviewed June 2025

EMERGENCY AND EVACUATION POLICY

Purpose

Emergency and evacuation situations in an education and care service can arise in a number of circumstances and for a variety of reasons. In the event of an emergency or evacuation situation, the safety and wellbeing of all staff, children, families and visitors to the service is paramount.

Risk assessment for potential emergencies:

In preparing the emergency and evacuation procedures, a risk assessment is conducted to identify potential emergencies relevant to our service.
The Emergency Management Folder is kept in the service office and contains:

- Detailed risk assessment and control measures of potential emergencies the service may be exposed to. Documentation is assessed and updated periodically and when needed as circumstances change.
- Detailed, specific procedures to follow in the event of any emergency or evacuation including:
    - Natural disaster
    - Fire or smoke
    - Bomb threat
    - Act of terrorism
    - Chemical or hazardous leaks and spills
    - Loss of power or water
    - Intruders
    - Outbreak of infectious disease or illness
    - Death of a child or adult
- A copy of the emergency and evacuation floor plan and instructions are displayed in a prominent position in the foyer near each exit at the service **(National Regulation 97(4))**.
- Staffing rosters ensure that at least one educator who holds a current approved first aid qualification, anaphylaxis management training and emergency asthma management training will be immediately available in the event of an emergency **(National Regulation 136)**.
- Emergency telephone numbers are clearly displayed above every telephone.

Discovering an Emergency

- Educators who discover an emergency are required to alert the whole service and immediately take necessary action.
- After immediate assessment, will then call LOCKDOWN or EVACUATION depending on the type of emergency.
- Evacuation signal is a 10 second siren using the remote controls – **ACTIVATE RACE**
- Signal for lockdown is a 10 second whistle with the staff member activating the alert to contact the other room/office and notify a lockdown emergency (depending on location emergency called).
- If the threat is air-borne, turn off all air-conditioners and close all doors and windows

Evacuation Drills and Emergency Evacuation

- Evacuation drills are carried out every three months without notice, at different times of the day **(National Regulation 97(3)(a))**.
- Each drill is documented to include the date, time, how many people in the building according to attendance registers, how many people evacuated, the time it takes to evacuate, what simulated emergency conditions (if any), any problems encountered, weather conditions, which staff were present and any additional notes. This documentation is kept for a minimum of three years **(National Regulation 97(3)(b))**.
- Simulated emergency conditions consider a variety of practice styles such as scenarios in the rooms, around the yards, and out of the grounds.
- Emergency evacuation cots to be used for any children not walking during evacuations. Emergency evacuation cot to be checked regularly and maintained in working order.
- In an emergency families and authorised contact will be contacted as soon as practicable to collect children.

- Playground app used to document evacuation drills and emergency evacuations, recording all children as safe with a digital record maintained in xplor and shared with families.

Assembly Points

- There are three primary exit points, clearly marked with exit signs, which will be used as decided by the Chief Warden at the time of any emergency.
- First assembly area - at front entrance, near fence adjacent to the 0-2 years entrance.
- Second assembly area - the Front Yard of No. 2 Hawkins Street New Lambton.
- Should the need arise for children to be evacuated further afield, they will be moved to Lewis Oval at the northern end of Hawkins Street.

Responsibilities for the Approved Provider

- Ensuring that every reasonable precaution is taken to protect children at the service from harm and hazards that are likely to cause injury.
- Ensure the identification of potential emergency and evacuation situations that may arise at the service and risks associated with such situations and conduct a risk assessment of the whole service **(National Regulation 97(2))**.
- Ensure the following documents are current: emergency and evacuation procedures, risk assessments and emergency and evacuation floor plans
- Ensure educators and staff have ready access to an operating telephone or similar means of communication and that emergency telephone numbers are displayed near telephones.
- Ensure educators and staff have ready access to emergency equipment such as fire extinguishers and fire blankets, and that staff are adequately trained in their use.
- Ensure that emergency equipment is tested as recommended by recognised authorities.
- Ensure educators and children have access to support if required after an emergency.
- Ensure that educators/staff/children/volunteers present at the service are rehearsing emergency and evacuation procedures every 3 months and documented **(National Regulation 97(3)(a))**.

Responsibilities for the Nominated Supervisor

- Implement duties as listed above and directed by the Approved Provider.
- Contact local fire department to review emergency evacuation plans and procedures.
- Ensure the emergency evacuation procedures and floor plan are displayed in a prominent position near each exit and that all staff and educators are aware of these **(National Regulation 97(4))**.
- Ensure that all staff are trained in the emergency evacuation procedures.
- Ensure that all staff are aware of emergency evacuation points.
- Ensure that families are regularly reminded of the emergency procedures in place at the service.
- Ensure that rehearsals of evacuation procedures are regularly scheduled, every three months as a minimum, and that the schedule maximises the number of children and staff participating in the procedures.
- Ensure that spontaneous rehearsals take place to ensure staff participate in the simulation of an unplanned, emergency evacuation events.
- Provide staff with evaluation/feedback forms to critically reflect after each scheduled and spontaneous rehearsal to assist in refining their risk management procedures around the safe evacuation of staff and children.
- Ensure all scheduled, spontaneous and actual evacuations are documented and reviewed.
- Ensure all staff are provided with the opportunity to provide feedback after each evacuation.
- Ensure all emergency contact lists are updated as required.
- Ensure that all fire extinguishers will be serviced every 6 months and smoke detectors maintained. Staff will be trained in the operation of fire extinguishers and confident enough to choose the appropriate type of fire extinguisher for each circumstance.
- Ensure a current emergency management plan is developed and implemented with all stakeholders.

Responsibilities for the Educators

- Ensure the sign-in accurately records attendance of each child.
- Sign yourself in/out on the staff attendance record.

- Display the emergency procedure plan for your room near the exit to the room
- Practice the external procedure by different exits.
- Practice the internal procedure.
- Familiarise yourself with evacuation procedures in each area of the service.
- Familiarise relievers, students and visitors with the procedure at the beginning of the shift.
- Ensure all items in emergency bags are present as part of your monthly maintenance checklist.
- Do head counts regularly of children in your care throughout the day.
- Provide children with learning opportunities about emergency evacuation procedures.
- Be alert to the immediate needs of all children throughout the scheduled and spontaneous evacuation drills.
- Assist the Nominated Supervisor in identifying risks and potential emergency situations.
- Assist the Nominated Supervisor in developing procedures to lessen the risks associated with emergency evacuations.
- Be aware of the placement of operating communications equipment and emergency equipment, and are confident in their ability to operate them.
- Staff priority will be to follow evacuation procedures before attempting to extinguish only very small fires that will not cause any unnecessary risk.
- Consult on the development and review of the emergency management plan, ensure all strategies included in the emergency management plan are understood and adhered to.
- Ensure all risk assessments are understood and reflected on in practice.
- Critically reflect on all emergency management drills undertaken in collaboration with nominated supervisor.

Responsibilities for the Families

- Familiarise themselves with the service's emergency and evacuation policy and procedures and the service's Emergency Management Plan.
- Ensure you complete the attendance record on delivery and collection of their child.
- Provide emergency contact details on their child's enrolment form and ensure that this is kept up to date.
- Following the directions of staff in the event of an emergency or when rehearsing emergency procedures.

Reviewed and Updated April 2022
Reviewed June 2022
Reviewed June 2023
Reviewed June 2024
Reviewed June 2025

USE AND STORAGE OF DANGEROUS PRODUCTS POLICY

Purpose

Blinkies Early Education Centres Pty Ltd has clear guidelines on the identification, use and storage of dangerous products, plants and objects. This policy aims to protect the centre's staff, children, families and visitors from the risks associated with chemical products, medicines, other dangerous substances and dangerous equipment used in the centre's outdoor and indoor environments.

Strategies

- Ensure that all cleaning and disinfecting products are kept out of reach of children at all times.
- Detergent and disinfectant that is used in bottles in rooms is to be diluted to the correct ratio before use.
- All bottles must contain the following information on the outside of the bottle: contents, dilution ratio, directions in the case of accidental ingestion, phone number of the poisons information centre.
- All undiluted detergent, undiluted disinfectant, hand wash, window cleaner and insect spray is to be kept locked in the laundry.
- Dishwashing detergent, dishwasher detergent, cream cleanser and "Spray 'n Wipe" will be stored in the child proof locked cupboard in the kitchen at all times.
- Choose the least hazardous chemical, product or equipment for the job.
- Choose chemicals or medicines with child resistant lids or caps where possible.
- Ensure that if the original container for hazardous substances does not have a child resistant lid, the container is kept in a locked place, which is secure and inaccessible to children.
- Ensure storage containers used for chemicals are not reused and are properly discarded when empty.
- Store equipment such as the leaf blower in the garage or outdoor shed that the children to not have access to.
- Ensure that if any substances need to be refrigerated, they are stored in a labelled child resistant container, preferably in a separate compartment or in a part of the refrigerator inaccessible to children.
- Follow the manufacturer's instructions for use, storage and first aid instructions.
- Current SDS to be kept for all chemicals, SDS located in a central location (office) for staff to have immediate access to the information in an emergency, and ensure all staff are aware of the safety and first aid information in the SDS.
- If only normal domestic or commercial products and quantities are used or stored, it is good risk management to keep a safety checklist or register of what hazardous chemicals or substances you have. Record where they are stored, how they might be a hazardous, if there are any first aid instructions available in relation to exposure and what action should be taken if a person is exposed.
- When disposing of unwanted hazardous chemicals, substances or equipment, do so safely or in accordance with manufacturer's instructions, WHS Regulation, local council regulation or Department of Health advice as relevant. Do not flush chemicals or medications down the drain, sink, toilet, sewer or gutter.
- Wear appropriate personal protective clothing (e.g. gloves, aprons, mask, goggles) in accordance with manufacturer's instructions when using or disposing of hazardous chemicals or substances.
- 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, dial 000.
- In the case of any child or staff member injured by a chemical, substance or equipment, institute your emergency, medical and first aid procedures, notify WorkCover NSW immediately and any other person or authority as required by the WHS regulation.
- In any major emergency involving a hazardous chemical or equipment, a hazardous gas or a fire or explosion hazard, call the emergency services, dial 000 and notify WorkCover NSW immediately and any other person or authority as required by the Regulation or these Guidelines.

Responsibilities of the Approved Provider and Nominated Supervisor

- Ensure that all staff are aware of and abide by the policy at all times.
- Maintain safety data sheets (SDS) on cleaning products at the centre near where they are stored in all locations throughout the service.

Responsibilities of the Educators

Educators should follow the instructions of manufacturers, particularly of any product which may need to be stored in a refrigerated environment pursuant to the aforementioned directives.

Responsibilities of the Families

If you have any concerns make sure to speak with the Nominated Supervisor or other responsible person allocated on the day.

Reviewed and Updated August 2022
Reviewed June 2023
Reviewed June 2024
Reviewed June 2025

SUPERVISION POLICY

Purpose

The Approved Provider/ Nominated Supervisor must ensure that children at the Education and Care Service are adequately supervised, having regard to their ages and ratio requirements set out in the National Regulations **(National Regulation 122, 123, 271)**.
All educators under the age of 18 will be supervised at all times when working with the children **(National Regulation 120)**.

Strategies

Indoors

Supervising Educators/Staff should give their attention to the children and not to other duties.
When children are resting or sleeping they will be supervised at all times having regard to their age and ratio requirements. Educators/staff ensuring that sleeping infants are closely monitored and that all sleeping children are within hearing range. During hand washing and/or toilet times children will be supervised in the bathroom area.
Toddlers and children undergoing toilet training will not be left unsupervised in the bathroom.
Rooms should be set up in a way that enables educators from all angles to effectively supervise children wherever they might stand or sit with children. Where there are areas to hide – educators must be nearby to have visual of all children in that area.

Outdoors

When supervising outdoors, Educators/staff will position themselves to maximise their view of as much play area as possible. One Educator/staff member should be positioned alongside the climbing equipment as often as possible. Where there is any water activity provided, one educator/staff member will supervise this area at all times. Except for brief discussions or concerns regarding children or matters relating to the service, Educators/staff will not congregate outside.

Ratio requirements to be met in NSW are as follows:
Children under 2 years of age must have a 1:4 ratio
Children 2-3 years of age must have a 1:5 ratio
Children 3-5 years of age must have a 1:10 ratio
Children over preschool/school age is a 1:15 ratio

Mixed age groups are allowed in the service as long as the lower ratio is maintained. Occasionally an older child may visit a lower ratio room such as a 3 year old going into the 2-3 room. In this case the 2-3 ratio of 1:5 is maintained.

Responsibilities of the Approved Provider

The Approved Provider must ensure that children at the Education and Care Service are adequately supervised. They must ensure that educators/staff are only counted in ratios if they are working directly with children and have or work towards an approved early childhood qualification **(National Regulation 13, 122, 126 (b))**.
Anyone who is supervising children should be:

- Sympathetic to the welfare of children
- Have adequate knowledge, understanding and experience of children so as to be capable of meeting their needs
- Able to adequately care for and understand where supervision is required
- Of suitable age, health and personality to care for children
- Of good character
- Have received suitable training in the proper care of children

The Approved Provider must have regard to the size and composition of groups in which children are being educated and cared for by the service.
The Approved Provider must ensure that no member of staff who is supervising children, both supervises children and performs other duties at the same time, if those duties would adversely affect the quality of supervision.

Responsibilities of the Nominated Supervisor

- The Nominated Supervisor will ensure that the Education and Care Services National Regulation, Children (Education and Care Services National Law Application) Act and the National Quality Standards in relation to the supervision of children are adhered to at all times.
- All Educators, permanent and relief staff, will be made aware of this policy regarding adequate and responsible supervision of children during their staff induction.
- Staff shifts and routines will at all times provide for enough staff to be available for the adequate supervision of children.
- In any situation where adequate supervision of children is compromised, any educator/staff member on tea or lunch breaks must be prepared to be recalled to perform this function.
- Create a child safe culture within the service, ensuring educators understand and adhere to their obligations of creating a child safe environment.

Responsibilities of the Educators

- All educators will follow and implement the supervision plans that the Nominated Supervisor or other responsible person has created.
- If there are any concerns raised amongst educators regarding supervision or areas of concern, please share with the Nominated Supervisor.
- Create a child safe environment for all children.
- Understand the child safe standards.

Responsibilities of the Families

- Families are encouraged to share any concerns they may have in regards to the supervision of their child or other children in the service. Additionally, please share any concerns you might have about ratios not being upheld at all times.

Reviewed and Updated June 2022
Reviewed June 2023
Reviewed June 2024
Reviewed June 2025

INTERACTIONS WITH CHILDREN POLICY

Purpose

This policy indicates the ways that are appropriate for staff to interact with the service's children to ensure that they feel safe, supported and respected. It is the responsibility of every staff member to make certain that the dignity and rights of every child are to be maintained at all times at the service.

Emotional development and social relationships are enhanced through thoughtful and sophisticated approaches to conversation, discussion and the promotion of children's language and communication. Children who experience relationships that are built on respect, fairness, cooperation and empathy are given the opportunity to develop these qualities themselves. When children have positive experiences of interactions they develop an understanding of themselves as significant and respected, and feel a sense of belonging.

Blinkies Early Education Centre Pty Ltd maintains high standards when employing our educators to ensure they are suitable to work with children within our service context. We are unable to provide assurances to parents and guardians as to educators suitability to look after their children in an unsupervised babysitting capacity outside of the service setting, employees of Blinkies Early Education Centre Pty Ltd are prohibited from babysitting for any child enrolled within our service.

Background and Guiding Principles

Quality Area 5 of the National Quality Standard focuses on educators developing responsive, warm, trusting and respectful relationships with children that promote their wellbeing, self-esteem, sense of security and belonging. Relationships of this kind encourage children to explore the environment and engage in play and learning.
All children need a sense of connection with others to support the development of their identity and social and emotional competence. From birth, children begin to explore how the social world works. Exploring and learning to socialise appropriately with others, and to manage feelings, behaviours and responsibilities is a complex process. When educational leaders, co-ordinators and educators take a positive, strengths-based approach to guiding children's behaviour, they ultimately empower children to regulate and manage their behaviour and emotions and develop the skills needed to interact and negotiate positively and effectively with others.
Relationships with peers take on increasing importance for older children. Supportive relationships with educators enables older children to develop confidence in their ability to express themselves, work through differences, engage in new experiences and take calculated risks.
Positive interactions between educators and children involve educators viewing each child as capable and competent, and as active participants and decisionmakers, with a right to a voice and able to contribute to decisions that affect them. This enables educators to focus their education and care practices on children's strengths and inclusion in the group environment.
Positive and responsive one-on-one interactions, especially with children under three years old, are important to children's wellbeing and their future development. Secure relationships with educators encourage children under three years to thrive and provides them with a secure base for exploration and learning. Secure relationships with educators also provide children, when necessary, with a safe haven and source of comfort. As children grow and develop they continue to rely on secure, trusting and respectful relationships with the adults in their lives.
Strong, meaningful relationships between educators and children contributes to children's social competence which is the foundation that allows children to understand and self-regulate their own emotions and negotiate their interactions with others.
Regulations 155 and 156 states that the Approved Provider must take all reasonable steps to ensure that care is provided to children in a way that:

- encourages the children to express themselves and their opinions
- allows the children to undertake experiences that develop self-reliance and self-esteem
- maintains at all times the dignity and rights of each child
- gives each child positive guidance and encouragement toward acceptable behaviour
- has regard to the family and cultural values, age, and physical and intellectual development and abilities of each child being educated and cared for by the service.

