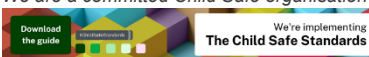




# **BLINKIES EARLY EDUCATION CENTRES PTY LTD**

# **POLICY AND INFORMATION BOOKLET**

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We acknowledge the Awabakal people the Traditional Owners of the land where we work and live, and pay our respects to Elders past and present.



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#### **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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## 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 of 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.

Service practices are based on effectively documented policies and procedures that are available at the service and reviewed regularly in consultation with educators, families, and other relevant authorities. All stakeholders are required to ensure that the safety, rights and best interests of children is the paramount consideration in all decisions and actions.

### Background and Guiding Principles

The Approved Provider must ensure the service has policies and procedures in place as listed in Regulation 168. Refer to the table at the end of this policy for details.

The Guide to the National Quality Framework outlines the following in relation to policies and their review:

- The approved provider must take reasonable steps to ensure the nominated supervisor, staff members and any volunteers at a centre-based service follow the policies and procedures required under regulation 168.
- The policies and procedures must be readily accessible to the nominated supervisor, staff members and volunteers.
- The prescribed policies and procedures must be available for inspection at a centre-based service's premises.
- This requirement can be met through a paper copy or electronic version.
- Policies should be informed by the service's philosophy statement, current research and contemporary views on best practice including Early Childhood Australia's Code of Ethics and advice from other recognised authorities.

It is an approved provider's responsibility to ensure staff follow their service's policies and procedures, and they must take reasonable steps to meet this obligation under Education and Care Services National Regulation, Regulation 170.

These steps will help ensure staff follow a service's policies and procedures:

1. **Accessibility** - policies and procedures are readily available and accessible to staff as required.
2. **Induction and training** – staff are given adequate onboarding and ongoing support to ensure up-to-date knowledge and skill, with a thorough understanding of responsibilities.
3. **Quality assurance and governance**- policies and procedures are regularly reviewed and maintained.
4. **Monitor and audit compliance** - implementation of policies and procedures is regularly monitored to ensure staff are following them correctly.
5. **Reformative action** – non-compliance with policies and procedures is promptly addressed
6. **Resourcing and support** - adequate resources and time are allocated to enable staff to comply with policies and procedures.

Reviewed and Updated March 2026



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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.



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- 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.

## **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'.**



## CHILD SAFE STATEMENT

The paramountcy principle mandates that the safety, welfare and best interests of children must take precedence and be the primary consideration in all decisions. The Children (Education and Care Services National Law) Amendment Bill 2025, prioritize this over commercial or provider interests. Blinkies Early Education Centre Pty Ltd adheres to child safe standards with the highest regard to policies and practices to facilitate a child safe environment. The safety, welfare and wellbeing of all children is the paramount consideration in service decisions, the paramountcy principle is embedded in all aspects of our practice and interactions as visible to all stakeholders.

The highest level of accountability is embedded to support child safe practices, implementing clear policies, training, and recruitment procedures to minimise risk. Children are the paramount consideration in all decisions within our service, with a zero tolerance approach to child abuse and explicitly reject of any form of abuse, neglect, or inappropriate conduct.

Children are viewed as the primary consideration, we respect and support the cultural safety of Indigenous children and diverse backgrounds. Educators actively listen to and involve children in decisions that affect them, with the views of children being considered in decision making within our service.

Developed January 2026



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## 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 within our community and a child safe engaging learning environment promoting discovery, imagination and wonder. All decisions within our service are focused on the safety, rights and best interests of children, Blinkies Early Education Centre Pty Ltd embeds the paramountcy principle to ensure the rights, safety and best interests of children are the primary consideration in all decisions and practices.

### 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.
- Children are viewed as the primary consideration, we respect and support the cultural safety of Indigenous children and



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diverse backgrounds.

- 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.
- A zero tolerance approach to child abuse and explicitly reject of any form of abuse, neglect, or inappropriate conduct.

## 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



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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.

Reviewed and Updated June 2022, Reviewed June 2023, Reviewed and Updated February 2024, Reviewed June 2024

Reviewed June 2025

Reviewed and Updated March 2026

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# 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. Blinkies Early Education Centre Pty Ltd embeds the paramountcy principle to ensure the rights, safety and best interests of children are the primary consideration in all decisions and practices.

## 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](http://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.

Where a waitlist applies consideration will be given as follows:

1. children at risk
2. a child of a sole parent who satisfies, or parents who both satisfy, the activity test through paid employment.
3. Those eligible for funded programs such as preschool.

Where there are multiple children on a waitlist within a priority they will be allocated based on available days and the date the first enquiry was received.

## Managing Vacancies and Enrolment Places

The Australian Government, through the delivery of Child Care Subsidy requests services prioritise children who are:

- at risk of serious abuse or neglect
- a child of a sole parent who satisfies, or parents who both satisfy, the activity test through paid employment.

This meets the Australian Government's aims of helping families who are most in need and supporting the safety and wellbeing of children at risk.

In addition to above, the enrolment process must:

- comply with the Commonwealth Disability Discrimination Act 1992, the Disability Standards for Education 2005, the NSW Anti-Discrimination Act 1977, and the NSW Human Rights Act 2018.
- support children who are experiencing disadvantage.
- address issues of eligibility for funded places for kindergarten/preschool programs.
- promote fair and equitable access to funded kindergarten programs.
- support all eligible children to access a kindergarten program, including those who face barriers to participation.
- do not inadvertently present barriers to participation, especially for vulnerable and disadvantaged children.

Where a waitlist applies consideration will be given as follows:

1. children at risk
2. a child of a sole parent who satisfies, or parents who both satisfy, the activity test through paid employment.
3. Those eligible for funded programs such as preschool.

Where there are multiple children on a waitlist within a priority they will be allocated based on available days and the date the first enquiry was received.

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.

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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.

### Child enrolment records

Approved Providers and Nominated Supervisors must ensure that forms used at the service comply with the Education and Care Services National Regulations (version October 2020) requirements:

- 160 Child enrolment records to be kept by approved provider and family day care educator
- 161 Authorisations to be kept in enrolment record
- 162 Health information to be kept in enrolment record

Under the National Law, enrolment documents must be kept at the service until the end of 3 years after the child's last attendance (Regulations 177).

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.

Regulations 157 (Education and Care Services Regulations) require an Approved Provider or Nominated Supervisor to allow a parent of a child being educated and cared for by the service to enter the education and care service premises at any time that the child is being educated and cared for by the service unless permitting the parent's entry would:

- pose a risk to the safety of the children and staff of the education and care service; or
- Conflict with any duty of the provider, supervisor or educator under the law; or
- the provider, supervisor or educator responsibly believes that permitting the parent's entry would contravene a court order.

### Child Care Subsidy

To receive Child Care Subsidy fee relief, children must meet the immunisation requirements. Further information can be found at: <https://www.servicesaustralia.gov.au/what-are-immunisation-requirements>

The NSW Public Health Act 2010 prevents ECECS from enrolling children unless they provide an AIR Immunisation History Statement stating that they are fully immunised for their age, or have an approved exemption. This encourages on-time childhood vaccination and minimises the transmission of preventable diseases in ECECS. The table below lists the legal responsibilities on ECECS.

### 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 nominated supervisor of custody and access arrangements on enrolment, and must advise the service immediately of any subsequent alterations to these arrangements.
- All relevant legal documentation is to be shown to the service 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.



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- 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)**.

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- 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

Reviewed and Updated March 2026

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# GOVERNANCE 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.

We aim to achieve an environment of trust and openness where management and all team members are motivated to continuously improve the service for the benefit of children and their families. We value our team members as professional educators and pride ourselves on employing quality team members who are passionate early childhood educators. We aim to ensure continuity for children and develop strong, stable teams so that children can have the opportunity to bond with regular carers responsible for their group. Educators employed at our services must meet the qualification requirements as per the Education and Care Services National Regulation.

Blinkies Early Education Centre Pty Ltd embeds the paramountcy principle to ensure the rights, safety and best interests of children are the primary consideration in all decisions and practices.

## 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, collaboration 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.

## Guiding Strategies

### NOMINATED SUPERVISORS AND RESPONSIBLE PERSONS

Approved provider must ensure that a responsible person is present at a centre-based service at all times that the service is educating and caring for children.

A responsible person may be:

- the approved provider or a person with management or control
- a nominated supervisor
- a person in day-to-day charge of the service

The approved provider may nominate a person to be a nominated supervisor if they meet certain requirements.

The approved provider or a nominated supervisor may appoint a person to be in day-to-day charge of a service if they meet certain requirements.

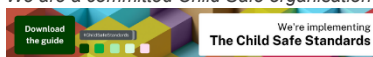
An approved service must have at least one nominated supervisor. The nominated supervisor must provide written consent to the nominated supervisor nomination. It is an offence for an approved provider to nominate a person to be a nominated supervisor if they do not meet prescribed minimum requirements.

### Minimum requirements to be a nominated supervisor

*To be a nominated supervisor the person must:*

- *be at least 18 years of age*
- *have adequate knowledge and understanding of the provision of*
- *education and care to children*
- *have the ability to effectively supervise and manage an education and*
- *care service.*

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In determining whether to nominate a person as the nominated supervisor, the approved provider must consider:

- the history of the person's compliance with:
  - – the National Law
  - – a former education and care services law
  - – a children's services law
  - – an education law
- any decision under the National Law, or any other children's services or education law, to refuse, refuse to renew, suspend, or cancel a licence, approval, registration, certification or other authorisation granted to the person.