•ensures children have opportunities to interact and develop respectful and positive relationships with each other and with educators, staff, and volunteers. In providing these opportunities, the size and composition of groups of children must be considered.

Dignity and Rights of the Child
Element 5.1.2 of the National Quality Standard ('Dignity and rights of the child') aims to achieve the United Nations Convention on the Rights of the Child, a universally agreed set of non-negotiable standards and obligations founded on respect for the dignity and worth of each child, regardless of race, colour, gender, language, religion, opinions, origins, wealth, birth status or ability. Article 19 of the Convention states that children have the right to be protected from being hurt and mistreated, physically, or mentally.

Positive Interactions Between Educators and Children
Involves educators viewing each child as capable and competent, with a right to a voice, and able to contribute to decisions that affect them. This enables educators to focus their practices on children's strengths and inclusion in the group environment. Educators who are responsive to children's thoughts and feelings are supporting them to develop a strong sense of wellbeing. By interacting positively and meaningfully with children, educators help each child to feel accepted and to develop a sense of attachment and trust. Children who are supported to understand themselves experience a sense of belonging that fosters self-esteem which contributes to the development of identity and is critical to children's capacity to understand their own strengths, abilities, and interests. When children feel safe, secure and supported, they develop confidence to explore and learn.

Relationships Between Educators and Children
When children experience nurturing and respectful reciprocal relationships with educators they develop an understanding of themselves as competent, capable and respected. Consistent emotional support contributes to children developing a strong sense of wellbeing and belonging. Relationships are the foundation for the construction of identity, and help shape children's thinking about who they are, how they belong and what influences them.

Relationships Between Children
When educators create supportive environments in which children experience mutually enjoyable, caring and respectful relationships, children respond accordingly. Positive relationships provide children with the confidence and agency to explore and learn about their world. As their relationships become more complex and far-reaching over time, children's interactions with others also help them to extend their knowledge, thinking and ability to apply what they already know in new and unfamiliar contexts. Developing effective relationships with others is a key part of children's social development and these relationships also provide a base for children's learning.
Children are full of emotions, and it can cause challenging behaviour. But it's important to recognise that they are children. They haven't mastered their emotions like we have. So, we have to role model to them.
Young children are still learning how to socialise appropriately with others and how to manage feelings and behaviours.

Educators can guide and encourage children to develop self-regulation skills and to interact effectively with others by:
•role modelling and managing their emotions so responses to any behavioural concerns are constructive, positive and appropriate
•responding promptly to any behavioural concerns and acknowledging children's positive choices in guiding their behaviour
•consulting families and other support people for valuable information and insights about each child's strengths, interests and needs, and strategies for participating in the education program.
Resources to support educator understanding of positive interactions with children:

- Inappropriate discipline information sheet (PDF, 1.5MB) External link – Australian Children's Education and Care Quality Authority (ACECQA) website
- Supporting children to regulate their own behaviour (PDF, 1MB) External link – ACECQA website
- Supporting children's behaviour in early childhood services External link – Department of Education, Victoria
- Positive Interactions with Children video Early Childhood Education and Care Queensland

Responsibilities of the Approved Provider

- Ensure the service operates in accordance with the Children (Education and Care Services) National Law (NSW) 104a and Education and Care National Regulations with regard to the delivery and collection of children at all times.
- Ensure all staff have access to relevant professional development.
- Ensure the educational program contributes to the development of children who have a strong sense of wellbeing and identity, and are connected, confident, involved and effective learners and communicators.
- Ensure that the Nominated Supervisor and all staff members at the service who work with children are aware that it is an offence to subject a child to any form of corporal punishment, or any discipline that is unreasonable or excessive in the circumstances **(National Law 166)**.
- Inform the Regulatory Authority in writing, within 24 hours of receiving a notifiable complaint **(National Law 174(B))**.
- Inform the Regulatory Authority in writing within 24 hours of a serious incident occurring at the service **(National Regulation 12, National Law 173(A))**.

Responsibilities of the Nominated Supervisor

- Guide professional development and practice to promote interactions with children that are positive and respectful through the use of the ECA Code of Ethics and UN Convention on the Rights of the Child.
- Establish practice guidelines that ensure interactions with children are given priority and those interactions are authentic.
- Ensure all staff are aware of the service's expectations regarding positive, respectful and appropriate behaviour, and acceptable responses and reactions when working with children and families.
- Consider the size and composition of groups to ensure all children are provided with the best opportunities for quality interactions and relationships with each other and with adults at the service.
- Develop and implement educational programs, in accordance with an approved learning framework, that are based on the developmental needs, interests and experiences of each child, and take into account the individual differences of each child.
- Ensure that staff provides education and care to children in a way that encourages children to express themselves and their opinions and allows children to undertake experiences that develop self-reliance and self-esteem.
- Build a culture that fosters our commitment to child safety.

Responsibilities of the Educators

- Act in accordance with the obligations outlined in this policy.
- Acknowledge children's complex relationships and sensitively intervene in ways that promote consideration and alternative perspectives and social inclusion.
- Respect children's agency and encourage them to express themselves and their opinions.
- Interact with children and families in the manner outlined in the ECA Code of Ethics.
- Maintain the dignity and the rights of each child at all times.
- Have regard to the cultural and family values, age, and the physical and intellectual development and abilities of each child being educated and cared for.
- Offer positive guidance and encouragement towards acceptable behaviour.
- Ensure that routines such as toileting, nappy change and rest times are used for positive one to one interactions with children and a time that they can get to know more about the child.
- Genuinely seek children's input, respect their ideas and take their suggestions on board.
- Our educators will listen empathetically to children when they express their emotions, reassure them that it is normal to experience positive and negative emotions and guide children to remove themselves from situations where they are experiencing frustration, anger or fear.
- Form warm relationships with each child.
- Follow the services commitment to child safety.
- Participate in children's play using children's cues to guide their level and type of involvement while always maintaining a positive approach when responding to children.
- Model reasoning, prediction and reflection processes and language.
- Collaborate with children about routines and experiences.

- Use techniques such as sign language and other resources and tools to support children with additional needs.
- Engage in give and take communication by adding to interactions initiated by babies and toddlers by describing objects and talking about routine activities with babies and toddlers.
- Use their interactions with children to support the maintenance of home languages and learning English as an additional language.
- Use information from their observations of interactions with children to extend the children's thinking and learning.
- Also support children to build secure attachments with one and then many educators.
- Babysitting of children enrolled at Blinkies Early Education Centre Pty Ltd is strictly prohibited.
- Ensure all children are referred to by their given name.

Responsibilities of the Families

- Read and comply with this policy.
- Collaborate with staff about their child.
- Understand the services commitment to facilitating child safety.
- Inform staff of events or incidents that may impact on their child's behaviour at the service (e.g. moving house, a new sibling).
- Inform staff of any concerns regarding their child's behaviour or the impact of other children's behaviour.
- Work collaboratively with staff and others to develop or review an individual behaviour guidance plan for their child, where appropriate.

Reviewed and Updated – July 2025

POSITIVE BEHAVIOUR GUIDANCE POLICY

Policy Statement

Our service is committed to supporting children's behaviour in a way that is positive and constructive and which promotes confidence and self-regulation. Our team want to empower children with strategies for life. We believe that children should always be treated with respect and empathy.

Background and Guiding Principles

The approved provider, nominated supervisors, co-ordinators and educators have responsibility for supporting the health, protection, safety and wellbeing of all children. In exercising their responsibilities, they must take reasonable care to protect children from foreseeable risk of harm, injury and infection." ACECQA Guide to the National Quality Framework

The approved Learning Frameworks acknowledge self-regulation as an important contribute to the elements, principles, and outcomes for children. We understand that each child will react differently in similar situations and take an approach of understanding that behind every emotion is a reason.

"An important aspect of children's 'belonging, being and becoming' involves them learning how their behaviour and actions affect themselves and others and developing the skills to regulate these independently. Educators can support children to develop these skills by guiding children's behaviour as a mediator and helping children to negotiate their rights in relation to the rights of others.

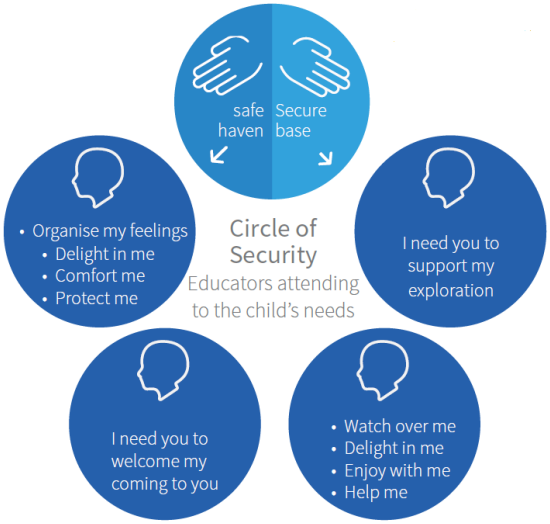
When guiding and supporting children to learn about self-regulation, it is important that educators acknowledge that these skills develop gradually and on a continuum. Children's capacity to apply these developing skills can often change. This may depend on their mood, health, family circumstances and situations they find challenging.

Empowering Children

An important part of supporting children to manage their behaviour is giving them some responsibility. This begins with having appropriate expectations. Talk with them about their behaviour. Let them know that you trust them. It is important to acknowledge children as individuals with a range of skills, emotions and experiences both at home and at the service that may impact on how they cope being part of a group setting on any given day. Help them learn to self-regulate, for example, to take themselves away from the group to have some quiet time when they need it. Encourage them to help others and remind others of rules and limits. But let them know that you are always there to help. Creating a caring and respectful environment assists everyone to feel part of the group and to take responsibility for the wellbeing of others

The Circle of Security

The Circle of Security is an intervention initiative based on research that secure children exhibit increased empathy, greater self-esteem, better relationships with parents and peers, smoother transition to school, and an increased capacity to handle emotions more effectively when compared with children who are not secure. This model highlights the importance of adults being at children's level and available for children as a support, and to provide a secure base for children as needed (see diagram below)



Children can exhibit a range of behaviour in response to a range of emotions or feelings ranging from excitement to anger. Children under 5yrs are still navigating how to regulate these emotions and require support from trusted adults who demonstrate compassion and understanding. One behaviour which is both common and distressing for educators, families and children alike is biting.

Biting

Biting is generally a temporary problem, occurring during the toddler stage, and rarely continues past the age of three. It can't be eradicated instantly and requires the skill, understanding and ongoing attention of educators and parents. It is important to understand and inform parents that punishment won't eliminate biting episodes, and that any punishment is detrimental to the child's development and well-being.

Most commonly biting occurs in groups of children aged between one and three years. Across this age span, children experience very significant and rapid social, emotional, physical and intellectual development and gain a wide range of new skills. This can result in a period of challenging behaviours such as biting, scratching, hair pulling, hitting or simply refusing to do anything they are asked.

Development factors which may cause a child to bite include:

- frustration from failure to communicate their needs and wants
- teething
- oral exploration
- limited self-regulation or self-control (because they are still gaining these skills)

Environmental factors which may cause a child to bite include:

- congestion in any one area – too many children in too small a space
- competition for toys or for a favourite toy
- overstimulation (too much colour, noise, activity)
- limited or no quiet areas
- boredom
- stress

Engagement factors which may cause a child to bite include:

- insecurity
- competition for adult attention
- insufficient adult attention

- frustration from failure to communicate their needs and wants

Further information for families and educators can be found in the document "When Children Bite: A resource for Early Childhood Educators", Child Professional Support Coordinator Australia, 2012
https://viac.com.au/sites/default/files/when-children-bite-a-resource-for-early-childhood-educators.pdf

Responding to behaviours
The following are some examples of inappropriate discipline which may constitute a serious breach of the National Law and/or National Regulations and could potentially be considered criminal matters:

- hitting, pushing, slapping, pinching or biting a child
- force-feeding a child
- yelling at or belittling a child
- humiliating a child
- physically dragging a child
- locking children away (or isolating them)
- depriving a child of food or drink
- unreasonable restraining of a child (this may include restraint in a high chair)
- excluding children from events
- consistently moving children to the office or other space away from the play areas
- moving children to another room as punishment
- verbally or physically threatening a child.

Other examples of inappropriate practice are:

- negative labelling of child or family
- criticising a child's actions or behaviours
- discouraging a child from taking part in activities
- blaming or shaming a child
- making fun of or laughing at or about a child
- using sarcastic or cruel humour with or to a child
- excessive use of negative language to a child, such as, "no" "stop that!" "don't…" "you never..."

Cool Down

A cooling down period is a time when a child that is having a difficult moment is 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 and can be an example of appropriate discipline or behaviour guidance.

The difference between 'cool-down time' and 'time out' is that an educator stays with the child and reassures and supports them to regulate their emotions during cool-down time. It is viewed as a learning opportunity, not as punishment.

Restraint

Occasionally, there may be circumstances where a child becomes a risk to themselves or others and may need to be removed from the situation or physically restrained to prevent harm to themselves or others. Children should be physically restrained only in emergency situations. Examples of emergency situations include when a child is:

- in a clearly unsafe situation, for example, 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.

These situations may require the supportive holding of children. This means that children are only held long enough to be removed from the situation, and the emergency situation has been addressed or subsided.

This approach should only be used when there is an immediate danger of the child being hurt or hurting others and when other strategies to guide the child's behaviour have not worked. If a service has taken a child away from other children to help them cool down or physically restrained the child in any way, the service should inform the child's parent or guardian of the circumstances of the event and record accordingly."[2]

Instances of repetitive inappropriate behaviour that poses a risk to safety

In instances where a child's behaviour is continually posing a risk to the safety and wellbeing of other children and educators, the Nominated Supervisor/Approved Provider will arrange a meeting with the family in the hope of working together to resolve the situation. Where this does not result in improvements in behaviour and there is a significant risk of harm to other children or educators the Nominated Supervisor/Approved Provider may choose to reduce days of attendance or end the enrolment, allowing the family to seek alternative arrangements that may better suit the needs of the child.

Resources to support educator understanding of positive interactions with children:

- Inappropriate discipline information sheet (PDF, 1.5MB) External link – Australian Children's Education and Care Quality Authority (ACECQA) website
- Supporting children to regulate their own behaviour (PDF, 1MB) External link – ACECQA website
- Supporting children's behaviour in early childhood services External link – Department of Education, Victoria
- Positive Interactions with Children video Early Childhood Education and Care Queensland
- Inappropriate discipline information sheet (PDF, 1.5MB) External link – Australian Children's Education and Care Quality Authority (ACECQA) website
- show, not tell: guiding behaviour page Early Childhood Education and Care Queensland

Resources to support families:

- Triple P free online course Triple P FREE online course
- Developing children's positive behaviour in childcare External link – Starting Blocks website
- Positive approaches to guiding behaviour: 2–12 years (PDF, 199KB) External link – Government of South Australia
- Encouraging good behaviour: 15 tips External link – Raising Children Network
- Discipline and guiding behaviour: babies and children External link – Raising Children Network

Management Responsibilities, including Approved Providers, Nominated Supervisors and Responsible Persons will:

- Positively and clearly communicate all aspects of the policy and take a zero-tolerance approach to compliance.
- Understand and comply with all aspects of this policy and related legislation and support team members to do the same.
- Lead a culture of reflection and regular review of policies, seeking feedback from educators, families, children and other community agencies and professionals as appropriate.

- Support educators and encourage use of the "checklist for responding to biting in early childhood settings" which is located in the resource "When Children Bite: A resource for Early Childhood Educators", Child Professional Support Coordinator Australia, 2012 https://viac.com.au/sites/default/files/when-children-bite-a-resource-for-early-childhood-educators.pdf
- Communicate honestly with all families in relation to biting, guidance and a sample letter can be found in the resource "When Children Bite: A resource for Early Childhood Educators", Child Professional Support Coordinator Australia, 2012 https://viac.com.au/sites/default/files/when-children-bite-a-resource-for-early-childhood-educators.pdf
- Work collaboratively to develop individual behaviour guidance plans or Strategic Inclusion Plans for children in consultation with families, other professionals, and support agencies.
- Conduct family meetings to discuss behaviour, share successful strategies and set agreed goals. Be respectful and understanding and seek first to support and improve the current status.
- Take all reasonable steps to protect the health, safety and wellbeing of all children and educators at the service which may include requesting the collection of the child after an event or the suspension, reduction or termination of care where an unacceptable risk is identified and current strategies are not successful.
- Maintain regular communication with families and where a child's behaviour has posed a risk to the health, safety or wellbeing of themselves, another child or educator, request immediate action such as collection. Take fair and reasonable steps and consult with the Approved Provider when considering suspension, reduction, or termination of care.
- Provide educators with guidance on using 'cool down' strategies instead of 'time out' and when it may be appropriate to restrain a child in an emergency situation.
- Monitor educator response to big emotions and behaviours to ensure they use appropriate discipline including cool time and supportive responses.
- Ensure a family is notified when 'cool down' or restraint is used and explain the circumstances leading to that and that a record is maintained.
- Provide training and support to assist educators in managing big emotions and understanding developmental responses.