#### **Guidance for approved providers in nominating a nominated supervisor**

An approved provider must assess if a person meets the minimum requirements (above) before they nominate the person to be a nominated supervisor. The approved provider should also consider if the person has adequate knowledge and understanding of the provision of education and care and the ability to effectively supervise and manage a service.

#### **Child protection**

Each nominated supervisor, person in day-to-day charge and family day care co-ordinator must have completed the child protection training as required in NSW.

#### **Record keeping**

Information used to assess a person's suitability to be a nominated supervisor should be kept as evidence on file. This may include records of reference checks, declarations, copies of qualifications or course completion certificates.

If the prospective nominated supervisor is a new employee to the service, the provider should conduct thorough checks of the person's references, including their current and previous employers. Each referee should be asked if they are aware of any compliance action under the National Law or any other law in relation to the candidate. Referee responses should be recorded and kept on file.

This evidence will help demonstrate the approved provider has taken reasonable steps to comply with requirements under the National Law. This evidence does not need to be submitted to the regulatory authority."<sup>1</sup>

"If an Approved Provider becomes "aware of a matter or incident which affects the ability of the nominated supervisor to meet the minimum requirements, you must consider if it is appropriate to remove them as nominated supervisor. For example, if you become aware that the nominated supervisor has had compliance action against them, you must reassess if that person is suitable to be in the position."<sup>2</sup>

#### **EDUCATIONAL LEADER**

The appointment of an Educational Leader should be made after consideration of their qualifications, experience and ability to mentor and inspire others. Regulation 118 of the National Regulations requires that the approved provider of an education and care service must designate, in writing, a suitably qualified and experienced educator, coordinator or other individual as educational leader at the service to lead the development and implementation of educational programs in the service. There must be documentary evidence to show that the Approved Provider has appointed or approved the appointment of a particular person by name to be the educational leader and that they are satisfied the person holds suitable qualifications and experience to lead the development and implementation of educational programs. This role must be accepted in writing using both the Educational Leader Role Accountability and the Educational Leader Record Form.

#### **NOTIFICATIONS**

The approved provider must notify the regulatory authority that granted the provider approval of a range of events in relation to the approved provider or each approved service. Applications and notifications can be submitted online using the National Quality Agenda (NQA) IT System at [www.acecqa.gov.au](http://www.acecqa.gov.au).

#### **Notifications Include:**

- Changes to information and contact details for the Approved provider and Nominated Supervisor.

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- Changes to information, operating times and contact details for the Service
- Changes to the ages of children to be educated and cared for by the Service
- Changes in the nature of education and care to be provided by the Service
- Proposed changes to premises.
- Change to fitness and propriety for the Approved Provider.
- Appointment of receivers, liquidators or administrators.
- Ceasing to operate a service.
- Serious incidents including attendance of emergency services.
- Complaints alleging that a serious incident has occurred or is occurring or that the National law has been contravened.
- Circumstances that pose a risk to the health, safety or wellbeing of a child attending the service.
- Complaints that may impact on the regulatory authority's consideration of provider or service approvals
- When care is provided for extra children due to an emergency.
- Providing and/or arranging regular transportation or ceases providing and/or arranging regular transportation for children.
- Incident or allegations of physical or sexual abuse of a child whilst attending the service.

Services must also notify parents at least 14 days prior, unless a lesser period is necessary because of a risk:

- before making any change to a policy or procedure that may have a significant impact on the service's provision of education and care or their ability to use or utilise the service or any change that will affect the fees charged or the way in which fees are collected.
- If there is a voluntary suspension of the provider approval.

Parents must also be notified as soon as practicable, of:

- A child being involved in any incident, injury, trauma or illness while at the service.
- An occurrence of an infectious disease at the service.
- Medication being administered.

#### PRESCRIBED INFORMATION

All required prescribed information to be displayed within the service as outlined in regulation 173.

#### POLICIES

It is an approved provider's responsibility to ensure staff follow their service's policies and procedures, and they must take reasonable steps to meet this obligation under Education and Care Services National Regulation, Regulation 170.

These strategies and examples are not intended to be prescriptive or exhaustive, and unless required by law, retaining the listed evidence is not mandatory. Documentation that is timely and contains sufficient details including dates and names of relevant parties, can support an approved provider to demonstrate compliance in their practice. Authorised officers can also gather evidence through discussions with staff and observing practice.

These steps will help ensure staff follow service policies and procedures:

7. **Accessibility** - policies and procedures are readily available and accessible to staff as required.
8. **Induction and training** – staff are given adequate onboarding and ongoing support to ensure up-to-date knowledge and skill, with a thorough understanding of responsibilities.
9. **Quality assurance and governance**- policies and procedures are regularly reviewed and maintained.
10. **Monitor and audit compliance** - implementation of policies and procedures is regularly monitored to ensure staff are following them correctly.
11. **Reformative action** – non-compliance with policies and procedures is promptly addressed.
12. **Resourcing and support** - adequate resources and time are allocated to enable staff to comply with policies and procedures."

Approved Providers and Nominated Supervisor will consider steps provided in the ACECQA factsheet "6 reasonable steps to ensure staff follow policies and procedures"

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.

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- 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.

All ECEC services in NSW should use the approved form (the short-form template) to display their compliance and quality history. Approved providers are required to ensure the template is completed, and there is information available on the correct way to complete it.

Detail of the requirement to display the compliance and quality history, it is the responsibility of the approved provider to ensure a service's compliance and quality history:

- is displayed as part of the prescribed information and is up to date
- covers the past 2 years of compliance history **as it appears on the approved provider view of the NQA ITS portal** (or to the date the service was approved or transferred to the current approved provider)
- includes the service's current and previous quality rating.
- includes compliance actions that are the subject of review.

Compliance actions to be included:

- cancellations
- suspensions
- conditions
- infringement notices
- compliance notices
- compliance directions
- enforceable undertakings
- emergency action notices
- prohibition notices
- direction to exclude an inappropriate person.

Your compliance and quality history must be updated within 7 days of any of the relevant compliance actions appearing on the 'Compliance Summary' report from NQA ITS or, in the case of a prosecution, within 7 days of when the orders from the court are received or when the NSW ECEC RA publishes the prosecution on its website, whichever happens first.

### **Publishing of Enforcement Actions**

From 2025, all governments agreed to publish information about enforcement actions on ACECQA's family focused website, [StartingBlocks.gov.au](http://StartingBlocks.gov.au). Regulatory authorities take enforcement action to promote the health, safety and wellbeing of children, including when a provider or service isn't following the National Law.

Regulatory authorities consider how serious the issue is, and if it is assessed as posing a serious risk to children, stronger enforcement actions may be taken. These can include prohibiting someone from working at a service, taking legal action, or cancelling a provider or service approval to operate.

### **Enforcement actions**

There are 6 types of enforcement actions that are now published on [StartingBlocks.gov.au](http://StartingBlocks.gov.au):

- Conditions on provider or service approval
- Amendment of provider or service approval
- Suspension of provider or service approval
- Compliance notices
- Emergency action notices
- Enforceable undertakings

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## 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.
- Implement child safe employment processes.
- Ensure all educators engage with mandatory child safe training.
- 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.

### Governance and Risk Management Program

"The Governance and Risk Management Program is a free training program for approved providers and service leaders delivered by Early Childhood Australia (ECA) in partnership with the NSW Early Learning Commission.

The program includes 4 self-paced online learning modules and related fact sheets that explore risk and regulatory requirements directly relating to National Quality Standard Quality Areas 2, 3, 4 and 7.

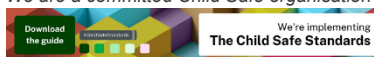
This program is designed to support approved providers and service leaders to develop an increased understanding of risk management and its place in governance and leadership. Governance and Risk Management in Early Childhood Education modules <https://education.nsw.gov.au/early-childhood-education/initiatives/early-childhood-careers/professional-development-and-resources/sector-development-program/governance-and-risk-management-in-early-childhood-education>

### PRACTICES AND RESPONSIBILITIES

It takes a team approach to achieve and deliver a quality education and care for children in a safe manner ensuring compliance. The approved provider and nominated supervisor will monitor the financial viability and accountability of the centre while also ensuring that:

- Funds are expended appropriately according to any funding requirements and budgets, including required documentation.
- The program is operating within budget.
- Ensure that the safety, rights and best interests of children is the paramount consideration in all decision making and practices across the entire service operation.
- Promote and lead a culture of reflection, with regular collaboration and consultation on all aspects of service delivery.
- 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 regulatory requirements.
- Ensure a sound understanding of governance obligations is maintained by approved provider and nominated supervisor.
- Provide avenues for effective communication between staff and management, ensuring clear communication around a zero tolerance approach to non-compliance.
- Employ and support staff in their roles, and ensure the relevant awards and conditions of employment are complied with, ensuring all pre-employment screens are conducted prior to employment.
- Encourage training and development of staff in their roles, ensuring all mandated training is current.
- Ensure roles within the service are filled with suitably qualified educators and fit the position description.
- 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, ensuring all reporting obligations are understood and adhered to.
- 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.

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## CHILD SAFETY AND THE NQF

A number of legislative changes have been made to ensure the safety and wellbeing of children in education and care services have been implemented. Reference to ACECQA for a summary <https://www.acecqa.gov.au/child-safety-changes-national-quality-framework-strengthening-safety-education-and-care>

There are also additional offences under the National Law and additional Penalty Infringement Notices under the National Regulations <https://www.acecqa.gov.au/changes-maximum-penalties-and-infringement-notices>

## EARLY LEARNING COMMISSION NSW

The NSW Early Learning Commission regulates ECEC and OOSH services and works to ensure that children are kept safe and have access to quality education and care, it began operation as the independent regulator for early childhood education and care (ECEC) in New South Wales on 1 December 2025.

Contact the NSW Early Learning Commission for matters relating to:

- Notifications and reporting - if you have information about an incident, allegation and/or complaint within an ECEC service in NSW.
- Approvals information - if you have relevant information about someone who is seeking to own and/or operate a service in NSW (including referring to development applications for local councils).
- Compliance issue - if you have information about an ECEC service not complying with the various acts, regulations and frameworks that govern services.
- Information sharing - if you represent an agency deemed a prescribed body under Chapter 16A of the Children and Young Persons (Care and Protection) Act 1998 and need to request or provide information to support an investigation and/or activities to prevent risk of harm to children. Please read Information sharing under Chapter 16A (PDF 320KB).
- Choosing a quality service - if you would like more information about how to access quality ECEC services.”<sup>3</sup>

### How to contact the NSW Early Learning Commission

- 1800 619 113 (toll free)
- [information@earlylearningcommission.nsw.gov.au](mailto:information@earlylearningcommission.nsw.gov.au)

## CHILD CARE SUBSIDY GOVERNANCE

### Family Assistance Law Notifications

Under Family Assistance Law, early childhood education and care providers must notify us about a range of matters including fees, vacancies, closures and changes to details.

You must perform these tasks to maintain your Child Care Subsidy (CCS) approval.

Most tasks must be completed by a person with management or control (PMC). Some tasks can be completed by a person responsible at the service.

We may take compliance action if you don't meet your notification and reporting obligations within the required timeframes.

Providers must notify the department at least 42 days before they stop operating a service.

A list of matters that providers need to notify to the Department of Education and the specified timeframes can be found in Table 11 of the Child Care Provider Handbook or by visiting <https://www.education.gov.au/early-childhood/providers/howto/notify-us>

Providers, Nominated Supervisors and all person who deliver CCS on behalf of families must comply with Family Assistance Law.

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## 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 confidentiality 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.

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### 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.

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## 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 safely 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:

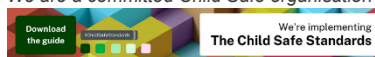
- **181 – Confidentiality of records kept by approved provider**
  - Information kept in a record must not be divulged or communicated, directly or indirectly, to another person other than:
    - Where necessary for medical treatment of a child
    - To a parent of a child
    - To the regulatory authority 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 transferred 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.

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- 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.

### **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.



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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.



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- 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:**

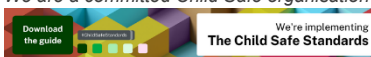
- Fulfil responsibilities under this policy and related legislative requirements.
- Understand that the service must take steps as required under legislative requirements and follow advise from recognised authorities.
- Participate in the review of documents and provide constructive feedback to the Nominated 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.



\*For preschool programs provided by a school, the service should keep child attendance records in accordance with their state education law or department policy.



Australian Children's Education & Care Quality Authority™





Reviewed June 2025

Reviewed and Updated March 2026



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# 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.

Blinkies Early Education Centre Pty Ltd embeds the paramountcy principle to ensure the rights, safety and best interests of children are the primary consideration in all decisions and practices.

## 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.”<sup>4</sup>

“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.

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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.

#### Child Safety Reforms

Ensuring the safety and wellbeing of children in education and care is a shared national priority, and significant reforms are underway to strengthen protections across the sector. These reforms reflect expectations by governments and community across Australia for the highest standards of safety and quality in children's education and care.

#### Paramount Consideration

Changes to the National Law require all people involved in the operation and delivery of an education and care service (including approved providers, persons with management or control (PMCs), nominated supervisors, educators, staff, and volunteers (including students)) to ensure that the safety, rights and best interests of children is the paramount consideration in all their decisions and actions. These are known as **"the paramount consideration"**.

The National Law already includes the Guiding Principle that the rights and best interest of children are paramount. The "paramount consideration" extends the existing Guiding Principle, making it a statutory duty to ensure that the safety, rights and best interests of children underpin every level of decision-making in all areas of operating a service (for example during recruitment activities), not just in the delivery of education and care. In practice, this may look different for each person depending on the nature of the role they hold in the operation and delivery of an education and care service. Further guidance will be available. This paramount consideration obligation applies to staff across all levels of an education and care service, all the way from volunteers at a service to executive directors of large corporate entities. The paramount consideration obligation applies to all approved providers and their various corporate structures including large corporations, bodies corporate, eligible associations and partnerships. For directors, the paramount consideration obligation will prevail over any inconsistent responsibilities under the Corporations Act 2001 (Cth) and must be the primary consideration when exercising their directors' responsibilities.

Refer to the information sheet "Understanding Paramount Consideration" ACECQA [https://www.acecqa.gov.au/information-sheet-understanding-paramount-consideration?fbclid=IwRlRTSAQK9GZleHRuA2FibQlxMQBzcnRjBmFwcF9pZAo2NjI4NTY4Mzc5AAEeLLXVm8sqmNik2vTImjMuwsTU4TDxJ8t0AsE2\\_3T7QpXpCn3P4suvvMQtmxs\\_aem\\_v6Rfo0EubY7K8zvZz5Ehig](https://www.acecqa.gov.au/information-sheet-understanding-paramount-consideration?fbclid=IwRlRTSAQK9GZleHRuA2FibQlxMQBzcnRjBmFwcF9pZAo2NjI4NTY4Mzc5AAEeLLXVm8sqmNik2vTImjMuwsTU4TDxJ8t0AsE2_3T7QpXpCn3P4suvvMQtmxs_aem_v6Rfo0EubY7K8zvZz5Ehig)

## CHILD FIRST STATEMENT

The paramouncy principle mandates that the safety, welfare and best interests of children must take precedence and be the primary consideration in all decisions. The Children (Education and Care Services National Law) Amendment Bill 2025, prioritize this over commercial or provider interests. Blinkies Early Education Centre Pty Ltd adheres to child safe standards with the highest regard to policies and practices to facilitate a child safe environment. The safety, welfare and wellbeing of all children is the paramount consideration in service decisions, the paramouncy principle is embedded in all aspects of our practice and interactions as visible to all stakeholders.

The highest level of accountability is embedded to support child safe practices, implementing clear policies, training, and recruitment procedures to minimise risk. Children are the paramount consideration in all decisions within our service, with a zero tolerance approach to child abuse and explicitly reject of any form of abuse, neglect, or inappropriate conduct.

Children are viewed as the primary consideration, we respect and support the cultural safety of Indigenous children and diverse backgrounds. Educators actively listen to and involve children in decisions that affect them, with the views of children being considered in decision making within our service.

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The Wheel of Child Safety can be found in the “National Principles for Child Safe Organisations” Australian Human Rights Commission [https://chilsafe.humanrights.gov.au/sites/default/files/2019-02/National Principles for Child Safe Organisations2019.pdf](https://chilsafe.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 that all service decisions are made with paramount consideration to children.
- 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.
- To ensure child safe recruitment practices are implemented
- 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.
- Ensure the implementation of the paramourty principle in all aspects of service delivery.

## Responsibilities of the Nominated Supervisor and Responsible Persons

- 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.



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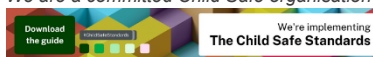


- Ensure that there are times when all educators can participate in staff meetings to discuss and reflect on the practices within the service in relation to continuous improvement.
- Implement the National Model Code into service practice.
- The health, welfare, and progress of the child are promoted.
- 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.
- Ensure the implementation of the paramountcy principle in all aspects of service delivery.

## 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
- 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.

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- 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, promote a culture where the voices and views of children are valued and visible in practice.
- 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.
- Ensure the safety, rights and best interests of children are paramount to all decision making and practices, with a firm understanding of the paramountcy principle.
- Immediately notify the Approved Provider or Nominated Supervisor if they witness, suspect or receive any allegation or disclosure that a staff member, student, volunteer or other person is engaging in or has engaged in inappropriate conduct.
- Never subject a child to conduct that a reasonable person would consider to be inappropriate in an education and care service.
- Never engage in inappropriate conduct in the presence of a child, including between another adult.

## 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 and Updated July 5, 2024

Reviewed and Updated July 2025

Reviewed and Updated March 2026



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## 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**). Blinkies Early Education Centre Pty Ltd embeds the paramourty principle to ensure the rights, safety and best interests of children are the primary consideration in all decisions and practices.