Educators Responsibilities:

- Be proactive in fulfilling the requirements of this service policy and related legislative requirements.
- Seek further guidance where required to fulfil your requirements.
- Report any concerns or non-compliance immediately to the Nominated Supervisor or Approved Provider.
- Participate in the review of documents and provide constructive feedback to the Nominated Supervisor or Approved Provider.
- Seek to understand the feelings and emotions behind the behaviour.
- Seek support in a professional way from other educators and leaders.
- Report concerning or repetitive behaviours to the Nominated Supervisor.
- Communicate in a caring and honest manner with families. Use Behaviour Reporting Forms with families where behaviours are strong or repetitive.
- Work collaboratively to develop individual behaviour guidance plans or Strategic Inclusion Plans for children in consultation with families, other professionals, and support agencies.
- Participate in family meetings to discuss behaviour, share successful strategies, and set agreed goals. Be respectful and understanding and seek first to support and improve the current status.
- Communicate with other educators to ensure consistency contributes to positive behaviours.

- Consistently reflect on their practice and implement changes where identified including:
    - in relation to their own beliefs, attitudes, and experience and how that influences guiding behaviour.
    - how they manage situations where they experience challenges in relation to guiding the behaviour of a child or group of children
    - strategies used to support children's self-regulation and implement changes as needed.
    - how the environment may impact on the behaviours and interactions of children and adults.
    - what opportunities the educator provides to children to make decisions about rules, expectations, and outcomes in relation to their own and other's behaviour.
- Only restrain a child in an emergency situation for example when a child is:
    - In a clearly unsafe situation, for example 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.
- If restraint is needed to protect the safety of a child/adult you must consider all other options. Any restrain should be brief and only long enough to prevent imminent harm to the child or another child/adult.
- Never do anything that prevents a child from being able to move, for instance holding on a bed, your lap or carrying a child where it is not age-appropriate or situation appropriate.
- Always respect the rights and dignity of the child.
- Provide children with opportunities to 'cool down' where an educator stays with the child and reassures and supports them to regulate their emotions during cool-time time.
- View 'cool down' time as a learning opportunity not as punishment.
- Report immediately to the Nominated Supervisor any times when 'cool down' was used or where a child was restrained. Families must be notified of these occasions.
- Participate in training to support managing big emotions and understanding developmental responses.
- Role model and manage own emotions so responses to any behavioural concerns are constructive, positive and appropriate.

Support children by:

- viewing children as capable and competent.
- setting clear, consistent, and simple limits and expectations.
- approaching situations from a strengths-based perspective.
- focussing on the behaviour not the child.
- providing choices.
- ensuring they feel secure and letting them know that you are there to help and support.
- providing positive reinforcement.
- allowing time for children to respond.
- seeking to understand the feelings and emotions behind the behaviour.
- using positive, respectful language, including body language and tone.

- encouraging children to seek help and express their needs.
- encouraging a strong sense of identity and pride in themselves.
- helping them to develop a sense of empathy for others.
- using positive and respectful strategies for guiding children's behaviour.
- helping children to negotiate their requests with others.
- involving families and other educators and team members.
- using intentional teaching moments to discuss feeling, emotions, and responses.
- prompting and supporting them to remove themselves from situations where they are experiencing frustration, anger, or fear.
- listening empathetically to children when they express their emotions and reassure children that it is normal to experience positive and negative emotions at times.
- providing choices and allowing children to experience the consequences of these where there is no risk of physical or emotional harm to the child or another person.
- ensuring spaces, resources and routines are arranged to minimise times when children are likely to experience stress or frustration, ensure ample resources are available for sharing.
- using knowledge of children to pre-empt potential conflicts or challenging behaviours.
- using redirection as a strategy for resolving conflict and provide children with choices when redirecting.
- encouraging children to reflect on and consider the impact of their behaviour.
- responding promptly to children's disruptive behaviour by acknowledging their feelings, spending time with them and suggesting alternative ways of responding.
- ensuring learning environments and programs are exciting, stimulating and engaging to reduce boredom-related behaviours or behaviours that arise through frustration or confusion.
- ensuring active supervision of all children in all areas of the service at all times.

Educators Must NEVER:

- Isolate children for any reason other than illness, accident, or a pre-arranged appointment with parental consent.
- Use words which are negative, disrespectful, or hurtful.
- Engage in inappropriate physical contact including, but not limited to, dragging, or hitting a child.
- Use time out as a strategy (use cool down instead)
- Use food as a reward or punishment.

Families Responsibilities:

- Fulfil responsibilities under this policy and related legislative requirements.
- Understand that the service must take steps as required under legislative requirements and follow advise from recognised authorities.
- Participate in the review of documents and provide constructive feedback to the Nominated Supervisor or Approved Provider.
- Discuss any questions with the Nominated Supervisor or Responsible Person in charge.
- Share information with the service to support children's emotions and responses.
- Participate in family meetings to discuss behaviour, share successful strategies and set agreed goals. Be respectful and understanding and seek first to support and improve the current status.

- Understand that it is the responsibility of the service to take all reasonable steps to protect the health, safety and wellbeing of all children and educators at the service which may include requesting the collection of the child after an event or the suspension, reduction or termination of care where an unacceptable risk is identified and current strategies are not successful.
- Follow through with agreed strategies which may include the collection of children after unsafe events.
- Access information to support your child's behaviours and emotional responses, these may include seeking support from external organisations or through recognised authorities:
    - Triple P free online course Triple P FREE online course
    - Developing children's positive behaviour in childcare External link – Starting Blocks website
    - Positive approaches to guiding behaviour: 2–12 years (PDF, 199KB) External link – Government of South Australia
    - Encouraging good behaviour: 15 tips External link – Raising Children Network
    - Discipline and guiding behaviour: babies and children External link – Raising Children Network

Developed July 2025 (previously part of 'interactions with children policy'

EXCURSION POLICY

Purpose

It is the policy of the service to maximise learning opportunities and experiences for children by arranging a large variety of visitors, exhibits and performances to take place on site at a small additional cost to families. However, should educators believe it valuable for an excursion to take place, a risk assessment and supervision implications will be undertaken, and Education and Care Services National Regulations will be adhered to at all times. Our service adopts the National Model Code including during excursions.

Planning

- Assess the requirements for the excursion.
- Conduct a risk assessment **Regulation 100**.
- Book transport venues – specify means of transport
- Outline the requirements for seatbelts/safety restraints
- Make alternative arrangements for adverse weather conditions
- Inform families of the details of the excursion including destination, objectives and outcomes, and what the child should bring.
- Provide parents or legal guardians with an excursion permission form to complete to authorise their child to participate on the excursion **Regulation 102**.
- Collect completed permission forms for each child attending the excursion.
- Request additional adult participation on the excursion where required.
- Plan for how children will be transitioned from the excursion back to the service, including to and from vehicles/transport.
- Outline the destination.
- Arrange for a suitably equipped first aid kit (including EpiPen) and mobile phone to be taken on the excursion **Regulation 89**.
- Educators must make alternate arrangements for any children who are not attending the excursion, and ensure that any dialogue or pre-planning for the excursion does not alienate such children from social networks.
- Additional factors need to be considered in the planning of excursions for children with additional needs. Where possible, our service will uphold the right for all children to access all excursions and engage in meaningful ways while on excursions.
- Roll call and head count of all children throughout the excursion.

Risk Assessment by Nominated Supervisor

- Ensure a risk assessment is conducted prior to any excursion to identify and assess the risk the excursion may pose to the safety, health and wellbeing of any child whilst on the excursion, and will specify how the service will manage any risks identified.
- Appoint a responsible person to be in charge of the excursion. This person will be in charge of keeping track of children, educators, volunteers and guiding people where to go and what to do. They will carry the attendance list of all children and others attending, the emergency contact lists for everyone attending and do regular head counts.

The risk assessment conducted will consider:

  - destination and duration of the excursion; potential water hazards or any hazard associated with water based activities – no excursion will be conducted where there is a water hazard
  - transport to and from destination
  - number of educators, responsible persons, and children involved
  - proposed activities
  - items to be taken on the excursion eg: mobile phone, emergency contact numbers.

NB: If the excursion is a regular occurrence and *regular transportation* is required a risk assessment will only be carried out once every 12 months, provided the circumstances around the excursion have not changed in any way since the initial risk assessment was conducted.

Authorisations

- For all excursions parents or legal guardians will be given an excursion permission form with full details of the excursion including **(National Regulation 102)**:
    - Child's name
    - date, description, duration and destination of proposed excursion;
    - method of transport to be used;
    - reason for transportation
    - reason for the excursion, and proposed activities to be conducted on the excursion;
    - the anticipated adult: child ratio – outlining number of educators and staff and other adults attending;
    - number of children to be transported
    - requirements for seat belts or safety restraints
    - a statement that a risk assessment has been prepared and is available at the service for parents to view.
- If the excursion is a regular outing, authorisation is required once in a 12 month period **(National Regulation 102(5))**. All parents or legal guardians will be asked to sign permission forms for regular excursions on enrolment and at the beginning of each subsequent year.
- No child will be taken on an excursion unless written permission from parents or legal guardian has been received.

Families and Volunteers

- Families will be encouraged to participate in excursions to assist in maintaining suitable child/staff ratios. If the parent needs to bring their child's sibling because they cannot find suitable care, the siblings must be included in ratios.
- If additional adults are required, volunteers will be invited. Volunteers will be mature, responsible people who are aware of the hazards and responsibilities of taking a group of children out of the service.
- Family members/volunteers will not to be left in sole charge of children and must be supervised by an educator at all times.
- All volunteers/family members' details will be entered into the appropriate staff record for that day.

Travel Arrangements

- Travel arrangements are made on the basis of individual excursion requirements. Every reasonable precaution will be taken to protect children from harm and any hazard likely to cause injury.
- Walking - Educators will ensure children obey road rules and cross roads at a crossing or lights where available. Educators will remain vigilant to ensure no child runs ahead or lags behind the group.
- Public Transport (trains, buses) – Wherever possible we use transport with proper child restraints.

1. Babies up to 6 months need to be in an approved rear facing child car restraint
2. Children 6 months to 4 years need to be in an approved rear or forward facing child car restraint
3. Children 4+ years need to be in an approved forward facing child car seat or booster seat
4. Children who are 145cm or taller can use adult lap-sash seatbelt

Supervision

- Supervision on excursions will ensure the safety and wellbeing of all children for the duration of the excursion, taking into account ratios and all risks and hazards likely to be encountered.
- The venue will be assessed as safe for all children and adults on the excursion and will be easily supervised and accessible.

Ratios

According to the NSW Department of Education and Training, minimum ratio requirements **(National Regulation 123 and National Regulation 271)** must be maintained while on excursions as you would in a centre-based service. "Through the completion of a risk assessment, approved providers should be able to come to a determination of whether the minimum ratios are sufficient in providing adequate supervision while attending an excursion. Examples of factors that could be considered in the risk assessment may include staffing arrangements when a child falls

ill/suffers injury and needs to be taken away from the venue by an educator, or if an educator is driving from the service to the excursion venue and cannot meet the adequate supervision requirement during that time."

Conducting the Excursion

- All educators, volunteers and children attending will be informed of excursion timetable/ itinerary, special requirements, safety procedures, grouping of children and responsibilities.
- A list of children on the excursion will be left at the service and a copy carried by the delegated Certified Supervisor.
- Before leaving on the excursion, a notice will be prominently displayed at the service which includes:
    - itinerary and timetable
    - mobile contact phone number.
- Items to be taken on excursions include:
    - a suitable stocked first-aid kit including EpiPen
    - a mobile phone
- children's emergency contact numbers
- children's medication, if required
- other items as required e.g. sunscreen, drinking cups, jackets etc.

Responsibilities of the Approved Provider

- Ensuring that a child who is being educated and cared for by the education and care service does not leave the education and care service premises except in accordance with **Regulation 99, subregulation (4).**
- Ensuring that a child does not leave the service premises on an excursion unless prior written authorisation has been provided by the parent/guardian or person named in the child's enrolment record, and that the authorisation includes all details required under **Regulation 102(4).**
- Ensuring that educator-to-child ratios are maintained at all times, including during excursions.
- Ensuring that parents/guardians, volunteers, students and all adults participating in an excursion are adequately supervised at all times and are not left with sole supervision of individual children or groups of children.
- Ensuring the risk assessment identifies and assesses the risks, specifies how these will be managed and/or minimised, and includes all details required by **Regulation 101**.

Responsibilities of the Nominated Supervisor

- Implementing Approved Provider responsibilities as delegate.
- Ensuring that each child's personal medication and current medical management plan is taken on excursions and other off-site activities.
- Ensuring that a portable first aid kit (including required medication for dealing with medical conditions) is taken on excursions and other off-site activities.
- Ensuring a mobile phone, the emergency contact details for each child and the contact details of their medical practitioner are taken on excursions for notification in the event of an incident, injury, trauma or illness.

Responsibilities of the Educators

- Adhering to this policy.
- Checking that a parent/guardian or person named in the child's enrolment record has completed, signed and dated the excursion/service event authorisation form prior to the excursion.
- Allowing a child to participate in an excursion or service event only with the written authorisation of a parent/ guardian or person named in the child's enrolment record.
- Maintaining the required educator-to-child ratios at all times, and adequately supervising children during excursions and service events.
- Adequately supervising parents/guardians, volunteers, students and all adults participating in an excursion, and ensuring that they are not left with sole supervision of individual children or groups of children.
- Undertaking a risk assessment for an excursion prior to obtaining written authorisation from parents/guardians.

- Ensuring the risk assessment identifies and assesses the risks, specifies how they will be managed and/or minimised, and includes all details required by **Regulation 101.**
- Including all children in excursions and service events regardless of their abilities, additional needs or medical conditions.
- Taking each child's personal medication and current medical management plan on excursions and other off-site activities.
- Taking a portable first aid kit (including required medication for dealing with medical conditions) on excursions and other off-site activities.

Responsibilities of the Families

- Families will be encouraged to participate in excursions to assist in maintaining suitable child/staff ratios. If the parent needs to bring their child's sibling because they cannot find suitable care, the siblings must be included in ratios.
- If additional adults are required volunteers will be invited. Volunteers will be mature, responsible people who are aware of the hazards and responsibilities of taking a group of children out of the service.
- Family members/volunteers will not to be left in sole charge of children and must be supervised by an educator at all times.
- All volunteers/family members' details will be entered into the appropriate staff record for that day.
- Completing, signing and dating excursion/service event authorisation forms.
- Providing written authorisation for their child to leave the service premises on routine outings.
- Reading the details of the excursion or service event provided by the service and asking for additional information if required.
- Understanding that, if they participate in an excursion or service event as a volunteer, they will be under the immediate supervision of the Responsible Person at all times.

Reviewed and Updated October 4, 2021
Reviewed June 2022
Reviewed June 2023
Reviewed Juhne 2024
Reviewed June 2025

WATER SAFETY POLICY

Purpose

Blinkies Early Education Centres Pty Ltd has a responsibility to protect the health, safety and wellbeing of each child at all times.
Drowning is the leading cause of death for children aged 1-4 years in Australia. While most drowning occurs in backyard swimming pools, it is important to be aware that children can drown in as little as 6cm of water.

Strategies

- Children will be supervised at all times in and around any body of water including water troughs, toilets and nappy buckets.
- A risk assessment will be conducted prior to any excursion taking place, particular attention will be focused upon water safety and avoiding possible risks.
- The thermostat on the hot water system is set to a medium temperature to ensure children are not able to scald themselves when washing hands.
- Children requiring bathing will be bathed using a washcloth and warm water in a shallow sink.
- Educators are not permitted to consume hot drinks or prepare any hot drinks in any area accessible to children.

Responsibilities of the Approved Provider

Ensure the service operates in line with the Children (Education and Care Services) National Law (NSW) 104a and the Education and Care Services National Regulations.

Responsibilities of the Nominated Supervisor

- Ensure children are adequately supervised, are not subject to inappropriate discipline, and are protected from harms and hazards **(National Law 166)**.
- Provide supervision, guidance and advice to ensure adherence to the policy at all times.
- Ensure risk assessments for excursions planned near water identify a higher staff to child ratio to ensure adequate supervision **(National Regulation 100, 101).**
- Ensure First Aid and CPR qualifications and requirements are met at all times.
- Provide families with community messages regarding safe water practices.

Responsibilities of the Educators

- Embed water safety messages into the children's education program such as Kids Alive.
- Ensure water troughs or containers for water play are filled to a safe level and emptied or covered securely after use.
- Empty buckets used for cleaning immediately after use. No cleaning buckets are to be left in areas or accessible to children.
- Discourage children from drinking grey water. Provide clean drinking water at all times.
- Ensure that all children are supervised while using toilets.
- Reinforce water safety practices with children.