### 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.

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### Responsibilities of the Families

- 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 June 2025

Reviewed and Updated March 2026



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## 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. Blinkies Early Education Centre Pty Ltd embeds the paramountcy principle to ensure the rights, safety and best interests of children are the primary consideration in all decisions and practices.

### 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 18 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.



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- 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.
- Ensure the health, safety and welfare of children is the paramount consideration at all times.

#### 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.
- Ensure the health, safety and welfare of children is the paramount consideration at all times.

#### 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 5.30pm it is the responsibility of the parent to



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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 2024

Reviewed June 2025

Reviewed and Updated March 2026



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# PAYMENT OF FEES AND ATTENDANCE 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. Our service prides itself on providing quality care to all children and their families and providing a supportive working environment for educators. Our service relies on the prompt payment of fees and strives to assist families in claiming relevant government benefits through the Child Care Subsidy System (CCS). This policy and procedure document aims to ensure that families are aware of their responsibilities in relation to payment of fees and attendance records and aware of Child Care Subsidy requirements.

Blinkies Early Education Centre Pty Ltd embeds the paramountcy principle to ensure the rights, safety and best interests of children are the primary consideration in all decisions and practices.

## Background and Guiding Principles

Our service uses CCS approved software to manage the attendance and charging of fees in compliance with Family Assistance Law. We comply with the requirements outlined in the Child Care Provider Handbook and aim to provide families with information to support them with subsidies such as Child Care Subsidy (CCS) and Additional Child Care Subsidy (ACCS). Families must also comply with these requirements to be eligible to receive subsidies.

## Child Care Subsidy Key Points:

- Families are required to fulfil some basic requirements to be eligible to receive CCS including:
  - Child aged 13yrs and under.
  - Meet immunisation requirements.
  - Meet the residency requirements.
  - Be liable to pay for care provided (see Managing Third Party Payments below).
  - Families must accurately record attendance times at the service.
- There are three factors that will determine a family's level of CCS:
  - Combined Family Income
  - Recognised Participation
  - Service Type
- CCS is generally paid directly to the service and passed onto families as a fee reduction, leaving families to pay the gap fee or out of pocket fee (difference between the fee charged and the subsidy amount)
- Families should contact Services Australia in relation to queries about their entitlements.
- You will be charged for all days booked regardless of attendance including absences and Public Holidays. CCS will be paid where eligible; up to 42 absence days per financial year including for Public Holidays. Additional absences may receive Child Care Subsidy after the initial 42 days with approved documentation as per the Family Assistance Law requirements. In the event of a Pandemic which requires self-isolation of a child, as directed by Public Health or another government agency, families will still be responsible for fees payable unless otherwise advised. Each situation will be considered based on information on hand at the time and any change to this will be communicated to families.
- Families are required to enter into an agreement with the service for the planned arrangements for care. There are four types of arrangements:
  - Complying Written Arrangement
  - Relevant Arrangement
  - Additional Child Care Subsidy (child wellbeing)—provider eligible arrangement
  - arrangement with an organisation (third party).
- The agreement through which families can receive Child Care Subsidy is a Complying Written Arrangement (CWA). A Complying Written Arrangement is an agreement to provide care in return for fees.
- An arrangement must be recorded, either on paper or electronically, and must be kept by the service. An arrangement can cover more than one child if multiple children in a family will attend the same child care service (each child must have their own enrolment).
- Once a service enters into a Complying Written Arrangement with an individual, they must submit an enrolment notice within seven days of the end of the week in which the arrangement started. An agreement should not be made more than 14wks before care commences as it will be deemed exited before care begins.

## CCS Changes from January 2026



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From 5 January 2026, all CCS eligible families can get at least 72 hours of subsidised child care each fortnight, or 3 days per week. These changes are known as the 3 Day Guarantee.

You can get 100 hours of subsidised child care each fortnight if either of the following apply:

- you and your partner, if you have one, each do more than 48 hours of recognised participation every fortnight
- you have a valid exemption.

[Aboriginal and Torres Strait Islander children](#) can get 100 hours of subsidised child care each fortnight.

From 5 January 2026, we'll replace the activity test. [Recognised activities](#), like work or study, will be known as recognised participation types. This is how we'll work out your subsidised hours for child care from 5 January 2026.

### Notification of Fees

From 1 September 2024, a change to s55(1) of Child Care Subsidy Minister's Rules 2017 means that providers must notify us of fees at least twice a year, in December and July, to ensure they are correctly updated or remain accurate. You must notify us of your current fees for each service. You must report the fee before any reductions or discounts are applied. We publish fee information to [StartingBlocks.gov.au](#).

#### Timeframe:

within 14 days of:

- receiving CCS approval (or opening the service if that occurs at a later date)
- changing your fees
- twice a year – after the end of the financial year and calendar year, including reporting no change in fees.

**How to notify:** through the [Provider Entry Point](#) or your third-party software

**Responsibility:** persons with management or control and persons responsible at the service

**FAL reference:** Minister's Rules s55, Item 1.

### Additional ChildCare Subsidy (ACCS)

Additional Child Care Subsidy provides additional fee assistance to support vulnerable or disadvantaged families and children. This support recognises the preventative and protective influence of quality childcare on a child's health, wellbeing and development; and the importance of continuity of care.

There are four different payments under Additional Child Care Subsidy:

- Additional Child Care Subsidy (child wellbeing)—to help children who are at risk of serious abuse or neglect.
- Additional Child Care Subsidy (grandparent)—to help grandparents on income support who are the principal caregiver of their grandchildren.
- Additional Child Care Subsidy (temporary financial hardship)—to help families experiencing financial hardship.
- Additional Child Care Subsidy (transition to work)—to help low-income families transitioning from income support to work.”<sup>5</sup>

Child wellbeing is submitted by the service, all other types are managed directly between families and Centrelink. Where a child is identified as being at risk of serious abuse or neglect the service must follow the guidance in the Child Care Provider Handbook and the Guide to Additional Child Care Subsidy (child wellbeing) including communication with government agencies. Under Child Wellbeing ACCS services must firstly submit a Certificate for a maximum of 6wks, if further assistance is identified and documentation is provided by a relevant agency a Determination may be submitted up to a maximum of 13wks.

Additional Child Care Subsidy (ACCS) child wellbeing provides help with the cost of early childhood education and care. It's for families who care for a child at risk of serious abuse or neglect.

Providers play an important role in connecting families to ACCS child wellbeing. Families cannot apply themselves.

Your role as a provider includes:

- identifying children at risk of serious abuse or neglect
- talking to families about support options
- applying for the child wellbeing subsidy on behalf of eligible families
- notifying appropriate support agencies
- following any mandatory reporting obligations in your jurisdiction.

### Absences

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Child Care Subsidy is payable for up to 42 absence days for a child in a financial year for sessions of care a child is enrolled in and did not attend, but only for sessions of care where an individual still incurs a genuine fee liability to pay for the care. A reason does not need to be provided for a child's initial 42 days of absence.

Once 42 absence days have occurred in a financial year, Child Care Subsidy can only be paid for any additional absences where they are taken for a reason set out in Family Assistance Law. These reasons are:

- the child, the individual who cares for the child, the individual's partner or another person with whom the child lives is ill and the service has been given a medical certificate by a medical practitioner
- the child is attending preschool
- alternative arrangements have been made on a pupil-free day
- the child has not been immunised against an infectious disease, the absence occurs during an immunisation grace period and a medical practitioner has certified that exposure to the infectious disease would pose a health risk to the child
- the absence is because the child is spending time with a person other than the individual who is their usual carer as required by a court order or a parenting plan, and the service has a copy of the relevant court order or parenting plan for the child
- the service is closed as a direct result of a period of local emergency
- the child cannot attend because of a local emergency (for example, because they are unable to travel to the service), during the period of the emergency or up to 28 days afterwards
- the individual who cares for the child has decided the child should not attend the service for up to seven days immediately following the end of a period of local emergency.

### Managing Longer Absences

If a long absence from care is anticipated, the plan for this, and how it will be managed, can be specified in the Complying Written Arrangement (including, for example, any changes to fees).

However, where a child does not attend a service within a period of 14 weeks or more, the enrolment will be ceased. Even where an absence longer than 14 weeks is planned in the Complying Written Arrangement, a new enrolment notice will need to be submitted when care recommences after the absence. If a long absence is planned, the family may prefer to end the enrolment and submit a new notice when physical attendance recommences so that the child is not reported as absent (using up the child's initial 42 days of absence).

### What if a child has used all of their 42 absence days?

"Once 42 absence days have occurred in a financial year, Child Care Subsidy can only be paid for any additional absences where they are taken for a reason set out in Family Assistance Law. These reasons are:

- the child, the individual who cares for the child, the individual's partner or another person with whom the child lives is ill and the service has been given a medical certificate by a medical practitioner
- the child is attending preschool
- alternative arrangements have been made on a pupil-free day
- the child has not been immunised against an infectious disease, the absence occurs during an immunisation grace period and a medical practitioner has certified that exposure to the infectious disease would pose a health risk to the child
- the absence is because the child is spending time with a person other than the individual who is their usual carer as required by a court order or a parenting plan, and the service has a copy of the relevant court order or parenting plan for the child
- the child cannot attend because of a period of emergency (for example, because they are unable to travel to the service), for up to 28 days after the emergency
- the individual who cares for the child has decided the child should not attend the service for up to seven days immediately following the end of a period of emergency.