Responsibilities of the Families

Reinforce water safety practices with children at home.

Reviewed June 2023
Reviewed June 2024
Reviewed June 2025

ENVIRONMENTAL SUSTAINABILITY AND ENVIRONMENTAL STRATEGIC PLAN POLICY

Purpose

Children, educators and families will participate in developing a respect for the natural environment, flora and fauna and an appreciation of beauty in all manifestations. Educators will help children connect with nature, through the process of embedding educational programs which will enable the centre to become more environmentally sustainable.

Educators will utilise the latest research and teachings to enhance environmental education and practices with play - based learning experiences incorporating the Environmental Strategic Plan which includes:

- Constructing a worm farm and composting
- Growing vegetable, herbs and flowers
- Incorporating natural and/or recycled materials into children's learning and experiences
- Responsible recycling
- Educating children on the importance of conserving water
- Using resource kits and teaching aids on the topics of water, wildlife, and biodiversity to communicate environmental messages to children
- Provide families with environmental sustainability articles and fact sheets
- Celebrate aspects of environmental awareness events
- Solar Energy Systems

Management is committed towards the implementation of:

- Water saving strategies – for immediate implementation
- Long term goals and budgeting on infrastructure for further water conservation
- Solar Energy Systems
- Use of green cleaning products and green paper products
- Utilisation of low energy globes (where possible)
- Turning power points off at the end of the day
- Minimising the use of cooling and heating systems
- Printing on both sides of the paper

Management, staff and families are encouraged to continue a holistic approach to promoting sustainable values and practices within the Environmental Strategic Plan.

Reviewed June 2022
Reviewed June 2023
Reviewed June 2024
Reviewed June 2025

PARTICIPATION OF VOLUNTEERS AND STUDENTS ON PRACTICUM PLACEMENTS POLICY

Purpose

Blinkies Early Education Centres Pty Ltd's purpose is to value volunteer participation as a connection to our local community and exposure to a range of people and experiences. Any volunteers on premises must follow policy and procedure at all times and all educators/staff on premises will ensure that any volunteers who enter the service are fit and proper to be working with children before commencing.

Responsibilities for the Approved Provider

Ensure the service operates in line with the Children (Education and Care Services) National Law (NSW) 104a and Early Childhood Education and Care National Regulations with regard to the delivery and collection of children at all times.

- Ensuring that volunteers/students and parents/guardians are adequately supervised at all times and that the health, safety and wellbeing of children at the service is protected.
- Ensuring that volunteers/students and parents/guardians are not left with sole supervision of individual children or groups of children.
- Ensuring that parents/guardians of a child attending the service can enter the service premises at any time that the child is being educated and cared for, except where this may pose a risk to the safety of children or staff, or conflict with any duty of the Approved Provider, Nominated Supervisor or staff members under the law.
- Ensure that all volunteers and students are advised of the existence of and application of the current child protection law in NSW and understand their obligations they hold under that law.
- Ensuring that the staff record contains information for all volunteers/students attending the service with details of name, address, date of birth, days and hours of participation and details of the Working with Children Check **(National Regulation 149)**.

Responsibilities of the Nominated Supervisor

- Provide supervision, guidance and advice to ensure adherence to the policy at the times.
- Ensuring that volunteers/students and parents/guardians are adequately supervised at all times and that the health and safety and wellbeing of children at the service are protected.
- Ensuring that volunteers/students and parents/guardians are adequately supervised at all times, and that the health, safety and wellbeing of children at the service is protected.
- Ensuring that volunteers/students and parents/guardians are not left with sole supervision of individual children or group of children.
- Must take all reasonable steps to ensure that a person with a prohibition notice does not participate at the service.
- Ensuring no student/volunteer changes nappies unsupervised.
- Ensuring induction records are maintained for students/volunteers.
- Providing volunteers/students and parent/guardians with access to all service policies and procedures.
- Ensuring that volunteers/students and parents/guardians comply with the national Regulations and all service policies and procedures.
- Ensure no student/volunteer/visitor takes any photos, videos or recordings within the service.

Responsibilities of the Educators

- Have open communication with work experience student and volunteers along with their practicum teachers.
- Support students and volunteers with the needs of their placement wherever necessary. Share any knowledge or experience necessary for their placement. Offer feedback wherever necessary being respectful and honest at all times.
- Complying with the requirements that volunteers/students and parents/guardians are adequately supervised at all times, and that the health, safety and wellbeing of children at the service is protected.
- Never put volunteers or students in a compromising situation that could jeopardise their qualification or put the service in a breach.

- Complying with the requirements that volunteers/students and parents/guardians are not left with sole supervision of individual children or groups of children.
- Enabling parents/guardians of children attending the service premises at any time the child is being educated and cared for, except where this poses a risk to the safety of children and/or staff.
- Encouraging the participation and involvement of parents/guardians at the service.
- All students/volunteers/visitors are signed into the service maintaining an accurate record of attendance
- All student/volunteers/visitors are accurately identified prior to access to the service.
- Ensure no student/volunteer/visitor takes any photos, videos or recordings within the service.

Responsibilities of the Student/Volunteer/Visitors

- Show enjoyment in engaging with the children
- Understanding and acknowledging the requirement for confidentiality of all information relating to staff and families within the service.
- Complying with the requirements of the education and care service national regulations and with all service policies and procedures, including the code of conduct policy, while at the service.
- Undertaking the induction process and completing the induction checklist prior to commencement at the service.
- Following the directions of staff at the service at all times to ensure that the health, safety and wellbeing of children is protected.
- All volunteers who come to work at the service must apply for a working with children check prior to commencing at the service.
- Volunteers and students (in addition to nominated supervisors and educators working directly with children) are aware of child protection laws and how they apply, including their obligations under them.
- Working with vulnerable people/children check details are included in volunteer staff records.
- No student/volunteer to take any video or still photographs of any child at the service or any care space within the service.
- No student/volunteer to use the names of any child enrolled at the service for purposes of practicum tasks, the initials of children the only form of identification to be used.
- Ensure they comply with any additional requirements that may be enforced by public health orders or government requirements.
- No imagery is permitted for students and volunteers, including use for assessment tasks.

Responsibilities of the Family

- Complying with the requirements of the Education and Care Services National Regulations and with all service policies and procedures, while attending the service.
- Following the directions of staff at the service, at all times, to ensure that the health, safety and wellbeing of children is protected.

Reviewed and Updated October 1, 2023
Reviewed and Updated May 17, 2024
Reviewed and Updated June 2025

WORK HEALTH AND SAFETY POLICY

Purpose

As Work Health and Safety is an integral element of this service, the management has an ongoing commitment to providing, maintaining and promoting a safe working environment that protects the safety, health and welfare of our employees, families, children, students, contractors, visitors and all persons in or near the service.

This service complies with the NSW Work Health & Safety Act 2011 and Work Health and Safety Regulation 2011, Code of Practice and other specific regulations or Australian Standards. This will be achieved through the development, implementation and maintenance of work health and systems. The ongoing effectiveness of these systems will be regularly reviewed in consultation with employees and families to achieve continuous improvement.

We will take all reasonable steps to eliminate or minimise the likely risk with work related injuries and illness and the following specific objectives will be implemented.

- Ensure compliance with WHS legislation
- Establish a documented WHS management system including defined procedures for risk management
- Establish a documented return to work (RTW) program for all employees
- Adopt a hazard management approach to health and safety.
- Monitor and auditing of the WHS management system
- Provide and maintain safe plant and equipment.
- Develop and maintain safe systems of work
- Provide internal and external resources, induction training and regular ongoing training for all employees
- Provide adequate supervision to maintain a safe work environment.
- Investigate and review workplace incidents, accidents and near misses.
- Communicate relevant information to all employees.
- Collaborate and consult with employees and families regarding health and safety issues
- Maintain an up to date payment schedule of Worker's Compensation Insurance with an approved provider who will provide return to work and rehabilitation programs.
- Consult with employees and work health and safety representatives to control and minimise risks.

Work Health and Safety is both an individual and shared responsibility where everyone in the workplace should be aware of potential hazards and take all 'reasonably practicable' steps to prevent accidents, injuries and illness that can be reasonably foreseen.

To manage work health and safety issues the following systematically planned risk management approach will occur.

1. The identification of hazards and their associated risks
2. Assessment of each risk
3. Decision on control strategies to prevent or minimise the level of risk
4. Implementation of control strategies to reduce the risks
5. Monitoring and reviewing the effectiveness of the hazard identification and risk control strategies

Responsibilities of Approved Provider and Nominated Supervisor

- Ensuring the service operates in line with the Education and Care Services National Law and National Regulations
- Ensuring the service meets the requirements of Work Health and Safety Act 2011
- Ensuring the service meets the requirements of the Work Health and Safety Regulations 2011 under the Work Health and Safety Act 2011.
- Apply due diligence and facilitate the establishment, documentation, promotion and maintenance of management system including an adequate record keeping system
- Regularly assessing individual and service safety performance
- Having available all relevant information relating to hazards and undertaking risk assessment
- Resolving WH&S issues in a timely manner in line with the hierarchy of control procedures

- Providing Workers Compensation
- Display notices and signs as required by legislation
- An established and communicated RTW program for all employees in accordance with State Insurance Regulatory Authority (SIRA)
- Ensure appropriate emergency and evacuation procedures are formulated, practiced and displayed
- Implement an audit procedure to review and monitor workplace environment and overall compliance
- Ensure accidents, incidents, hazards and / or near misses are reported and investigated, and that the causes preventive or corrective action needed to minimise recurrences are identified and implemented
- Ensuring reportable incidents are notified to Workcover and Workers Compensation claims are forwarded
- Liaising with and assisting health and safety inspectors as required
- Safeguarding the health, safety and welfare of all employees and others in or near the centre environment by ensuring that the workplace including access to and exit from the premises, safe working procedures and any plant or substance provided for use by the employees are safe, without risk to health and appropriately maintained.
- Incorporating health and safety responsibilities in position description, clearly defined position descriptions.
- Ensuring each new employee to the service receives an information booklet and induction training in relation to the WH&S management system.
- Providing information, training and resources as required to support employees in the provision and maintenance of a healthy and safe workplace environment
- Providing an information package to workplace students and relief staff
- Consulting with employees on any issues with WH&S management and ensuring efficient system for communicating WH&S responsibilities, requirements and changes, as well as rehabilitation and workers Compensation information.
- Ensuring employees execute their obligations under duty of care to themselves, colleagues and all other persons at or near the service
- Providing adequate supervision to ensure the health and safety of all persons.
- Ensuring adequate, current information on any test or research about substances and equipment used at the service.
- Providing adequate facilities for the welfare of employees.
- Providing appropriate Personal Protective Equipment (if used to control a risk).
- Ensuring contractors working at the centre are aware of and comply with WH&S policy and procedures as part of their contract.

Responsibilities of educators:

All employees are responsible and accountable for their own health and safety and that of others at or near the workplace environment.

Whilst the Approved Provider/Nominated Supervisor has a responsibility for ensuring a safe and healthy working environment for its entire staff, all employees are expected to assist in ensuring that the health and safety management system operates effectively.

All employees are expected to take reasonably practicable steps to:

- Use safe work practices and procedures;
- Use appropriate safety devices, safeguards and equipment provided in the interests of health, safety and welfare of all employees;
- Co-operate in all activities aimed at prevention of workplace accidents, injuries and illnesses;
- Report unsafe or defective equipment and work arrangements to the health and safety representative;
- Report all accidents, injuries and illnesses occurring in the workplace or occurring whilst travelling to or from the workplace to the health and safety representative or his/her deputy;
- Where an incident or a near-miss has occurred, the employee will immediately notify the Approved Provider/Nominated Supervisor and complete the relevant forms
- Ensure indoor and outdoor safety checklists are accurate and relevant to the service
- Check first aid kits are up to date and containing adequate quantity of resources
- Ensure that all emergency kits are full of necessary items and within date
- Ensure maintenance list is updated with new hazards or broken items
- Following any WHS lifting and handling procedures as well as climbing ladders
- Ensure storage rooms are packed appropriately (Large heavy resources on lower shelves)

- Keep up to date knowledge of WHS matters
- Understand and adhere to WHS legislation and WHS Act
- Ensure risk minimisation through risk assessments are conducted wherever necessary
- Report any notifiable incidents
- Ensuring the provision of training and instruction to staff about WHS related issues
- Conduct health and safety inspections of all rooms and play areas

Responsibilities of visitors to the Service:

- Observe and promote safe work practices
- Consulting and cooperating to ensure compliance with WHS legislation
- Execute WHS obligations at all times, thereby reflecting upon duty of care and due diligence responsibilities
- Taking appropriate care of equipment and use in accordance with the instructions (including PPE)
- Report to management any incidents, accidents, near misses and potential hazards promptly.
- Adhere to management system procedures for the handling, use, storage and transport of equipment and materials
- Work in a way that minimises the risk of injury to themselves, other employees, families, children, contractors, students, visitors and all persons in or near the working environment
  Adhere to emergency procedures
- Complete accident, incident, hazard or near miss reports as required

All visitors to the service are to provide identification and receive approval to enter from a permanent employee. The visitor is required to sign in and out of the centre on the visitor register in our ESI. In the event of an emergency all visitors will be advised of the evacuation assembly area.

Visitors are to report any unsafe conditions to the Nominated Supervisor/ Approved Provider that come to your attention.

Contractors (Worker): All contactors engaged to perform work on the premises are required to comply with WH&S policies and procedures and report to the Nominated Supervisor / Approved Provider any unsafe condition that may arise.

Management has an ongoing commitment to work consultatively with staff and families regarding the development and implementation processes of the Work Health & Safety systems, in order to ensure it continues to reflect legislative requirements and organisational needs to achieve continuous improvement.

Reviewed and Updated May and September 2022
Reviewed June 2023
Reviewed June 2024
Reviewed June 2025

PROHIBITED SUBSTANCES POLICY

Purpose

To have a policy which identifies substances that are prohibited from being used on the centre's premises at any time.

Passive smoking (the inhalation of environmental tobacco smoke) increases risks to health (Cancer Council Australia, 2004). Blinkies Early Education Centres Pty Ltd has a duty of care under work health and safety legislation to provide a safe and healthy environment for all persons who utilise the service for child care requirements or employment. This service does not permit the smoking or vaping of any substance in any areas it utilises for child care requirements or employment of persons and has adopted a Tobacco and Prohibited Substances Policy to protect all persons from the effects of environmental tobacco smoke.

Strategies

Children who are exposed to second hand smoke are at risk of many health problems including ear infections, coughs and colds, respiratory problems and tooth decay to name a few.

- No smoking signs will be displayed at the entrance to the centre.
- Smoke detectors may have been fitted into the playrooms, kitchen and foyer areas.
- Smoking is not be permitted in any open space 10 metres from the outdoor area or fence line.
- Staff will not smoke in front of, or in the sight of, children in their care.
- No persons will be allowed to promote cigarette smoking in the workplace, or advertise the fact they smoke to other staff, children or families.
- Students, volunteers and visitors to the service will not be permitted to smoke on the premises and will adhere to the Tobacco and Prohibited Substances Policy.
- The responsibility for enforcing this policy rests with managers and staff. All are obliged under the workplace health and safety legislation to protect the health of their fellow staff, and visitors, while at the service.
- It is illegal to smoke in enclosed spaces including child care services. Smoking in the service will be reported to authorities and this includes adult toilets.
- In NSW, it is an offence to possess, use, produce or supply a drug which has been declared prohibited.
- To ensure an environment free from vaping devices and vaping substances.

Responsibilities of the Approved Provider and Nominated Supervisor

- Provide a sign for the service that states no smoking is allowed on premises.
- Ensure that all staff are aware of and abide by this policy at all times.
- Issue appropriate action against staff member who contravenes this policy.
- If a staff member is caught smoking, doing any illicit drugs or drinking alcohol on premises or within 10 metres of the service – a written warning is to be issued or possible instant dismissal.

Responsibilities of the Educators

- Staff who smoke before and after a shift must ensure that they take off their uniform before smoking. If a staff member is caught smoking while on site or in their uniform, there may be consequences involved.
- Educators are not allowed to come in smelling of smoke. If you have smoked before your shift, personal hygiene must be adhered to including hands being washed, clothing free from smoke and mouth washed out before handling children.
- Staff are informed through the handbook that smoking, vaping, drinking alcohol and taking illicit drugs during operating hours is NEVER allowed. These substances are not to be brought into the centre.
- To ensure an environment free from vaping devices and vaping substances.

Responsibilities of the Families

- Report to the service management should you see a staff member smoking near the child care service or in their uniform.
- Families are not allowed to smoke on premises or near any children in the service.

- Families are not allowed to smoke cigarettes or E-cigarettes in their cars with children under 16 years of age as it is illegal. If a parent is caught smoking in the car with their child inside, your family may be reported to authorities. This applies to passengers of the vehicle as well.
- Parents, family members or relatives of children enrolled at the service will not be permitted to smoke on the premises and will adhere to the Tobacco and Prohibited Substances Policy.

Reviewed June 2022
Reviewed June 2023
Reviewed June 2024
Reviewed and Updated July 2025

GRIEVANCES AND COMPLAINTS MANAGEMENT POLICY

Purpose

Blinkies Early Education Centres Pty Ltd has developed policy and procedures to foster positive relationships with all persons related to the service. Forming a partnership between the service and each child's family is central to providing effective care, where feedback from educators, families, children and the wider community is fundamental to creating a service that meets regulations and the needs of all accessing the service. These partnerships are characterised by open and extensive communication which is respectful of, and sensitive to, cultural and other differences. In all cases where a parent might make a complaint or air a grievance, management and staff must adhere to the service's Privacy Policy. Staff members are not to involve other staff members, parents or children in an individual concern. This is unethical. It is also unethical to involve other agencies in a concern before seeing the nominated supervisor. If the nature of the complaint is such that is related to a child protection issue, then management and staff are to follow the procedure outlined in the Child Protection Policy relating to the disclosure of abuse.

- The service's Grievances and Complaints Management Policy values:
    - procedural fairness and natural justice
    - a Code of Ethics and Code of Conduct
    - a service culture free from discrimination and harassment
    - transparent policies and procedures
    - avenues for recourse and further investigation
    - open, respectful and confidential exchange of information
- The Grievances and Complaints Management Policy ensures that all persons are presented with procedures that:
    - value the opportunity to be heard
    - promote conflict resolution
    - encourage the development of harmonious partnerships
    - ensure that conflicts and grievances are mediated fairly
    - are transparent and equitable

Blinkies Early Education Centres Pty Ltd has a duty of care to ensure that all persons are provided with a high level of equity and fairness in relation to grievances and complaints management and procedures. That is, the right to be heard fairly, the right to an unbiased decision made by an objective decision maker; and the right to have the decision based on relevant evidence.

Responsibilities of the Approved Provider

- When a complaint or grievance has been assessed as 'notifiable', the Approved Provider must notify the regulatory authority within 24 hours **(National Regulation 176(2)(b))**.
- Notifiable issues would consist of any serious incident or any complaints alleging that a serious incident has occurred while the child was at the service or that a law has been contravened **(National Law 174(2)(b)).**
- In instances where the complainant reports directly to the regulatory authority, the Approved Provider will still have responsibility for investigating and dealing with the complaint/grievance as outlined in this policy, in addition to co-operating with any investigation by the regulatory authority.
- Identifying, preventing and addressing potential concerns before they become formal complaints/grievances.
- Ensuring that the name and telephone number of the regulatory authority displayed prominently at the main entrance of the service **(National Regulation 173(2)(e))**.
- Advising parents/guardians and any other new members of the service of the complaints and grievances policy and procedures upon enrolment.
- Ensuring that this policy is available at the service at all times.
- Adhere to **regulation 177**, ensuring that all prescribed records are accurately maintained.
- Ensure good record keeping to identify and respond to risks and incidents of child sexual abuse, records identified as relevant to child safety and wellbeing (including child sexual abuse) be:
    - Kept for 45 years from the date the record was made
    - Clear, objective and thorough
    - Maintained in an indexed, logical and secure manner
    - Retained and disposed of in a consistent manner

Responsibilities of the Nominated Supervisor

- Responding to and resolving issues as they arise where practicable.
- Discussing minor complaints directly with the party involved as a first step towards resolution.
- Informing complainants of the service's complaints and grievances policy and recording all complaints and grievances in the register.
- Notifying the Approved Provider if the complaint escalates or is unable to be resolved appropriately in a timely manner.
- Providing information as requested by the Approved Provider e.g. written reports relating to the grievance.
- Complying with the service's privacy and confidentiality policy and maintaining confidentiality at all times.
- Working co-operatively with the Approved Provider in any investigations related to a complaint made.
- The Nominated Supervisor models respect and a problem-solving approach to the receipt of grievances and complaints, and engenders this across the Service.
- The Service maintains a record of written complaints and actions taken in response through its Grievance and Complaint Policy. The record is reviewed regularly to determine if the actions taken are consistent with the Service's Quality Improvement Plan and if changes to the Service Policies are required.

Responsibilities of the Educators

- Ensuring that grievances and complaints are dealt with in accordance with this policy.
- Report any grievances and complaints to the Nominated Supervisor and maintain all relevant documentation.
- As requested, support the Nominated supervisor and Approved Provider in the above roles.
- Model respect and problem-solving strategies when accepting feedback from families.
- Ensure confidentiality is maintained when dealing with grievances/concerns.
- Educators and staff receive professional development on ways to receive parents' concerns/complaints and to value the opportunity this feedback affords the Service for quality improvement.
- Staff/educators, students and volunteers are informed of the Service's *Privacy and Confidentiality Policy* before commencing at the Service and are required to sign an acknowledgement statement to strictly adhere to that Policy.

Responsibilities of the Family

- Raising a complaint directly with the person involved, in an attempt to resolve the matter without recourse to the complaints and grievance procedures.
- Communicating any concerns relating to the management or operation of the service as soon as is practicable.
- Raising any unresolved issues or serious concerns directly with the Approved Provider.
- Understanding the process for addressing concerns/complaints as outlined in service policy.
- Share feedback with the service to support the commitment to ongoing quality care and education.
- Demonstrate open, respectful and confidential information sharing.
- At all times the parents' right to air a grievance will be respected and no discrimination will be applied to either the family or child/ren as the result of the grievance.
- Formal complaints can be raised verbally with the Nominated Supervisor who will document the complaint clearly and objectively. If the grievance is about the Nominated Supervisor, the matter can be directed to the Approved Provider.
- If you have a concern about our early childhood education and care service please raise it with the director, manager or other staff at the service in the first instance. It is the responsibility of the service to manage and respond to your complaint.

Making a complaint

A grievance/complaint pertaining to any aspect of the services' operations or an allegation that the safety, health or well- being of a child attending the service has been compromised may be given either verbally or in written format and can be initiated by Parents to Staff or Staff to Parents. Any written complaint initiated by a parent may be completed on complainant's own format.
When making a complaint:

- Families may make a complaint directly to the child's educator, the Approved Provider or the Nominated Supervisor.
- Educators will discuss complaints procedures with children and encourage them to raise any issues they have.
- Remain factual, seek clarification and ask questions that relate to the circumstances
- Seek clarification from the service policy
- Be clear and specific about the topic and issue you would like to discuss
- Focus on the topics genuinely affecting the child
- Remain calm and respectful
- Consider the outcome and what you perceive as acceptable for the child

Managing a Complaint

Where possible, complaints will be dealt with immediately by the child's educator as this is usually the person with the closest relationship with the family. If the complaint is about an issue that the educator considers to be outside of their control, or the family does not feel they wish to share it with the educator, the complainant will be directed to the appropriate person for their complaint to be resolved.
Where an educator believes they will have to share a confidence with another person in order to resolve and issue, or if the nature of a complaint requires that a third party has to be informed in order to meet legislative requirements, they will inform the family of the need prior to any further discussions on the matter.

- The complaint will be documented and any legal requirements in relation to the complaint considered, such as the need to notify regulatory authorities.
- The complainant will be asked to provide information regarding how the situation could be rectified to their satisfaction.
- If possible, the problem will be resolved immediately. If this is not possible, the complainant will be advised that the issue will be given high priority and dealt with as soon as possible.
- If the issues are complex the complainant will be asked to put their concerns in writing.
- Where mediation is required, all parties will have the right to agree to the appointment of the mediator.
- Allegations of suspected harm or risk of harm to a child or possible victims of crime will be actioned immediately by urgent referral or reporting to the relevant agency.

Notifiable Complaint

Complaints alleging that the safety, health or wellbeing of a child was or is being compromised or that the law has been breached must be reported by the Approved Provider to the Regulatory Authority within 24 hours of the complaint being made **(National Regulation 176(2)(b))**.
Notifications of complaints must be submitted using the appropriate forms, which can be found on the ACECQA website using the NQA ITS Portal: https://www.acecqa.gov.au/resources/national-quality-agenda-it-system
Refer to the ACECQA National Decision Tree in deciding whether a notification is required and the timeframe that the notification should be made https://www.acecqa.gov.au/notify

Direct Complaints

Families can make a complaint directly to the Regulatory Authority where the complaint alleges that:

- The safety, health or wellbeing of a child or children was or is being compromised while that child/children is/are being educated and cared for by the approved education and care service
- The relevant legislation has been contravened

Contact details are below and displayed in the entry of the service **(National Regulation 173(2)(e))**. If you have a question about what a service needs to do to comply with the National Quality Framework, contact:

Early Childhood Education and Care Directorate
Phone- 1800 619 113
Email - ececd@det.nsw.edu.au.
Website - https://education.nsw.gov.au/early-childhood-education

Service Contact Details – Approved Provider and Nominated Supervisor
Email address – blinkies@blinkieseec.com.au
Phone - 0249526269

If a conflict of interest arises between the parties involved in making the complaint and the person about whom the complaint is made, then the Approved Provider shall call in someone to act as an independent mediator. In this way both parties can be heard in an unbiased manner and are encouraged to bring a support person to the mediation meeting.

Follow-Up and Review

Each complaint will be viewed as an opportunity for improvement. After the complaint or grievance has been dealt with, we will:

- Review the complaint to determine if any policy or procedural changed need to be implemented.
- The Approved Provider will follow through to determine that complaints and grievances have successfully resolved to everyone's satisfaction. Families will be contacted to determine if they were satisfied with the way the issue was resolved, and educators' will be consulted about the outcome from an operational viewpoint.

Conflict of Interests

All members of staff are responsible for declaring any conflict or reasonable perceived conflict of interests that may arise in their work at Blinkies Early Education Centre Pty Ltd.
A conflict of interest refers to a situation where conflict arises between a public duty and private interest, conflicts may involve staff members, immediate family members, business associates and or partners. A conflict of interest may be actual or perceived, all conflicts of interest will be recorded on our 'conflict of interest register' and managed on an individual basis using procedural fairness.

Reviewed July 2020
Reviewed July 2021
Reviewed and Updated June 2022
Reviewed and Updated February 28, 2023
Reviewed June 2023
Reviewed and Updated October 1, 2023
Reviewed June 2024 Reviewed and Updated August 2024
Reviewed June 2025

CLOSE CUIRCUIT SURVEILANCE - CCTV

Purpose

The purpose of this policy is to identify how addresses its responsibilities under the Data Protection Act 1998, in respect of our use of the Closed Circuit TV. system. The purpose of the CCTV system is to increase the security of the premises, assist with the detection, prevention and investigation of criminal activity, trespass and vandalism and to maximise the safety of children, staff and visitors to the centre. Static and remotely operated cameras enable this purpose.

Responsibility of Approved Provider and Nominated Supervisor

- To inform all who come onto the service that a CCTV is in use – signage displayed clearly
- To ensure the prevention of intrusion of privacy for immediate neighbours.
- To keep images from CCTV secure and controlled by authorised personnel.
- To maintain all CCTV equipment in working order.
- To manage the output in a responsible way having quality control and replacement arrangements.
- To provide retention of images within the stated purpose only.
- To state the manner and means of destroying stored images.

Strategies

The following arrangements are in place in order to meet the aims of the policy:

- All users of the service will be notified of the use of CCTV by appropriate signage throughout the Centre and in enrolment packs.
- No camera views will take in any neighbouring properties.
- The images that are recorded will be held in a secure location on the systems server and can only be accessed by those authorised to do so.
- The secure location for viewing live images will be in the locked storeroom with remote access for nominated supervisor and approved provider
- Within the purpose of the CCTV system such images may be shared with the relevant Police or child protection enforcement agency if deemed necessary by the approved provider.
- The images will be digitally recorded on a rolling programme and will only be accessed for evidence purposes.
- Any retention of images kept on the server will be kept until they are no longer required then overwritten in the normal way.

Responsibility of Educators

- To uphold the arrangements of this policy.
- To handle images/data securely and responsibly, within the aims of the Policy.
- Staff needs to be aware that they could be committing a criminal Offence if they misuse CCTV images.
- To uphold the recorded procedure for subject access requests.
- To report any breach of procedure to the System Manager.

Developed July 9, 2020
Reviewed June 2022
Reviewed June 2023
Reviewed June 2024
Reviewed June 2025

ASSESSMENT AND RATING POLICY

Purpose

The National Quality Framework aims to promote quality, continuous improvement and consistency in education and care services through a National Legislative Framework, National Quality Standard and the Rating and Assessment process governed by Australian Children's Education and Care Quality Authority (ACECQA). Ratings promote transparency and accountability and help parents assess the quality of education and care services available. Management and staff of Blinkies Early Education Centres Pty Ltd are committed to the assessment and rating process and strive for ongoing quality improvement.
Families with children in care at this service are encouraged to collaborate with the staff, management and other community representatives in the development and continuous assessment of a Quality Improvement Plan (QIP), practices and procedures and policy reviews. The service's Quality Improvement Plan is readily available for all families, displayed at the service and can be printed upon request.

Under the NQF and as part of the continuous improvement process, services are subject to assessment and rating, which results in a service being given an overall quality rating, assessed against each of the National Quality Standards.

Quality practice positively impacts developmental and educational outcomes for children. Assessment and rating is an important measure and indicator of service practice quality and it is important that the observations made during assessment and rating reflect typical, everyday practice at the service.

Strategies

Ensure transparency with families and the community with regards to the services current rating, The services rating will be clearly displayed and clearly visible from the main entrance of the service, **section 172(d) of the National Law.**
Adopt a collaborate approach with families, educators, children and the community in providing high quality care and education.
Engage in a continuous process of quality improvement.
Current Quality Improvement Plan (QIP), our QIP is a working document in collaboration with educators, children, families and the community outlining our plan for ongoing quality improvement.

Responsibilities of the Approved Provider

The Approved Provider must ensure that the service and staff within must follow all policies and procedures and that the Nominated Supervisor is following the National Quality Framework, updating the Quality Improvement Plan (QIP), prepping the staff and possibly notifying the families of the visit.
Ensure that the services rating is displayed and clearly visible from the main entrance of the service, **section 172(d) of the National Law.**

Responsibilities of the Nominated Supervisor

To ensure that the QIP is current and ready for submission when requested.
Ensure effective communication with educators planning for the assessment and rating process.
Engage educators in collaborative process planning our QIP and guiding quality practice.

Responsibilities of the Educators

Make sure to read and understand what the policies require of you as an educator and follow policies and procedures closely at all times.
Assist the Nominated Supervisor with the updating of the QIP as required.
Inform the Nominated Supervisor should you have any questions about the Assessment and Rating process.

assessment_and_rating_centre_based_educators_factsheet.pdf

Responsibilities of the Families

Inform the Nominated Supervisor should you have any questions about the Assessment and Rating process.

Assessment and Rating Process

From July 2024, the notice period for all assessment and rating visits will be reduced to 5 business days. Reduced notice periods promote assessment of the quality of education and care that children experience every day.

In January 2024, the online Self-Assessment and Quality Improvement Planning Portal was released to all services in NSW. The portal is a key tool to support your service's continuous improvement journey and will support you to have a current self-assessment and quality improvement plan in place, when notified of assessment and rating.

For support on assessment and rating or the Self-Assessment and Quality Improvement Planning Portal please contact our Continuous Improvement Team on 1800 619 113 or ecequalitysupport@det.nsw.edu.au.

Partial Assessment and Rating

Since October 2023, the use of partial reassessments has significantly increased. Where appropriate, partial reassessments will continue to involve assessment of 2 or 4 quality areas, instead of all 7. When notified of assessment and rating services are advised whether their assessment is a partial reassessment or a full assessment. Services can nominate 1 quality area to be assessed in a partial reassessment.

Reviewed and Updated July 2021
Reviewed June 2022
Reviewed June 2023
Reviewed and Updated June 2024
Reviewed June 2025

CLOTHING FOR CHILDREN POLICY

Purpose

Blinkies Early Education Centres Pty Ltd understands the way children are dressed for care, can impact them in many ways and including on their participation throughout the day, their safety and comfort. The type of clothing children wear, can also assist or inhibit their independence at routines. Educators will respect children's individual choices and also facilitate any cultural practices within safety limits.

Strategies

- Throughout the day each child will participate in a wide variety of learning experiences, educators encourage children to be clothed in an appropriate manner which will allow them to explore and play freely and not restrict them using equipment while at play.
- Clothing is weather and season specific and where possible, we encourage families to pack a few spare changes to facilitate changes in weather and possible accidents.
- Children will be encouraged by educators to use aprons for messy play and art experiences to protect their clothing. For this reason it is important to not send the children in their best clothes.
- Children should be appropriately protected from the sun during outdoor play - please refer to sun safety policy.
- Umbrellas and scarves are discouraged as they can be extremely dangerous for children.
- Clean and appropriate spare clothing will be made available to children should it be needed, while we maintain adequately supplied spare clothing it is recommended that at least one set of the child's own clearly labeled clothing is packed into their bag to be used in the event of an accident or the occurrence of significant weather changes.

Responsibilities of the Approved Provider

Will ensure that this policy is maintained at all times.