### Reporting absences outside of first and last days

As of 13 July 2020, there are some circumstances where families can get Child Care Subsidy for absences that fall:

- within seven days of a child's first attendance (inclusive of first day), or
- within seven days after their last attendance (inclusive of last day).

They must meet one of the following:

- the service has changed ownership
- the child, carer, carer's partner or a household member is ill (medical certificate only needed if beyond the 42-absence limit)
- a family tragedy has occurred (e.g. death of an immediate family member)
- the enrolment ceased incorrectly

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- the usual service is closed, and the child is attending another service from the same provider, or
- any reason listed in the 'Additional absences' section above.

Evidence is required for additional absence days however there may be changes from time to time based on the Federal Government response to community needs, for example during a pandemic. We will keep you updated on any temporary changes which may affect your additional absences.

#### 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.
- Provide families with a fortnightly statement of entitlement to all families as part of CCS obligations through our fee management system.
- 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 recognised participation 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



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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



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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.

### **Start Strong Funding**

Start Strong for Long Day Care program provides funding to deliver affordable, quality preschool education to children aged 3 and above who are enrolled in eligible long day care services in NSW. Funding is provided for children in the 2 years before school and incentivises enrolments of 600 hours per year. Evidence shows that this level of participation in a quality early childhood education program in the 2 years before school is associated with better outcomes for children.

Parents are required to complete the declaration annually to qualify for start strong if their child meets the criteria. [Fee Relief Declaration and Consent form \(PDF 386 KB\)](#) One form must be completed for each child enrolled at our service, fee relief can not be provided for any child without a completed form. Nominated supervisor will communicate start strong information with families annually and on enrolment.

Reviewed and Updated June 2024

Reviewed June 2025

Reviewed and Updated January 2026



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## 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. Blinkies Early Education Centre Pty Ltd embeds the paramourncy principle to ensure the rights, safety and best interests of children are the primary consideration in all decisions and practices.

### 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 required that educators appointed as 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 24 hours 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.
- Ensure responsible persons undertake annual induction refreshers.

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### 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 Families

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

Reviewed June 2025

Reviewed and Updated March 2026

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# 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.

Safeguarding children is everyone's responsibility. Safeguarding, or keeping children safe, extends to more than child protection and mandatory reporting. The actions of people and organisations must take all reasonable steps to protect children from all kinds of harm, including; physical, emotional, sexual and cultural harm.

Ensuring a child's holistic safety and wellbeing requires all members of the service, from leadership through to volunteers to;

- Make decisions that are in the best interest of children
- Be proactive in preventing harm as well as responding promptly to concerns of harm
- Have clear policies and procedures and ensure all members of the team are aware of their responsibilities.
- Share responsibility for keeping children safe.
- Ensure all children, regardless of their culture or background feel culturally safe and are genuinely welcomed, included, valued, respected and safe.

Blinkies Early Education Centre Pty Ltd embeds the paramountcy principle to ensure the rights, safety and best interests of children are the primary consideration in all decisions and practices.

## 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.



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- 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.
- Ongoing child safe recruitment practices
- Maintain accurate records within the National Early Childhood Register
- Ensure all staff understand and effectively implement the paramountcy principle in all areas of service delivery.

### 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.



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## 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.

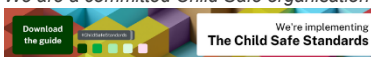
## Additional Practices for Babies (0-2 years)

- 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)

We are a committed Child Safe organisation



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- The use of any digital device issued by the service
- The use of digital devices by children
- Ensure the safety, rights and best interests of children are paramount to all decision making and practices.
- Positively and clearly communicate all aspects of the policy and take a zero-tolerance approach to non-compliance.
- Promote a culture of reporting through role-modelling, recruitment processes, thorough induction, on-going monitoring, training and reflection.
- Role Model, monitor and ensure that there is clear notification of any child safety concerns.
- Never subject a child to conduct that a reasonable person would consider to be inappropriate in an education and care service.
- Never engage in inappropriate conduct in the presence of a child, including between another adult.
- Ensure every person at the service is clear on their responsibility to notify the Approved Provider or Nominated Supervisor if they witness, suspect or receive any allegation or disclosure that a staff member, student, volunteer or other person is engaging in or has engaged in inappropriate conduct.
- Report to the Regulatory Authority immediately if you have been advised of or witness, suspect or receive any allegation or disclosure that a staff member, student, volunteer or other person is engaging in or has engaged in inappropriate conduct.
- Be aware of legislative reform changes – by subscribing to ACECQA and state regulatory authority newsletters.

### 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.
- Ensure the safety, rights and best interests of children are paramount to all decision making and practices.
- Positively and clearly implement all aspects of the policy and understand there's a zero-tolerance approach to non-compliance.
- Never subject a child to conduct that a reasonable person would consider to be inappropriate in an education and care service.
- Never engage in inappropriate conduct in the presence of a child, including between another adult.
- Ensure every person at the service is clear on their responsibility to notify the Approved Provider or Nominated Supervisor if they witness, suspect or receive any allegation or disclosure that a staff member, student, volunteer or other person is engaging in or has engaged in inappropriate conduct.



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- Report to nominated supervisor immediately if you have been advised of or witness, suspect or receive any allegation or disclosure that a staff member, student, volunteer or other person is engaging in or has engaged in inappropriate conduct.
- Be aware of legislative reform changes and communication shared by nominated supervisor.

**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 July 5, 2024

Reviewed and Updated March 2026



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# EDUCATIONAL PROGRAM 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. We recognise that critical reflection and careful planning increases the value of children's participation at our service. We aim to ensure that the educational program and practice responds to children's interests and scaffolds their learning. Our philosophy guides all practice including the educational program and practice. Blinkies Early Education Centre Pty Ltd embeds the paramountcy principle to ensure the rights, safety and best interests of children are the primary consideration in all decisions and practices.

## 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



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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**

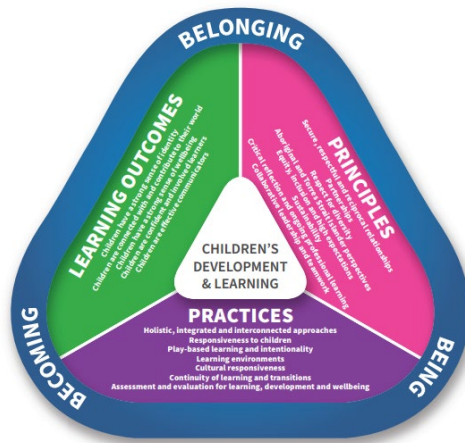
- Designing and delivering a stimulating program that aligns with the Early Years Learning Framework to enhance each child’s current knowledge, ideas, culture, abilities and interests.
- All curriculum decisions contribute to the learning and development outcomes for each child with relation to their 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.

This diagrams below shows the integrated connections of the Vision, Principles, Practices and Learning Outcomes that centre on children’s learning, development and wellbeing. Belonging, Being and Becoming overlap all these elements.

BELONGING, BEING AND BECOMING		
PRINCIPLES	PRACTICES	LEARNING OUTCOMES
<ul style="list-style-type: none"> <li>• Secure, respectful and reciprocal relationships</li> <li>• Partnerships</li> <li>• Respect for diversity</li> <li>• Aboriginal and Torres Strait Islander perspectives</li> <li>• Equity, inclusion and high expectations</li> <li>• Sustainability</li> <li>• Critical reflection and ongoing professional learning</li> <li>• Collaborative leadership and teamwork</li> </ul>	<ul style="list-style-type: none"> <li>• Holistic, integrated and interconnected approaches</li> <li>• Responsiveness to children</li> <li>• Play-based learning and intentionality</li> <li>• Learning environments</li> <li>• Cultural responsiveness</li> <li>• Continuity of learning and transitions</li> <li>• Assessment and evaluation for learning, development and wellbeing</li> </ul>	<ul style="list-style-type: none"> <li>• Children have a strong sense of identity</li> <li>• Children are connected with and contribute to their world</li> <li>• Children have a strong sense of wellbeing</li> <li>• Children are confident and involved learners</li> <li>• Children are effective communicators</li> </ul>



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### Education programs and using devices in the planning cycle

Photos are one of many sources of information and strategies that educators use to collect and document information about children's learning and development. Photos can:

- document and capture the learning journey
- show progression
- contribute to observations
- make 'the distance travelled' visible to both children and their families (including families from culturally and linguistically diverse backgrounds).

Photos cannot be considered a stand-alone assessment tool, as this misses a crucial step: where educators critically reflect, analyse, and use their professional judgement. Assessment of children's learning is undermined if there is an overreliance on photos, but where there is strong analysis photos can bring learning into sharper focus.

Digital devices are of great use when documenting a child's learning. They are particularly useful for capturing photos and videos of children to include in daily or weekly communications with families.

Documenting the program and the child's progress within the program can make a child's learning visible to their family. It creates valuable opportunities for starting meaningful discussions with families about their child's progress and involvement in the program and routine.

For educators, there is a possibility that churning out photos and videos of each child may become a drain on their time, detracting from quality educator-child interactions which support children's learning and development.