Responsibilities of the Nominated Supervisor

Will ensure this policy is maintained at all times.

Responsibilities of the Educators

Ensure that they support children to be comfortable and engaged in play.
Support children with self help skills where suitable for clothing choices and changes.
At all times educators will monitor children to ensure they are appropriately dressed for all weather, play experiences, rest and sleep times.

Responsibilities of the Families

Provide clothing suitable for the weather, with changes available to ensure comfort.
Ensure children's clothing meets the requirements of the sunsafe policy.
Label all children's clothing to support educators returning items to the correct owner.
Footwear should always be provided that is safe and surrounding the foot. Children should not come in with thongs, slippers, Crocs or any other backless/slip on shoe. Gumboots have soft sides and as such are extremely difficult for children to manage on their own thus creating frustration.
In order to promote each child's independence in toileting please ensure that children are dressed appropriately to support their autonomy.

Reviewed June 2023
Reviewed June 2024
Reviewed June 2025

NAPPY CHANGE AND TOILETING POLICY

Purpose

Blinkies Early Education Centres Pty Ltd acknowledges that nappy change and toileting procedures are individualised and culturally appropriate according to the child and family needs. The procedures are conducted in a sensitive, consistent and positive manner which recognises children's efforts and fosters independence, while understanding physical and emotional needs.

Strategies

Ensure procedures are clearly documented and communicated with all educators.
Regularly review service policy and procedures.
Regularly review the nappy changing and toileting facilities within the service.
Collaborate with families on individual plans and procedures for nappy changing and toileting.
Refer to staying healthy in childcare 5th ed to ensure current best practice is being implemented.
Effective infection control measures including procedures for nappy changing and toileting.
All children wearing nappies and pull-ups to be changed at a minimum every two hours commencing at 9am, when soiled and when waking from a sleep.

Nappy Changing

There are specific nappy changing areas for each care environment in accordance with **Regulation 109 and 112**.
Nappy changing time is recognised as a learning opportunity for all children, educators respond in a sensitive manner to support each child's individual needs in collaboration with families.
If there are specific nappy changing products or procedures for individual children families can collaborate and plan with educators to ensure a smooth transition between home and the service, including the use of cloth nappies.
Blinkies Early Education Centres Pty Ltd provide all disposable nappies and nappy hygiene products for children while in care.
NO Amolin Baby Cream Nappy Rash Cream will be used or kept in the service, amoilin is almond oil based and a potential risk to children.

Toilet Training

Prior to the toilet training process educators will consult with parents and make observations in an effort to determine a child's readiness to commence toilet training.
Throughout the process educators and parents will share information on the progress whilst at the same time working co-operatively to emphasis the importance of good hygiene practices.
Educators and management reserve the right to postpone toilet training procedure of an individual child should that child's inability or unwillingness to participate in the process is causing distress or a health risk at the service. The toilet training process will recommence at a time to be consultatively determined by educators and the child's parents.
While the daily routine allows for regular toileting times, children will be able to independently or with assistance access the toilet and hand washing areas at any time of the day.
Toileting is a learning time for each child and educators will positively interact with the child throughout the procedure whilst encouraging each child's effort to develop independence in toileting, self -help skills and applying simple hygiene practices.

Responsibilities of the Approved Provider

Ensure that the Nominated Supervisor is informing all staff of the requirements of the policy and procedure.
Ensure that adequate and appropriate hygienic facilities are provided for nappy changing, **Regulation 112**.
Ensure adequate, developmentally and age-appropriate toilet, hand washing and drying facilities are provided for use by children, **Regulation 109**.
Ensure the location and design of the toilet, washing and drying facilities enable safe use and convenient access by the children**, Regulation 109**.

Responsibilities of the Nominated Supervisor

Ensure adequate supplies of PPE are available for all staff at all times.
Induction for new employees.
Monitoring staff are correctly following and understand service procedures.
Review service policy and procedures with educators regularly ensuring compliance.
No Student/volunteer will change a nappy unsupervised.

Responsibilities of the Educators

Adhere to and correctly follow all service procedures, seeking clarification where required.
Use personal protective equipment (PPE) where required as per service procedures.
Notify Nominated Supervisor should you have any concerns of a child and their toileting habits.
Support all children's autonomy and right to privacy throughout nappy changing and toileting processes.
Launder all soiled clothing caused by toileting accidents.
Support children to follow hygiene routines associated with nappy changing and toileting.

Responsibilities of the Families

Ensure you provide adequate changes of clothing for each child that is toilet training.
Discuss with educators that your child is toilet training so they can support your family in toileting training.
Inform educators should anything change regarding nappy changes or toilet training procedures at home.
Provide cloth nappies and required storage containers if your child uses cloth nappies at home and you would like this routine followed through while in care.

Reviewed and Updated April 2023
Reviewed June 2023
Reviewed and Updated October 2023
Reviewed June 2024
Reviewed June 2025

INCLUSION, EQUITY AND DIVERSITY POLICY

Purpose

All children have the right to belong. Blinkies Early Education Centres Pty Ltd have a strong commitment to the inclusion of all children at our service. Inclusions is a term, which refers to an approach or an environment in which all belong equally, and each individual is valued for the unique attributes and qualities that they possesses. Inclusion recognises the right of every child to participate meaningfully in all aspects of community life. Inclusion happens when children are viewed as capable and valued contributors. We continually reflect on our care environment to ensure it is inclusive with equal access to learning environments for all.

Australia is a pluralistic society regardless of specific regional variations in cultural profiles. In order to reduce bias and ensure that no child is excluded our service will abide by the following practices outlined in this policy. Inclusion happens when children are viewed as capable and valued contributors. Our service embraces that our community is comprised of families with diverse ethnic origins, cultural practices, linguistic backgrounds, abilities and structures. We highly value contributions made in our community by families of Aboriginal and Torres Strait Islander cultures.

Our approach to supporting diversity is emphasized by planning programs that reflect our community and the cultures represented. Our service is a warm and welcome space that reflects this. Opportunity is provided whereby young children can experience in many concrete and meaningful ways, the rich variety of human experience, enhancing self-esteem, cultural identity and awareness, concern and respect for others.

Our service supports each child to develop to the best of their personal ability, our philosophy highlights this commitment to equality and fairness for all children. Every child at Blinkies Early Education Centres Pty Ltd is an individual offering unique experiences and knowledge, our commitment is to celebrate, promote and encourage this in all that we do.

All children have the right to belong. Blinkies Early Education Centres Pty Ltd have a strong commitment to the inclusion of children with additional needs at this service. Additional needs may include physical impairments, intellectual delays and exceptional awareness.

Inclusions is a term, which refers to an approach or an environment in which all belong equally, and each individual is valued for the unique attributes and qualities that they possess. Inclusion recognises the right of every child to participate meaningfully in all aspects of community life. Inclusion happens when children are viewed as capable and valued contributors. We continually reflect on our care environment to ensure it is inclusive with equal access to learning environments for all.

Strategies

Strategic Inclusion Plan (SIP)

In collaboration with Inclusion Support Agency we have developed a Strategic Inclusion Plan (SIP) to outline strategies we implement to ensure all children and families are supported and included in our service and program at all times. Collaboration with other professionals supports the development of specific plans for children with additional needs and how they are supported in our service. Our environment can and will be adapted if suitable to ensure inclusion. Inclusion recognises the right of every child to participate meaningfully in all aspects of community life.

Learning Environments:

- The service environment and equipment will be designed or adapted to ensure access and participation by every child in the service to support the inclusion of children with additional needs.
- The indoor and the outdoor environment will be suitable for children with additional needs.
- The service will ensure the program and curriculum meets the needs of children with additional needs. Learning materials and equipment such as books and games will reflect positive inclusion and all children and families in our community.
- The service will work with external professionals and families to ensure that learning environments are most suited to each child with additional needs and children and families from culturally diverse backgrounds. We will also involve children in this process. And where appropriate, the service will keep a copy of any specific plans or instructions provided by external resource providers and professionals for children with additional needs.

- Children may have sensory sensitivities to pressure, texture, smell, noise or visual expectation of the environment or colour which may need to be considered in the environment.
- Children will be 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.
- Programming music, art, games and stories
- Presenting children with a variety of multicultural experiences such as celebration of festival days and the preparation of international cuisine whilst at the same time respecting families wishes for the religious or cultural aspects of eating, drinking and food handling.
- Reflecting other cultures through posters, artwork and displays at the service.
- Arranging visits to the service by community members
- Raising awareness of and teaching about: positive actions against racism; current affairs issues related to Aboriginal and Torres Strait Islander and the process of reconciliation.
- Development of our acknowledgment of country with children, families and the community
- A commitment to professional development training for educators
- Reflecting on our environment and challenging possible biases to inclusion.
- Our care environment reflects and celebrates all families and individual structures.

Reconciliation Action Plan (RAP)

- Our Reconciliation Action Plan (RAP) is a formal statement of our commitment to reconciliation, as part of our ongoing commitment to providing high quality education and care for all children in our community.
- Develop and implement our service Reconciliation Action Plan (RAP) through Narragunnawali
- Increasing knowledge and teaching of Aboriginal and Torres Strait Islander histories and cultures.
- Increased connection with our local Aboriginal and Torres Strait Islander community.

Professional Support Services for Children

- Our service will not hesitate to access external professional support services for children with additional needs.
- Educators will liaise with the Nominated Supervisor to ensure the needs of each child are met throughout their education and care at the service.
- The service will use the Enrolment Form to gather information about children with additional needs. Educators will encourage families to update this information throughout the year and families are responsible for passing on information from any professional support services accessed outside of the service. This will promote the continuity of learning for each child.
- Information gathered about children with additional needs may be used to develop an individual support plan that will be kept on file at the service and shared with families, the child's medical practitioners and/or professional support services and where appropriate the child's local school if known by the family.
- The service will work with local schools to help children with additional needs transition. We are open to sharing information about the additional needs of children to promote continuity of learning.
- Educators will remain positive, open-minded and honest at all times.
- KU Children's Services, Include Me and Gowrie NSW, are proud to deliver the NSW/ACT Inclusion Agency as part of the Inclusion Support Programme which is funded by the Australian Government of Education and Training.

CELEBRATIONS

We demonstrate an awareness, acceptance and respect for other cultures, religions and beliefs within our program, experiences are planned to promote a safe space and include all children while promoting cultural awareness and inclusion. Families are encouraged to share significant cultural events that are celebrated in their family for inclusion in our program, educators understand and respect that the same cultural celebration may have varied meanings for families within our community. Blinkies does include some community celebrations in our program on an annual basis including but not limited to NAIDOC WEEK, sorry day, MABO day, Reconciliation Week, Christmas/Easter including our annual Christmas Concert, if you would like your child not to engage with such cultural celebrations please communicate this with educators and alternative experiences will be planned.

Responsibilities of the Approved Provider

- Ensure that the inclusion policy is read and adhered to at all times
- Assist the Nominated Supervisor in applying for funding for any children who require it.

Responsibilities of the Nominated Supervisor

- Ensure that all educators have read and understand this policy.
- The Nominated Supervisor and educators will collaborate with schools and other professionals or support agencies that work with children who have diagnosed behavioural or social difficulties to develop individual plans for the inclusion of these specific children. These will be kept in the individual child's file. Professional development training with health professionals and other agencies will be provided for educators to ensure they have the skills and training to ensure effective inclusion is implemented.
- Our service will promote and value cultural diversity and equity for all children, families and educators from diverse cultural and linguistic backgrounds.
- Our service will recognise that children and adults from all cultures have similar needs and that each person is unique and valuable.
- Our service will develop a positive self-concept for each child and adult in the group by exploring the cultural backgrounds of each family and child.
- Our service will provide all children with accurate, developmentally appropriate information about their own and others disability and culture.
- All children will be presented with a wide range of male and female work roles, both within and out of the home including nurturing roles.
- Our service will endeavour to provide a foundation that instils in each child a sense of self identity, dignity and tolerance for all people.
- Our service will increase the knowledge and understanding each child has about his or her own cultural ethnic heritage in partnership with their family, educators and community and other children in the Service.
- Our service will explore family compositions, customs and lifestyles of children and families in many cultures.
- Our service will assist, in partnership with parents, extended family and the community in exploring their own "roots" as they involve children in the culturally diverse environment of the Service.
- Our service will provide support for fostered or adopted children to develop a sense of heritage and belonging.
- Our service will avoid common stereotypes and recognise individual differences within a cultural or ethnic group.
- Our service will avoid common stereotypes and recognise individual differences within families and genders, challenging gender specific beliefs.
- Our service will assist wherever possible families who are new to Australia with a transition to a new and different culture.
- Our service will encourage children to bring in real objects and artefacts used by their families that may be historical or typical of that child's/family's cultural group including food.
- Our service will help children to develop ease with and have a respect for physical, racial, religious and cultural differences.
- Our service will encourage children to develop autonomy, independence, interdependence, competency, confidence and pride.
- Our service will provide all children with accurate and appropriate material that provides information about their own and other's disabilities and cultures.
- Our service will not isolate a child for any reason other than illness, accident or a prearranged appointment with parental consent.
- Access and make available resources to families and educators that support the implementation of the Disability Discrimination Act https://www.acecqa.gov.au/resources/disability-discrimination-act-1992-dda-resources

Responsibilities of the Educators

- Our educators will discuss emotions, feelings and issues of inclusion and fairness, bias and prejudice and the consequences of their actions and the reasons for this as well as the appropriate rules.
- When faced with any concerns for a child or their behaviour or abilities, please make sure to speak to the Nominated Supervisor or other responsible person.

- Our educators will become aware of their own beliefs, attitudes, cultural backgrounds, their relationship with the larger society and their attitudes to people.
- Our educators will acknowledge that they too have been influenced by their own background prejudices and their points of view.
- Our educators will accept that all children can learn and that differences in lifestyles and languages does not mean ignorance.
- Our educators will broaden their own cultural and ethnic group awareness and help children to understand themselves in relation to their family, community and other cultures.
- Our educators will be actively involved in the development of appropriate resources, support and implement an anti-bias, cross cultural program throughout the Service environment which is reflective of all families/children and the diversity present in Australian society and network with community agencies involved with cross cultural issues wherever possible.
- Our educators will be actively involved with children, showing respect, sharing ideas and experiences and asking questions.
- Our educators will access and make available resources and information supporting the delivery of anti-bias concepts in the program and attend regular training courses as required. Such resources will be integrated into the daily program and be made available to families.
- Our educators will reflect on the service's philosophy and ensure that practices and attitude concur with the philosophy.
- Our educators will collaborate with families to encourage positive attitudes to diversity and an ant-bias ethos.
- Our educators will ensure that casual workers or visitors to the service are aware of these practices and respect these values.
- Professional development training with health professionals and other agencies will be provided for educators to ensure they have the skills and training to implement effective inclusion.

Responsibilities of the Families

- Inform management upon enrolment at the service if your child has any additional needs that will require support services to be sought. The earliest intervention has the best outcome for the child and family.
- Support the service in our approach to inclusion for all children, families and community members.
- Challenge any bias observed within the service context.
- Collaborate with families and other professionals to facilitate inclusion.

Reviewed and Updated June and September 2022
Reviewed June 2023
Reviewed June 2024
Reviewed June 2025

Inclusion Is

Children's Services
Since 1895

Inclusion is…
BEING ALLOWED TO BE INDEPENDENT

How might this look?

Children having open access to their belongings, playing without continual adult shadowing, being able to make mistakes, opportunities to make real choices.

What might we see?

Educators knowing when to help and when to let children have a go by themselves.

Extra supports (like visuals) available to enable all children to make choices.

Children growing in confidence and agency.

Inclusion is…
WORKING AS A TEAM

How might this look?

All educators develop inclusion goals and implement inclusion strategies.

What might we see?

Children are understood and have their needs met by ***all*** educators. Parents and children do not know who the additional educator is.

Inclusion is…
BEING HEARD AND HAVING A VOICE

How might this look?

Teaching all children sign language (not just the child with additional needs).

What might we see?

Children using signs with each other during play.

Inclusion is…
REFLECTION & ACTION

How might this look?

Educators **make time** to participate in meaningful reflection by themselves and with other team members. This will help educators to identify children's strengths and interests so that programs and teaching practices are reflective of individual children and acknowledge all children's contributions to the group.

What might we see?

- Children learning new skills as they confidently participate in activities that match their strengths and interests.
- Educators being responsive to children's changing interests and capabilities.
- Planned times for educator teams to meet together to discuss children's learning.

Inclusion is…
MAKING CHOICES

How might this look?

Children are supported to make choices of what activities they participate in, who they play with and who they go to for support.

What might we see?

- Children being supported to access pictures of activities and using these to communicate to educators / friends what they want to do next.
- Educators honouring children's choices about who they play with and when.

Inclusion is…
BEING RESPECTFUL & RESPONSIVE TO CULTURE

How might this look?

Educators have reflected on their own attitudes, values and beliefs and are aware of the impact these have on others.

What might we see?

Significant events of all families are celebrated in the centre, not just Christmas and Easter or events chosen by educators.

The Inclusion Support Programme is funded by the Australian Government Department of Education and Training.
Proudly a not for profit organisation

V.2 Released September 2017 - Page 1 of 1

CHILD PROTECTION POLICY

Scope

Child abuse and neglect consist of an act of commission or omission that endangers or impairs a child's physical or emotional health and development.
Given the high number of children in early childhood education and care services, it is highly likely that staff will encounter a child they suspect has experienced harm or neglect. It is also possible that staff may encounter a child they suspect has been harmed by a person at the Service.
In New South Wales, legislation requires educators to report any risk of harm to a child, as they are mandatory reporters. Educators are required to uphold the wellbeing and safety of children at all times by seeking immediate support from appropriate educators within the service and/or from the NSW Department of Communities and Justice (formerly Department of Family and Community Services). If the risk of harm to a child involves a staff member, the Service will obtain advice and support from the Office of the Children's Guardian.
Blinkies Early Education Centre Pty Ltd seeks to create a safe and supportive environment for the children enrolled and for their families. To this end, the Service ensures that processes are in place to identify harm or suspected harm to a child and that the Service's response is lawful, professional, and immediate. Blinkies Early Education Centre Pty Ltd is committed to providing a safe and supportive environment for children where adults treat them with understanding, dignity, and respect at all times, and listen to their concerns.

Protecting Digital Images and Videos of Children in Early Education and Care

Our service adopts and incorporates the recommended National Model Code for Taking Images or Videos of Children. Key elements include:

- Only using service-issued devices for taking images and videos.
- Personal electronic devises capable of taking images or recording video are not permitted to be in the possession of adults working or volunteering with children unless there is written authorisation for health and/or family needs or in the event of an emergency.
- Strict controls for storage and retention of images of children are in place including identifying authorisation levels for taking, accessing and storing images.

Responsibilities of Approved Provider

- Ensure that nominated supervisor and every person in day-to-day charge has: successfully completed approved child protection training (S162A); has evidence of the successful completion of approved child protection training; is aware of current child protection law (R84); understands how to apply child protection law within their service (R84); is aware of their obligations under that Law, such as the responsibilities of a mandatory reporter. (R84)
- Ensure that all staff members who work with children have been advised of: the existence and application of the current child protection law (R84); any obligations that they may have under the law (R84);
- Ensure that the service has: policies and procedures in place relating to the provision a child safe environment (R168(2)(h); in the case of a family day care service, policies and procedures in place to provide information, assistance and training to educators (R169(2)(g)).
- Retain records relating to child sexual abuse that has or is alleged to of occurred for at least 45 years from the date the record was created.
- Ensure good record keeping practices, all records relevant to child safety and wellbeing (including child sexual abuse) are; clear, concise, maintained in a logical and indexed manner.
- Under the Child Safe Scheme must have a current Working with Children Check clearance (WWCC).
- Required to keep records of each educators WWCC or working with vulnerable people check (WWVP), this includes volunteers and students. The record must include the identifying number of the current check and the expiry date. This information is included in the staff record (**regulations 147, 149 and 154**)
- The Nominated Supervisor/Approved Provider will use the 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.

- Ongoing responsibility to ensure that the nominated supervisor and staff members at the service who work with children maintain up-to-date knowledge of child protection law, **Regulation 84**.
- Ensure all employers subject to the reportable conduct scheme understand and adhere to their responsibilities and notify the Office of Children's Guardian of allegations of reportable conduct.
- Blinkies Early Education Centre Pty Ltd and all it's employees have a duty of care to prevent child abuse perpetrated by any individual associated with the service.
- Ensure accurate records are maintained for 45 years from the date of report with regards to any risks and or incidents of child sexual abuse.

Responsibilities of Nominated Supervisor

- This Policy is explained to all staff, educators, students and volunteers before they commence at the Service. At that time, they are given the opportunity to ask any questions needed to clarify their understanding. They are then asked to sign the Child Protection Staff Acknowledgement Form.
- Child protection and child safety information/resources are included in mychild under community resources for all families and educators.
- Clear procedures for recruiting, selecting and screening suitably qualified and experienced staff, all required checks completed prior to employment. The Nominated Supervisor maintains records to ensure compliance is met, Staff are informed that it is an offence not to notify the Service of any change in the criminal history or police information they have previously provided in obtaining their working with children clearance.
- The Nominated Supervisor interviews all students and volunteers before agreeing to their placement at the Service, and ensures they provide a copy or evidence of their working with children check. Students and volunteers are informed that it is an offence not to notify the Service of any change in the criminal history or police information they have previously provided.
- The Nominated Supervisor and any person who might act as Responsible Person or person-in-day-to-day charge of the Service must have completed an approved Child Protection Training Course or, if this person has previously undertaken and completed the appropriate qualification required to fulfil s162A (Education and Care Services National Law), one of the previously approved courses which has been superseded.
- Ensure all employees have a current WWCC – regularly monitor NSW Working with Children Check to access information held on a national database of people barred from working with children.
- As mandatory reporters, staff are required to report any suspicion or allegation that physical and/or sexual abuse of a child has occurred or is occurring while the child is being educated and cared for in the Service to the Nominated Supervisor. If the Nominated Supervisor is the subject of the suspicion or allegation, the report is to be made to the Approved Provider or directly to the Regulatory Authority. Reasonable grounds for suspecting harm include:
  - You witness the harm
  - A child tells you they have been harmed by someone at the Service
  - Someone else (e.g. another child, staff member, parent, outside person) tells you that a child has been harmed by a person at the Service.
- Any allegation about an employee will be reported to the Office of the Children's Guardian using the online 7-Day Notification Form. If the investigation into the matter is not completed within 30 days, the online 30-Day Interim Report Form will be submitted. At the completion of the investigation the online Entity Report Form will be also be submitted.

- Any breach of this Child Protection and Risk Management Policy – action or inaction – will be investigated by nominated supervisor and or approved provider.

- Annual refresher training is relevant to demonstrate compliance with **Regulation 84** and Quality Area 2, the nominated supervisor has a responsibility to ensure all educators are engaging with annual refresher training.

Responsibilities of Educators

- Understand and implement the requirements of child protection responsibility as a mandatory reporter, as early childhood professionals educators have a legal responsibility to make a report if they believe a child is at risk of significant harm.
- Ensure requirements of privacy and confidentiality are adhered to at all times.
- The MRG will be used on every occasion staff have risk concerns as each circumstance is different and every child and young person is unique as it provides guidance as whether a report to the Child Protection Helpline is required. This is important because helpline caseworkers will:
    - make determinations on reports received from mandatory reporters using SCRPT in conjunction with additional information which may not be available to staff (i.e. mandatory reporters). NOTE: The reporter is not required to prove that abuse has occurred.
    - determine whether the matter constitutes risk of significant harm (ROSH) using the Screening and Response Priority (SCRPT) tool.
- All educators and volunteers are Mandatory Reporters and are required to report to the Child Protection Helpline (24 hours) (Phone: 132 111 or eReport at: https://reporter.childstory.nsw.gov.au/s/) if they have reasonable grounds to suspect a child or young person is at risk of significant harm and have current concern about the safety, welfare or wellbeing of a child or young person.

- In the event of a child exhibiting sexualised behaviour beyond that considered by educators to be age-appropriate and not-unexpected, the matter is to be reported to the Nominated Supervisor who will, in turn, report the concern directly to the Regulatory Authority.
- Any disclosure of harm must be immediately reported to the Nominated Supervisor who will ensure that correct procedures are followed.

- Educators refer to the Mandatory Reporter Guide (MRG) to ensure that all concerns that reach the threshold of risk of significant harm are reported to the Child Protection Helpline. This Guide assists professionals in making a decision about whether their concerns for a particular child or young person are likely to meet the risk of significant harm threshold. It also provides useful advice about any other action's educators can take to assist the child, young person or family. The MRG can be found on the Child Story (NSW) website. Educators can also use a decision tree to determine if their concerns are reportable. This tree is to be printed and filed with the child's records. Educators must use the MRG when reporting all child protection concerns online. Reports can also be made by calling the Child Protection Helpline on 132 111.

- Educators intentionally include reference to protective behaviours throughout the program in an age appropriate manner.
- Notify the OCG of any allegations of reportable conduct, including sexual misconduct or physical abuse.

- Ensure a current WWCC is held at all times during active employment at Blinkies Early Education Centre Pty Ltd.

- Ensure they act professionally and within their role to ensure they protect children where they have the knowledge and power to remove a risk.

Reviewed and Updated – March 2022, September 2022, June 2023

Reviewed and Updated October 1, 2023

Reviewed June 2024 Reviewed and Updated August 2024

Reviewed June 2025

SAFE TRANSPORTATION OF CHILDREN

Purpose

It is a service's legal responsibility to ensure the safety, health and wellbeing of all children who are attending the service and being transported by the service. It is the right of the child to be protected from harm and hazards throughout the transportation process. Blinkies Early Education Centre Pty Ltd considers that periods of transport carry additional risks and have greater potential for harm than providing education and care within the service environment.

The service recognises that transporting children provides opportunities for strengthening connections between children, educators, families and the community and for extending children's learning. The service will utilise travel time to enhance relationships and outcomes for children.

Blinkies Early Education Centre Pty Ltd doesn't arrange or provide regular transportation of children as part of our program, if the need arises we would ensure that required policies and procedures for transportation Regulation 168 (2) (ga) including:

- all required procedures and risk assessments that address the requirements of regulations 102B and 102C
- written authorisations Regulation 102D
- record keeping requirements 102E and 102F
- additional information can be found at https://www.acecqa.gov.au/sites/default/files/2020-08/Infosheet-SafeTransportationOfChildren.pdf

Strategies

- The failure to comply with matters covered in this policy can result in a Performance Management review of the employee and or termination based on the terms and conditions of employment as set down in the contract of employment.
- Communication and consultation
- Educators will be given access to the Safe Transportation of Children Policy
- A copy of the Safe Transportation of Children Policy will be displayed so that it is readily available to all educators, families and visitors who enter the service.
- Educators and families will be provided with opportunities to be involved in the review of this policy
- The service will conduct risk assessments specific to transporting children and implement appropriate risk management and minimisation strategies.
- Children will be closely supervised by the educators throughout the whole transportation process.
- Written authorisation must be received by each parent/carer **before** any child is allowed to be transported.
- The National Law and Regulations and other relevant legislation and best practice guidelines for transporting children safely will be adhered to at all times.
- In compliance with Regulation 168(2) (ga) all education and care services must have policies and procedures for the safe transportation of children. As part of the Safe Transportation of Children Policy Blinkies Early Education Centre Pty Ltd must undertake a Risk Assessment.
- Risks should be evaluated each time children are transported unless transportation is considered regular. What this means is that the service will conducts one risk assessment every 12 months if information within the risk assessment has not changed. This includes route information, transport providers and destinations. The education and care service must identify and assess risks that the transportation of a child may pose to their safety, health or wellbeing and specify how the identified risks will be managed and minimised.
- All staff members including service employees, consultants, contractors or volunteers responsible for transporting children will be required to undertake training in respect of the services Safe Transportation of Children Policy and Procedures as part of the orientation and induction process as well as understand their legal and ethical obligations.
- Notify the regulatory authority through NQD IT system if we provide or arrange regular transportation.
- Ensure that accurate and detailed records are kept for all regular transportation, these must include:
    - Confirming each child was account for when embarking and disembarking
    - State how the child was accounted for

- State that the interior of the vehicle was checked
- Time
- Date
- Full names and signature of all staff present and responsible for completing checks
- Service approval application completed through NQS IT within 7 days of any regular transportation and or any changes to regular transportation

Roles and Responsibilities

AP – Approved Provider **NS –** Nominated Supervisor **ED –** Educator **PC –** Parent/Carer				
1. When Planning Transport	**Who's Responsible?**			
	AP	**NS**	**ED**	**PC**
1.1 – All educators and responsible staff must be trained in the implementation of the Safe Transportation of Children policy and procedures.	**X**	**X**		
1.2 – Children must always be in the care of a responsible person who has been appointed by the Nominated Supervisor.		**X**	**X**	
1.3 – A full risk assessment must be conducted prior to authorisations being requested. The risk assessment will be used to identify the risks associated with transporting children, such as the route, delivery locations, means of transportation, water hazards, ratios, items required for transportation (e.g. mobile phone, first aid kit and emergency contacts lists), and procedures for accounting for children during transportation (head counts and roll call).	**X**	**X**	**X**	
1.4 – Risk management and risk minimisation strategies implemented to ensure the health, safety and wellbeing of children during the transportation.		**X**	**X**	
1.5 – Planning for the number of Educators needed during transportation. Consideration will include things such as the children's age and abilities, visibility and accessibility in the vehicle, environmental risks, risks associated with the mode of transport and compliance with National Law and National Regulations.	**X**	**X**		
1.6 – Increased adult to child ratio does improve supervision and minimise risk, but child supervision should not be delegated to parents or volunteers.	**X**	**X**	**X**	
1.7 – The number of children being educated and cared for should not exceed the number for which the service has been approved in their service approval.	**X**			
1.8 – Each parent or authorised nominee must complete a transportation authorisation form.	**X**	**X**		**X**
1.9 – The vehicle must be fitted with the required Australian Standard (AS/NZ 1754) approved car seats and booster seats by an Authorised Restraint Fitter.	**X**	**X**	**X**	
2. When Providing Transportation				
2.1 – All vehicles used for transporting children must be regularly maintained.	**X**	**X**	**X**	
2.2 – Weekly maintenance checks must be completed on vehicles used for transport runs. Restraints, brakes, tyres, indicators, air conditioning and fuel level should be checked as a minimum. Any issues must be documented and provided to the Nominated Supervisor.		**X**	**X**	
2.3 – Educators are to ensure that all children are fitted into the proper restraints according to child's age and size. The 5 step test is to assist in determining the type of restraint to be used for children seven years and above.			**X**	
2.4 – The vehicle used to transport children needs to be equipped with items such as: • first aid kit • a fully charged mobile phone • medication, health plans and risk assessments for each child • emergency contact details for all children being transported • spare drinking water		**X**	**X**	

• torch, high visibility vest				
2.5 – Accurate Transport Attendance Records must be maintained for each transport run.	X	X	X	
2.6 – Anyone who is involved in the transport of children whether paid or volunteering must have a cleared working with children's check and be inducted on the requirements in the Safe Transportation of Children Policy and Procedures.	X	X		
2.7 – One staff member involved in the transport of children must hold a current first aid certificate, anaphylaxis management training and emergency asthma management training.	X	X	X	
2.8 – The driver must hold a current class C driver's license, at a minimum, and must be in a fit and proper state to drive.		X	X	
2.9 – When driving vehicles with 12 seats or less, the number of adults supervising will be determined by the transport risk assessment conducted prior to transport. Ensure adequate supervision and safety at all times.		X	X	
2.10 – At least one additional educator will be required to accompany the driver if there are more than 12 seats on the vehicle. The number of supervising adults will be determined by the transport risk assessment.		X	X	
2.11 – In an emergency the supervising adults will follow policies and procedures relating to emergency response.	X	X	X	
2.12 –The service will establish and implement travel behaviour rules, taking into consideration developmental ages and stages of the children.			X	
2.13 – The travel time will be used for educators to enhance relationships, build connection and engage in conversation.			X	
2.14 – Educators responsible for the supervision of children must conduct head counts and cross check and mark the transport attendance record to ensure that all the children are present at the following specific times: Prior to embarking, when embarking, when on board, when disembarking and after disembarking. An educator will always be the last to embark and disembark the vehicle to ensure that all children are accounted for.			X	
3. When Using Public Transport				
3.1 – When using public transport, the children's safety must be considered and routes must be planned carefully.		X	X	
3.2 – When appropriate, the service will contact the transport provider to inform them of the route.		X	X	
3.3 – Supervision of children must be in accordance with the Excursion and Supervision policies and procedures.		X	X	
4. When moving children to and from the vehicle				
4.1 – The vehicle should be parked as close as possible to the collection/delivery location to avoid crossings, traffic and carparks.			X	
4.2 – The safest route must be chosen to walk to and from the vehicle as determined by the risk assessment.			X	
4.3 – Educators must communicate safe practices to, and actively supervise, the children when moving to and from the vehicle.			X	
5. When Departing the Service with Children				
5.1 – The internal temperature of the vehicle must be checked before children enter to ensure that it is comfortable for the passengers.			X	

5.2 – An attendance record will be conducted to mark each child's name on the transport record sheet. Head count to be conducted before leaving the service.			X	
6. When Arriving at the Service				
6.1 – An educator or nominated supervisor (other than the driver) will conduct a roll call and mark children's names on an attendance record before exiting the vehicle.			X	
6.2 – Once the educator from the vehicle has entered the service, they will record children's attendance and perform a head count.			X	
6.3 – Please follow the 'Procedure for addressing absence from the service of a child using transportation' if a child is not present who normally is transported.	X	X	X	
6.4 – The driver of the vehicle must conduct a thorough check of all seats, under seats, storage areas and under the vehicle calling out the names of the children that attended the transport run. The vehicle must be turned off to enable uninterrupted hearing.			X	
6.5 – An educator will check the transport attendance record to ensure that all children have been marked as having left the care of the service once the vehicle has returned after delivering children.			X	
6.6 – Once the transport service has been completed the driver will park the vehicle and ensure that all windows and doors are locked and store the keys out of reach of children.			X	
6.7 – A record of how each child was accounted for will be kept by the service.				
7. When children are collected from/delivered home by service				
7.1 – The vehicle must be parked on the same side as the child's home and as close as possible to collection/delivery location as determined by the risk assessment.			X	
7.2 – The driver of the vehicle must ensure that the handbrake is on and the vehicle in park before children embark or disembark the vehicle. The Drive or /Educator must ensure that all children are restrained at each collection/delivery location.			X	
7.3 – The parent/carer of the child must ensure active supervision and hold their hands while walking to and from the vehicle.				X
7.4 – Educators are required to meet parent/carer at the door of the vehicle to collect or deliver children.			X	
7.5 – A parent/carer or other designated person must sign the transport attendance record against the child's name with the date and time of collection or delivery. An educator is to co-sign.			X	X
7.6 – Children must be ready for collection in chosen collection point at the specified time arranged between the parent/carer and service.		X	X	X
7.7 – If parent/carer or other authorised person is not at negotiated meeting point at the scheduled time the 'Child and parent/carer not present for collection' procedure will be followed.		X	X	X

National Child Restraint Laws - NSW	Child restraints must meet the Australian/New Zealand Standard AS/NZS 1754
Newborn to 6 months	Fully Retrained rear facing car seat
6 months to 4 years	Rear facing or forward facing with inbuilt harness
4 years to 7 years	Must be forward facing with inbuilt harness or an approved booster seat

Children aged from four years old but under seven years old cannot travel in the front seat of a vehicle with two or more rows, unless all other back seats are occupied by children younger than seven years in an approved child restraint or booster seat	Children in booster seats must be restrained by a suitable lap and sash type approved seatbelt that is properly adjusted and fastened, or by a suitable approved child safety harness that is properly adjusted and fastened.