An educator's role is also to model the respectful and moderate use of digital devices within a child's routine, and their over-use to capture images and videos may send mixed messages to children.

Quality, not quantity, is the old adage, and it rings true when it comes to documenting a child's program and progress for families. Meaningful photos and videos that make learning visible are of far greater value than an overabundance of daily content.

### 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



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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

The educational leader in children’s education and care services has an influential role in inspiring, motivating, affirming and also challenging or extending the practice and pedagogy of educators. The role is a collaborative endeavor involving inquiry and reflection, which can significantly impact on the important work educators do with children and families. Educational leader will:

- 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.
- Provide opportunities for reflection on documentation and use of digital imagery, leading conversations with families and educators to strike a balance between useful documentation, family expectations for updates and safety of children’s images.
- Support educators in minimising the time they are behind a screen/camera for documentation to ensure interactions and engagement with children are a focus throughout the day.
- Acknowledge that certain learning experiences present a higher risk than others and prepare risk assessments to protect children from harm or hazard. These should be completed collaboratively and shared with other educators, students, volunteers involved as well as the Educational Leader

### 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



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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 brought 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 TRANSITION 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



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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

Reviewed and Updated March 2026



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## 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.

Blinkies Early Education Centre Pty Ltd embeds the paramountcy principle to ensure the rights, safety and best interests of children are the primary consideration in all decisions and practices.

### Background and Guiding Principles

This policy covers serious medical conditions which may be potentially life-threatening including, but not limited to, asthma, diabetes, or a diagnosis that a child is at risk of anaphylaxis.

If a child enrolled at the service has a specific health care need, allergy or other relevant medical condition, the parent of a child must be provided with a copy of the service's medical conditions policy. A 'medical condition' is a condition that has been diagnosed by a registered medical practitioner (a person registered under the Health Practitioner Regulation National Law to practise in the medical profession, other than as a student). The Australian Health Practitioner Regulation Agency keeps national registers of practitioners on its website at [www.ahpra.gov.au](http://www.ahpra.gov.au).

### 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.



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## 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 administer 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 an 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.



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### Asthma Emergency

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;



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- 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.

### Emergency Medication for Emergency First Aid

General use adrenaline devices are additional to a patient's prescribed adrenaline device and not a substitute for prescribed devices.

They are likely to be used when:

- A person who is known to be at risk of anaphylaxis does not have their own device immediately accessible, or their device is out of date.
- A second dose of adrenaline is required before an ambulance has arrived.
- A person’s own device has misfired or has accidentally been discharged.
- Someone previously diagnosed with mild allergy, who was not prescribed an adrenaline device, has their first episode of anaphylaxis.
- Someone who was not previously known to be at risk has an episode of anaphylaxis for the first time (for example, a child having their first reaction at school). In this situation it is important to check local policies to determine how to proceed.

People at risk of anaphylaxis should always be able to access their own prescribed adrenaline device. Adrenaline devices for general use and prescribed devices) should be:

- Kept out of the reach of young children.
- Easily accessible when needed and not in a locked cupboard, room, or office.
- Stored at room temperature, away from excessive heat or cooling.

A copy of the ASCIA First Aid Plan for Anaphylaxis should always be kept with an adrenaline device for general use (for example, in the first aid kit). The ASCIA First Aid Plan for Anaphylaxis is on the ASCIA website:

<https://www.allergy.org.au/hp/anaphylaxis/ascia-action-plan-for-anaphylaxis#fa>

Adrenaline devices are designed so that a person without any medical training can give adrenaline in an anaphylaxis emergency, as shown on the ASCIA First Aid Plan for Anaphylaxis.

CEC providers should have at least one general use adrenaline injector. A copy of the ASCIA First Aid Plan for Anaphylaxis with the correct instructions for the general use adrenaline injector must be stored with the general use device. General use adrenaline injectors are additional to a child’s prescribed adrenaline injector and not a substitute for prescribed devices. CEC providers should have a general use adrenaline injector even when the service does not have a student at risk of anaphylaxis enrolled

### 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**).

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### 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.

Reviewed and Updated June 2025

Reviewed and Updated March 2026



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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.

Blinkies Early Education Centre Pty Ltd embeds the paramourncy principle to ensure the rights, safety and best interests of children are the primary consideration in all decisions and practices.

### 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.

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- 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 annually 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.
- Ensure that first aid kits are well stocked with in date products in accordance with regulation 89.

#### **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.



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- 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.

Reviewed June 2025

Reviewed and Updated March 2026

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## 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)**).

Blinkies Early Education Centre Pty Ltd embeds the paramountcy principle to ensure the rights, safety and best interests of children are the primary consideration in all decisions and practices.

### 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.

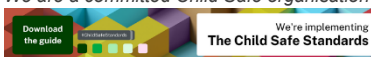
### Administration of First Aid

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.

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- 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



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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 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>

### **Timeframes for keeping records**

If the record relates to an incident, illness, injury or trauma suffered by a child while being educated and cared for by the service, or may have been suffered following an incident that occurred while being educated and cared for at the service, until the child is aged 25.

If the record relates to the death of a child while being educated and cared for by the service, or that may have occurred as a result of an incident while being educated and cared for by the service, until seven years after the death.

### **Notifications**

The approved provider must notify the regulatory authority of certain circumstances and information, including:

- serious incidents that occur at the service
- any incident where the approved provider reasonably believes that physical or sexual abuse of a child or children has occurred or is occurring while the child is being educated and cared for by the service.

### **Trauma**

Childhood trauma is the result of an event, or series of events, that cause a child to feel helpless and pushed beyond their ability to cope. All children and young people experience events that affect them both emotionally and physically, but most recover without ongoing difficulties. However, some events can feel overwhelming or traumatic – especially if a child or young person feels unsupported or unsafe.

Even seemingly ordinary events that may not seem overwhelming to adults can be frightening for a child or young person. These can include falls, accidents or invasive medical procedures. Children and young people may also experience trauma from events such as physical or sexual abuse, family violence, forced displacement from home, experiencing family violence, or witnessing distressing content in the media.

Sometimes the effects of trauma are immediate and more obvious, while at other times they can take some time to appear.



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Understanding the many ways trauma can affect children and young people can help educators respond with compassion, consistency and appropriate support. Be You Resources - Learn more about [Grief, trauma and critical incidents](#). ”<sup>6</sup>

### Responsibilities of the Approved Provider

- Ensure that the parent of the child is notified as soon as a practicable, but no longer than 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=IwZXh0bgNhZW0CMTEAAR36i5vI8II72GkpgWGBl-kFqnSxnQnzEhMzubhNYEVvVly47fISTFcLk9o\\_aem\\_uVJKOaeRE4I0hxFyQPKMWA](https://www.acecqa.gov.au/notify?fbclid=IwZXh0bgNhZW0CMTEAAR36i5vI8II72GkpgWGBl-kFqnSxnQnzEhMzubhNYEVvVly47fISTFcLk9o_aem_uVJKOaeRE4I0hxFyQPKMWA)

### 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.

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- 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.

Reviewed June 2025

Reviewed and Updated March 2026



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## 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.

Blinkies Early Education Centre Pty Ltd embeds the paramountcy principle to ensure the rights, safety and best interests of children are the primary consideration in all decisions and practices.

### 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.

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- 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.
- Take all reasonable steps to prevent the spread of an infectious disease at the service including additional cleaning, exclusion and communication as per recommendations in “Staying Healthy Preventing Infectious Diseases in Early Childhood Education and Care Services.
- 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

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. 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. Please refer to enrolment policy.

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 June 2025

Reviewed and Updated March 2026



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## 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.

Blinkies Early Education Centre Pty Ltd embeds the paramountcy principle to ensure the rights, safety and best interests of children are the primary consideration in all decisions and practices.

### 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.

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## 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.



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- 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**).



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### 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 2025

Reviewed and Updated March 2026



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## 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. [Children and young people's right to sleep and rest | ACECQA](#)

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. Blinkies Early Education Centre Pty Ltd embeds the paramountcy principle to ensure the rights, safety and best interests of children are the primary consideration in all decisions and practices.

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

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## 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.
- Blinkies Early Education Centre Pty use a range of practices to manage sleep, rest, and relaxation needs.
- The approach is influenced by many factors including: the age and characteristics of the children, the needs of families and the community, and the physical environment space and layout. In thinking about sleep, rest, and relaxation practices, consider the 4 principles for R.E.S.T.
- 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.



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- 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.

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## 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.



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- 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.

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- 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 child 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.



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- 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.

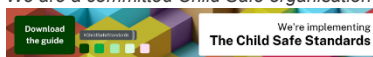
**Safe Sleeping bag** - Well fitted across the neck and chest, with baby's arms out, and no hood.

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 advice from recognised authorities.

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- 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 of 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 and Updated – December 16, 2025

Reviewed and Updated March 2026



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## 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. Blinkies Early Education Centre Pty Ltd embeds the paramountcy principle to ensure the rights, safety and best interests of children are the primary consideration in all decisions and practices.

### 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.

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- 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](http://www.cancercouncil.com.au/sunsmart).