Seat Belt Offences	**Consequences**
Driver not wearing seatbelt	3 Demerits and $349 fine
Drive with passenger 16 and older unrestrained	3 Demerits and $349 fine
Drive with passenger under 6 months not fastened/adjusted/approved restraint	3 Demerits and $349 fine
Drive with passenger older than 6 months but less than 4 years not restrained	3 Demerits and $349 fine
Drive with passenger older than 4 years but less than 7 years not restrained	3 Demerits and $349 fine
Drive with 4 or more unrestrained passengers	6 Demerits and $1472 fine

If your child is too small for the child restraint specified for their age, they should be kept in their current child restraint until it is safe for them to move to the next level. If your child is too large for the child restraint specified for their age, they may move to the next level of child restraint. Follow the manufacturer's instructions carefully when fitting child car seats. If the instructions have been lost, contact the manufacturer or search for the instructions online. To ensure correct and safe installation of your child car seat, contact an Authorised Restraint Fitter.

Reviewed and Updated – January 17, 2023

Reviewed June 2023

Reviewed June 2024

Reviewed June 2025

STAFFING POLICY

Purpose

Legislation sets out specific requirements for the staffing arrangements for approved centre-based services. These requirements cover the number of staff, their qualifications and experience.

Particularly noteworthy are the requirements for the Responsible Person. A Responsible Person must be on the premises at all times the service is educating and caring for children. The Responsible Person can be (a) the Approved Provider if this is an individual or, if the Approved Provider is an organisation or company, then someone with management and control of the service, (b) the Nominated Supervisor of the service or (c) a person in day-to-day charge of the service.

Strategies

- Blinkies Early Education Centre Pty Ltd recruits experienced educators with the required formal educational qualifications and who hold a current Working With Children Check. These educators are collaborative, respectful and ethical.

Responsibilities of Approved Provider

- The name of each Nominated Supervisor is displayed in the main entrance near the sign in out area.
- Whenever possible, the Approved Provider notifies the Regulatory Authority via the NQA ITS Portal 7 days prior to the Nominated Supervisor commencing at the Service or, if that is not possible, within 14 days after the Nominated Supervisor has commenced in the role. The Regulatory Authority is also notified of any change in their name, contact details or tenure in the position.
- The Approved Provider of the Service has appointed one or more individuals as Responsible Persons to supervise and lead the service when the Nominated Supervisor is not at the Service. These Responsible Persons have given written consent, together with other evidence to demonstrate their suitability to occupy the position, is kept on file. This evidence includes:
    - qualifications
    - experience
    - teacher registration
    - supervisory and leadership capabilities
    - Child Protection training
    - Working With Children Check
- The Approved Provider ensures that:
    - Nominated Supervisors and any person who assumes the role of Responsible Person have a clear understanding of the role
    - The Responsible Person is appropriately skilled and qualified
    - The Responsible Person is physically present at the Service. A substitute for the Responsible Person will be present where a Waiver is in place.
- The Service has an Educational Leader who oversees the development and implementation of the Service's educational program.
- The Service is cognizant of the requirements – including transitional and saving provisions – for staffing in the Education and Care Services National Regulations 2011 and meets or exceeds these at all times it provides education and care to children. These provisions include:
    - Educator-to-child ratios
    - Educator formal qualifications
    - First Aid, anaphylaxis and Emergency Asthma Management
    - Rest periods
    - Educators' rest pauses and short absences
    - The Early Childhood Teacher
    - The Early Childhood Teacher's rest pauses and short absences (including those during rest periods).
- The approved provider of Blinkies Early Education Centre Pty Ltd ensures that any educator at the service who is under 18 years of age, does not work alone at the service; and is adequately supervised at all times by an educator who has attained the age of 18 years. **Regulation 120**.

Responsibilities of Nominated Supervisor

- The Nominated Supervisor has given written consent which, together with other evidence to demonstrate compliance with the Regulatory Authority regarding suitability to occupy the position, is kept on file. This evidence includes:
    - 18 years or older;
    - adequate knowledge and understanding of the provision of education and care to children;
    - an ability to effectively supervise and manage an education and care service; and,
- The Nominated Supervisor is the Responsible Person whenever on the premises.
- The Nominated Supervisor develops rosters in accordance with the availability of Responsible Persons, service operation and attendance patterns of the children.
- On any occasion that the Nominated Supervisor is not on the premises, a Responsible Person who is physically present is placed in charge of the Service's day-to-day operations only (i.e. the Responsible Person does not assume all of the responsibilities of the Nominated Supervisor). This acceptance of the additional responsibilities by the replacement is a standing arrangement agreed to in writing by the person placed in day-to-day charge, and details are maintained in the staff file.
- The responsible person is documented in staff sign in records and on display near the sign in area.
- The Service's Policies and Procedures are clear and delineate its practices.
- Before commencing at Blinkies Early Education Centre Pty Ltd, all educators, staff, students and volunteers are given an orientation wherein they are made purposefully aware of the Service's Policies and Procedures, and of their responsibilities under them.
- The Service maintains a relief educators list and, wherever possible, engages educators on this list to replace absentees to promote consistency for educators, families and children.
- Nominated Supervisor conducts regular team meetings, providing opportunity for educators to share ideas and collaborate as a team.
- The Nominated Supervisor ensures all educators are familiar with current child protection law and its application to their work at the Service, and acutely aware of their responsibilities under this legislation.
- The Nominated Supervisor maintains current staff records including a working with children's check records, and bases all rosters on these records to ensure the Service's staffing arrangements comply with regulation at all times, including up-to-date current teacher registrations.
- Ensure compliance with

Responsibilities of Educators

- Ensure service policies are understood and adhered to at all times.
- Blinkies Early Education Centre Pty Ltd, provides all educators, staff, students and volunteers with an orientation wherein they are made purposefully aware of the Service's Policies and Procedures, and of their responsibilities under them.
- Understand and adhere to employment contract.
- Understand and adhere to the contents of their position description provided on employment.
- All educators, staff, students and volunteers sign the Service's Confidentiality Agreement and Staff Acknowledgement Form before commencing at Blinkies Early Education Centre Pty Ltd.
- Staff to complete confidentiality deed on employment – developed July 2025
- Educators are cognizant of the requirements – including transitional and saving provisions – for staffing in the Education and Care Services National Regulations 2011 and meets or exceeds these at all times it provides education and care to children. These provisions include:
    - Educator-to-child ratios
    - Educator formal qualifications
    - First Aid, anaphylaxis and Emergency Asthma Management
    - Rest periods
    - Educators' rest pauses and short absences
    - The Early Childhood Teacher
    - The Early Childhood Teacher's rest pauses and short absences (including those during rest periods).
- Educators are aware of the need for heightened supervision above and beyond the educator-to-child ratios during certain activities (e.g. water play, babies sleeping, nappy change and toileting, mealtimes, unknown persons in the Service), and this is accepted by Service educators as standard practice.

- Educators of Blinkies Early Education Centre Pty Ltd ensure that any educator at the service who is under 18 years of age, does not work alone at the service; and is adequately supervised at all times by an educator who has attained the age of 18 years. **Regulation 120**.
- Students and volunteers are never alone with children.
- Participate in regular staff meetings.
- Ensure all staffing records and certificates are stored digitally within mychild and copies provided to nominated supervisor as required.
- Engage in child protection refresher training on a regular basis.
- All educators use the timesheet to record their arrival and departure times, all relief time are recorded in our educator record located in each staff room.
- Educators to be diligent and attentive to the children and the children's wellbeing at all times.
- All educators are also expected to be supportive and respectful of their colleagues and of students and volunteers.
- Ensure current WWCC provided to nominated supervisor.

Responsibilities of Families

- Act in a manner respectful and considerate to staff.
- Understand who the responsible person is.

Working With Children's Check (WWCC) Obligations

- It is deemed that all employees Blinkies Early Education Centre Pty Ltd (except contract cleaners and gardeners who attend the service afterhours) are deemed to be child related.
- The only employees exempt from the requirements of a WWCC include:
    - Employees under the age of 18 years
    - Employees not engaged in child related employment
- There are current records maintained for all employees with records stored in individual staff files.
- All non-exempt employees including students and volunteers engaging in child related work who have a WWCC clearance or application number prior to commencement of employment or engagement with Blinkies Early Education Centre Pty Ltd.
- The Approved Provider is the nominated authorised contact, the Nominated Supervisor is responsible for the implementation of the WWCC employer obligations specific to Blinkies Early Education Centre Pty Ltd.

Developed June 2022
Reviewed June 2023
Reviewed and Updated October 1, 2023
Reviewed June 2024
Reviewed and Updated July 2025

DIGITAL TECHNOLOGIES AND ONLINE SAFETY POLICY

Purpose

Our Service is dedicated to creating and sustaining a safe online environment through the active involvement of staff, families, and the wider community. As a child safe organisation, we are committed to embedding the National Principles for Child Safe Organisations into our practices and continuously identifying and managing risks to ensure children's safety in both physical and digital spaces.

With digital technologies now playing a significant role in many children's lives, it is essential that our educators not only understand these technologies but also support children in developing safe, respectful, and informed digital habits within a child safe environment.

The safety and wellbeing of children is our highest priority. Our Service is committed to providing and maintaining a secure and supportive environment for all staff, children, families, visitors, and contractors-both in physical and online settings.

We strive to foster a positive digital safety culture that aligns with our Service philosophy and complies with all relevant privacy and legislative requirements to protect the wellbeing of enrolled children, educators, and families.

To further support safety and accountability, Closed Circuit Television (CCTV) has been installed at the Service as part of our proactive approach to crime prevention, complaint resolution, and incident investigation. Our Service operates in accordance with the Privacy Act 1988 and upholds the Australian Privacy Principles.

Strategies

Use of Digital Technologies at the Service

Our Service integrates digital technology and electronic devices to enhance children's learning experiences, document development, communicate with families and the broader community, support curriculum planning and administrative functions, and strengthen safety measures such as sign-in/out systems and CCTV surveillance. Educators ensure that children access only age-appropriate content using devices provided by the Service.

Digital Devices and the National Model Code

We align our practices with the National Model Code and Guidelines for the responsible use of images and videos of children. While implementation is currently optional, changes in legislation are anticipated that may enforce a ban on the use of personal digital devices in early childhood settings, with non-compliance potentially resulting in fines.

The approved provider will clearly inform all staff, educators, visitors, volunteers, and family members that the use of personal electronic devices-including mobile phones, tablets, smartwatches, META smart glasses, cameras, and data storage devices (USBs, SD cards, hard drives, and cloud services)- to capture images or recordings of children is strictly prohibited. These devices are not to be carried or used while working directly with children.

Devices belonging to the Service must remain onsite unless taken offsite for approved purposes such as excursions or transport. These devices may contain sensitive data related to children, families, or staff.

Exemptions for Personal Devices

In specific, approved circumstances, individuals may be permitted to carry a personal device, with written authorisation from the approved provider. However, these devices must not be used to photograph or record children. Approved exemptions may include:

- Emergency situations (e.g. child missing, lockdown, injury)
- Health requirements (e.g. glucose or heart rate monitoring)
- Communication support for a disability
- Urgent family communications (e.g. serious illness or death)
- Receipt of emergency alerts (e.g. bushfire notifications)

Electronic Device Register

A detailed register is maintained, listing all Service-purchased electronic devices. The register outlines the type of device, purchase date, intended use, assigned user (if applicable), security settings, and data capabilities. Devices may include computers, tablets, mobile phones, cameras, CCTV systems, baby monitors, audio recorders, and any connected or data-enabled devices.

Children's Use of Devices

Children are not permitted to bring personal electronic devices to the Service unless approved by the approved provider or nominated supervisor for a specific medical or developmental reason. Unapproved devices brought to the Service will be turned off and securely stored.

Images and Videos

Only authorised personnel may capture, use, store, or dispose of images and videos using Service-issued devices. These media files are password-protected and stored securely. Educators must consider the purpose, appropriateness, and consent when capturing digital content. Monthly reviews of storage practices are conducted, and backups are maintained. Deletion of content follows the Record Keeping and Retention Policy. Transferring images or videos to personal devices is prohibited and may result in disciplinary action.

Supervision and the Physical Environment

The approved provider and educators must:

- Maintain supervision whenever children use internet-connected devices
- Provide a safe and supportive digital environment
- Regularly audit the physical space to identify risks and ensure safe tech use
- Ensure digital equipment is visible and used only in monitored, open areas
- Prevent access to high-risk online behaviors such as sharing personal information, accessing inappropriate content, or unsafe communication
- Password-protect all devices with access restricted to staff
- Follow policy procedures during excursions and transport

Software and Applications

The Service uses secure, regularly updated software and apps on Service-owned devices for educational, administrative, and communication purposes. Access is protected with individual logins and passwords. Systems such as CCS software, MYOB, Xero, and HR platforms are accessible only by authorised personnel.

Artificial Intelligence (AI) Use

Staff using AI must acknowledge its limitations and privacy concerns. AI can be a supportive tool for documentation but must not replace professional judgement. Personal data (e.g. children's names or DOB)

must not be entered into AI systems. All AI-generated information must be verified and tailored to the specific context.

Privacy and Confidentiality

All digital interactions must comply with the Service's Privacy and Confidentiality Policy and relevant legislation. Staff and visitors must handle all digital content involving children or families responsibly. Any suspected breach must be reported immediately. In the event of a data breach, the OAIC will be notified using the Notifiable Data Breach Form. Examples include lost devices, misdirected reports, or hacking incidents.

Identifying and Reporting Online Risks

The Service implements safeguards to protect children online. Staff are trained in mandatory reporting and respond promptly to child safety concerns, including digital-related incidents. Reports are made to the eSafety Commissioner, Police, and regulatory bodies as required, and concerns are documented and addressed with family support.

Approved Provider and Nominated Supervisor Responsibilities

The approved provider ensures:

- Compliance with national laws and regulations
- Staff and volunteers understand and follow this policy
- Induction processes include the digital safety policy
- National Child Safe Principles are embedded in operations
- Ongoing professional learning in digital safety
- Electronic Device Register is monitored
- Active supervision and appropriate ratios are maintained
- Visitors and students are never left alone with children
- Staff use only Service-issued devices for images and videos
- Visitors get written consent to capture images (e.g. professional photograher, students)
- Complaints processes are accessible
- Images are managed with parental consent
- Screen time is managed per national guidelines
- Families are educated on safe screen use

Educators Will:

- Follow all digital safety policies and procedures
- Understand mandatory reporting and child safety obligations
- Participate in training on digital safety
- Actively supervise digital technology use
- Promote child safety and privacy
- Keep passwords confidential
- Educate children on online safety in age-appropriate ways

Families Will:

- Follow the digital safety policy
- Complete parent agreement – responsible use of media and photos
- Avoid capturing digital content of children while onsite
- Not share Service-related images of children on social media

Visitors and Volunteers Will:

- Comply with this policy during visits
- Avoid using personal digital devices to capture images
- Report any digital safety concerns
- Obtain written consent when necessary

Policy Breaches

Non-compliance may result in disciplinary action, removal from the premises, or review of a child's enrolment status depending on the role of the individual involved.

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)

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