### **Using sunscreen on babies and children**

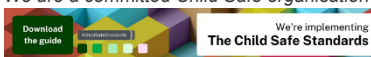
Babies aged under 6 months have highly absorptive skin and the Australasian College of Dermatologist recommends minimising use of sunscreen. Always usage test any product first on a small area of your baby or child's skin for any negative reactions and apply sunscreen to those areas of exposed skin that can't be covered with hats and clothing. If your baby or child reacts to sunscreen, seek advice from your doctor or chemist and provide information to educators on enrolment.

Cancer Council recommends protecting babies and children's skin with physical barriers such as wraps, clothing, hats and using shade as much as possible. If your baby or child is going to be exposed to the sun, apply sunscreen to those small areas of skin not covered by wraps, clothing and a hat. Babies under 6 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 2025

Reviewed and Updated March 2026

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## 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. Blinkies Early Education Centre Pty Ltd embeds the paramountcy principle to ensure the rights, safety and best interests of children are the primary consideration in all decisions and practices.

### 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)**).



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- 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.

### Evacuation Plans and Diagrams

- “Evacuation Diagrams are important to have within any building where occupants are working or living. Evacuation diagrams are specifically designed to help direct occupants in a clear and efficient manner to escape routes during any emergency while trying to exit the building. With the new Australian Standard (AS) 3745 “planning for emergencies in facilities” requirements, it is detailed that all evacuation diagrams should have the following to be compliant with current standards.
  - ‘You are here’ location
  - Fire stairs
  - Fire indicator panel
  - Firefighting equipment locations
  - Emergency exit points
  - Assembly points
  - Legends and more
  - Site Plan

The diagrams must be appropriately located on each evacuation route and displayed in locations where occupants and Visitors are able to view them.

### 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)**).



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### Fire Safety Statement

The owner of a building having a fire safety schedule is required to provide a copy of the fire safety statement to the Commissioner of Fire & Rescue NSW (FRNSW). There are two different types of fire safety schedule, dealing with essential fire safety measures and critical fire safety measures respectively.

An **annual fire safety statement** is a statement issued by or on behalf of the owner of a building to the effect that:

- each essential fire safety measure specified in the statement has been assessed by an accredited practitioner (fire safety) as capable of performing:
  - for an essential fire safety measure specified in the fire safety schedule - to a standard no less than that specified in the schedule, or
  - for an original measure within the meaning of section 81 - to a standard no less than that to which the measure was originally designed and implemented, and
- the building has been inspected by an accredited practitioner (fire safety) and was found, when it was inspected, to be in a condition that did not disclose grounds for a prosecution under Part 15.

A **supplementary fire safety statement** is a statement issued by the owner of a building to the effect that each critical fire safety measure specified in the statement has been assessed by an accredited practitioner (fire safety) as capable of performing to at least the standard required by the current fire safety schedule for the building.

Under the Environmental Planning and Assessment (Development Certification and Fire Safety) Regulation 2021, the owner of a building is required to give FRNSW a copy of the following, as soon as practicable after its issue:

- annual fire safety statement, in addition to the current fire safety schedule ([section 89](#)), and
- supplementary fire safety statement in relation to any critical fire safety measure, in addition to the current fire safety schedule ([section 91](#)).

### 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.

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- 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 June 2025

Reviewed and Updated March 2026



## 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. Blinkies Early Education Centre Pty Ltd embeds the paramountcy principle to ensure the rights, safety and best interests of children are the primary consideration in all decisions and practices.



### 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 do 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 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.

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- 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.
- Clearly label the location of SDS in the service

#### *Buy safe products*

- If you must buy a product powered by button batteries, only buy products that
  - are secured with a child-resistant locking mechanism
  - require a screwdriver or tool to open the battery compartment, or require 2 simultaneous but different movements to open the compartment.
- Buy new button batteries in child-resistant packaging—that is, with packaging that needs to be opened with scissors.
- Button battery products should be robust enough to be dropped without breaking.

#### *Reduce the number of products powered by button batteries*

- Avoid buying products powered by button batteries.
- Replace products powered by button batteries with alternative items which are rechargeable or powered by cylinder batteries or the sun.
- Rechargeable products that contain inaccessible button batteries still need to be drop resistant and durable.
- Restrict children and families from bringing items containing button batteries (except for required medical aids such as hearing aids or glucometers that are essential to health and learning) onto your premises.
- Have a process to keep essential button battery operated products in a secure but staff accessible location for emergencies.
- Let families know about this restriction when they enrol and remind them regularly throughout their attendance.
- Proactively check for compliance

#### **Toys for children up to and including 36 months of age mandatory standard**

From 4<sup>th</sup> March 2025 suppliers must comply with the new mandatory standards – [Consumer Goods \(Toys for Children up to and including 36 Months of Age\) Safety Standard 2023](#)

- The mandatory standard was created to reduce the risk of small parts releasing or coming off toys during play or after reasonable wear and tear.
- It applies to toys for children up to and including 36 months of age that are manufactured, designed, labelled and marketed as playthings.
- It sets out requirements for design, construction and testing.

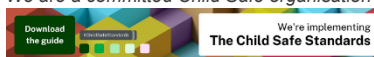
#### **Plants and Fungi**

There are many common plants which are either poisonous or dangerous to children and services must be aware of the plants which are present or introduced to the service to minimise the risk to children. The following resources provide guidance on plants and fungi to avoid:

- “Grow me Safely – Plants to Avoid” Kidsafe NSW [https://www.kidsafensw.org/imagesDB/wysiwyg/GROWMESAFELY-PlantstoAvoid\\_2014\\_1.pdf](https://www.kidsafensw.org/imagesDB/wysiwyg/GROWMESAFELY-PlantstoAvoid_2014_1.pdf)
- Dangerous Plants: Keeping Children Safe” Raising Children Network <https://raisingchildren.net.au/toddlers/safety/poisons/dangerous-plants>
- Plants and mushrooms poisonous to people, Queensland Government <https://www.poisonsinfo.health.qld.gov.au/plants-and-mushrooms>
- “Plants and Fungi Poisonous to people in Queensland”, Queensland Health Environmental Protection Agency, Queensland Government

If you or someone in your care might have been exposed to a poisonous plant, immediately call the Poisons Information Centre on 131 126 for advice – 24hrs a day, 7 days a week, Australia wide. If you need to go to hospital, try to take a piece of plant with you for identification purposes.

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## Chemicals

Under the WHS Regulations, a hazardous chemical is any substance, mixture or article that satisfies the criteria of one or more hazard classes in the Globally Harmonized System of Classification and Labelling of Chemicals (GHS), as modified by Schedule 6 of the WHS Regulations.

Steps to manage risks:

- Use containers with correct labels as provided by the supplier
- Never store in food or drink containers
- Maintain a register of chemicals
- Identify risk of physical or chemical reaction
- Provide information, training and instruction to staff
- Obtain current Safety Data Sheets (SDS)
- Provide clear guidance on usage, dilution and storage
- Take a risk management approach:
  - Identify reasonably foreseeable hazards
  - Eliminate risk as far as is reasonably practicable, or implement control measures to minimise the risk where elimination is not an option, this may include:
    - Substitution
    - Administrative controls
    - Engineering controls
  - maintain the implemented control measures
  - review and revise control measures at least every 5yrs or after an incident or near miss

The [Globally Harmonized System of Classification and Labelling of Chemicals \(GHS\)](#) classifies chemicals by types of hazard. It helps you communicate information about hazardous chemicals on labels and safety data sheets.

Nine hazard pictograms in the GHS represent the physical, health and environmental hazards.

<https://www.safeworkaustralia.gov.au/safety-topic/hazards/chemicals/classifying-chemicals/using-ghs>



## 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.
- Adhere to the SDS for correct use and storage of all products
- Know the location of SDS in the service

## 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 June 2025

Reviewed and Updated March 2026



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## 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. Educator-to-child ratios alone do not achieve adequate supervision. Supervision is critical to the safety of children and helps to protect children from harm or hazards that may arise in their play and daily routines.

Blinkies Early Education Centre Pty Ltd embeds the paramountcy principle to ensure the rights, safety and best interests of children are the primary consideration in all decisions and practices.

### 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

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.

#### Adequate Supervision Means

- that an educator can respond immediately, particularly when a child is distressed or in a hazardous situation.
- knowing where children are at all times and monitoring their activities actively and diligently.

Educators should balance supervision and engagement by drawing on a range of skills such as positioning, using peripheral vision and monitoring changes in noise and stress levels. Children of different ages and abilities need different levels of supervision. In general, the younger the children are, the more they need an adult close by to support and help them.

*Factors affecting adequate supervision:*

- number, ages and abilities of children,
- number and positioning of educators,
- each child's current activity, including those who are sleeping or resting,
- areas where children are playing, in particular, the visibility and accessibility,

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- risks in the environment and experiences provided to children, including excursions or on transportation provided or arranged by the service,
- the educators' knowledge of each child and each group of children
- the experience, knowledge and skill of each educator.

Children need safe and secure environments to thrive in their life and learning. Effective supervision is integral to creating environments that are safe and responsive to the needs of all children.

It also helps to protect children from hazards or harm that may arise from their play and daily routines. Effective supervision also allows educators to engage in meaningful interactions with children.

### Approaches to supervision

To effectively supervise groups of children, educators need to conduct risk assessments and make professional judgements to determine an approach to supervision. Consider the environment, the children, and the context of the activities children participate in.

Risk assessments allow educators to determine the level of supervision that is required for particular situations. For example, an educator may recognise that a particular activity that involves some risk, such as carpentry, requires close supervision. Alternatively, if children are participating in low risk activities, the educator can focus their attention on engaging with children.

When adopting an approach to supervision, it is also important to consider how children's agency is promoted. The decisions educators make about how they supervise children can provide opportunities for children to participate in genuine decision-making. For example, when an educator adopts an approach to supervision allowing a child to engage in independent exploration and appropriate risk taking, they provide opportunities for the child to make responsible and genuine decisions about their play.

### Active supervision

Educators promote children's learning and development by creating physical and social environments that have a positive impact. It is necessary for educators to be alert and aware of risks and hazards and the potential for accidents and injury, not only in their immediate location but also throughout the service. To provide effective supervision, educators need to be conscious of the physical environment and be attuned to the needs of individual children.

Educators need to communicate and collaborate with one another to ensure children are supervised effectively. This is necessary to ensure educators know where their colleagues are in the service and how this may affect the supervision of children. Additionally, it enables roles and responsibilities to be clearly understood. For example, educators should let their colleagues know if they are leaving an area for any reason, such as to get a resource from another room, or to go to the bathroom. Educators may also need to communicate details about individual children. For example, an infant who has had difficulty eating solid foods due to a cold may need to be monitored more closely when they are eating food. In a centre-based service, children of different ages and abilities will need different levels of supervision. Generally, the younger children are, the more they need an adult to be close by to support and assist them.

For young children, adequate supervision may involve children remaining in close proximity to the adult who is supervising them. Supervision of infants and toddlers who are sleeping will need to be carefully considered to ensure educators can see and hear children. With preschool age children, the program may involve simultaneous use of indoor and outdoor environments. It is important that educators effectively supervise children in both of these environments.

### 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



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- Have received suitable training in the proper care of children
- Ensure that the health, welfare and safety of children is the paramount consideration in all decisions.
- Close observation of children to provide support and to extend on children's play experiences. Educators who closely observe children and are attuned to their needs and interests can recognise when children wish to play without adult involvement.
- Actively engaging with children to support their learning. Effective supervision requires a combination of observation and engagement. Educators need to assess and respond to children's supervision needs in conjunction with engaging with children to promote quality learning opportunities.
- Scanning or regularly looking around the area to observe all children in the environment ensures that all children are actively supervised. Educators who are aware of the environment can identify appropriate positions for maximum vision of children. Educators should avoid standing with their backs to children and undertaking tasks that will distract them from supervising children, such as administrative tasks.
- Listening carefully to children and noting any changes of tone or volume in their voice. Noting these changes can assist in supervising children who may not be in direct vision.
- Evaluating situations to determine the potential risks and benefits for children's health, safety and wellbeing. Observing children's play and anticipating what may occur next allows educators to assist children as difficulties arise and to intervene when there is a potential danger to 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.

All educators under the age of 18 will be supervised at all times when working with the children (**National Regulation 120**).

Ensure the service meets regulatory requirements with regards to 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.
- Careful planning of rosters to ensure that educators are always available to respond to children.
- Policies and procedures that address supervision clearly.
- Flexible supervision arrangements to allow for supervision of individual children or small groups, such as sleeping children or indoor and outdoor experiences offered simultaneously.

#### **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 effective and active supervision
- Regularly reflect on supervision in the service environment

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- Ensure no children are placed in danger or exposed to risks in the environment.
- Understand the child safe standards.
- Adhere to supervision plans.
- Ensure that all educators under the age of 18 years are supervised at all times.

#### **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 June 2025

Reviewed and Updated March 2026



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## 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. Blinkies Early Education Centre Pty Ltd embeds the paramountcy principle to ensure the rights, safety and best interests of children are the primary consideration in all decisions and practices.

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. Positive communication and interactions with children at our service are crucial to supporting children's growth and development. We acknowledge that many recognised authorities confirm the importance of positive adult interactions with children. We are committed to developing trusting and respectful relationships between educators and children and providing an environment where interactions with each child are warm, responsive and build trusting relationships

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.



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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.



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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

**Inappropriate conduct**

The legislation references conduct that a reasonable person would consider to be inappropriate in the circumstances, while that child is being educated and cared for at an education and care service including:

- whether it is likely to cause harm (physical, emotional or psychological) to the child,
- whether it transgresses expectations about what is acceptable in an education and care service, and
- the child's age and developmental stage
- whether the behaviour is sexual, violent or aggressive.

Factors that will not be taken into account in determining whether the conduct is inappropriate include whether or not the child consented to the conduct, and whether the person accused of the offence is related to the child.”<sup>7</sup>

**“5AA Meaning of “inappropriate conduct” in relation to child [NSW]**

(1) In this Law, inappropriate conduct in relation to a child means conduct a reasonable person would consider to be inappropriate in an education and care service.

(2) In deciding whether a reasonable person would consider conduct inappropriate in an education and care service, the following must be considered—

- (a) whether the conduct is expected practice in the provision of education and care services;
- (b) the child's age and stage of development;
- (c) whether a child is likely to suffer emotional, psychological or physical harm as a result of the conduct;
- (d) the purpose of the conduct, including whether the conduct, in the circumstances in which the conduct occurs, could be considered sexual or violent.

(3) In deciding whether conduct is inappropriate conduct in relation to a child, the following is irrelevant—

- (a) whether the child consents to the conduct;
- (b) whether the person engaging in the conduct believes the child consents to the conduct.

(4) A child may be subjected to conduct that is inappropriate conduct—

- (a) in person, both directly and otherwise; or  
Example— conduct witnessed by a child
- (b) by communication, including—
  - (i) verbal communication; and
  - (ii) electronic communication received in real or close to real time; or
- (c) by electronic capture, including photography and recording; or
- (d) through a pattern of behaviour.

Note— This section is an additional NSW provision.”<sup>8</sup>



### Examples of inappropriate conduct

- “Inappropriate physical contact – touching a child in a sexualised or intrusive way, such as tickling, wrestling, prolonged or unnecessary hugging that is not warranted in the circumstances, kissing a child on the cheek, massaging, or physical closeness (such as encouraging a child sit on an educator’s lap for an extended period) that is not age appropriate or required based on the needs or abilities of a child.
- Grooming behaviours – including but not limited to favouritism, offering gifts or special privileges, encouraging emotional dependency (attachment fostering), or initiating private or secret communication with a child.
- Ill treatment that is not disciplinary in nature – including physical or verbal abuse, threats, yelling, swearing, rough handling or other conduct likely to cause emotional or psychological harm.
- Unprofessional communication – such as in-person conversations, sending personal messages, capturing or sharing images of children via unauthorised devices or platforms, or engaging with children online through social media or apps unrelated to your role.”<sup>9</sup>

“Subjecting a child to inappropriate conduct can occur in a number of ways including, but not limited to:

- in-person via words or behaviour, including both adult to child or between adults in the presence of a child/ren
- filming and capturing images or recordings
- as a single occasion or as part of a pattern over time
- either directly or indirectly (for example, exposure to inappropriate language or conversations, or leaving inappropriate material accessible to children)
- online
- as an omission (for example, deliberately excluding a child).

### Examples of inappropriate conduct towards children and young people

- Humiliating and threatening children and young people
- Using physical contact that could be construed as sexualised or intrusive
- Making physical threats
- Engaging in and using any touching that is intimate, sexualised or overly personal
- Initiating, requesting or encouraging kissing
- Using retaliatory, insulting or humiliating remarks (which could include shouting or yelling in a hostile tone)
- Force-feeding
- Photographing and recording children in a state of undress or during toileting and hygiene care routines
- Engaging in one-to-one personal direct online or digital messages to children and young people
- Following children’s and young people’s accounts and tagging in a social media post, including online ‘friend requests’ and personal messaging (noting social media age restrictions)

### Inappropriate conduct in the presence of children and young people

- Using disrespectful language and behaviours between adults, for example yelling and shouting in a hostile tone
- Using threatening or intimidating body language between adults, for example getting in someone’s face or following them while continuing to yell at them
- Engaging in sexualised or racially charged conversations
- Engaging with inappropriate images, videos or written content
- Discussing children and young people in a derogatory manner
- Talking disrespectfully about children’s and young people’s families, culture or home environments
- Talking about or initiating experiences that are inappropriate for children’s age and development, and may negatively shape thoughts and behaviour

Remember, these are the issues that will be taken into consideration when deciding if practice or behaviour is inappropriate conduct:

- Is inconsistent with professional standards or codes of conduct.
- Causes or is likely to cause emotional, psychological, or physical harm.
- Has violent, aggressive or sexual connotations.

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- Is ill treatment of a child or young person that is not disciplinary in nature, for example, behaviour that is not in response to, or intended to address, a child's behaviour, in which case inappropriate discipline offences may instead apply.

It is also important to note that not all of the conduct considerations listed above need to be met in order for the conduct to be deemed inappropriate by a reasonable person.

Read more on inappropriate conduct by visiting [https://www.acecqa.gov.au/information-sheet-inappropriate-conduct?fbclid=IwRIRTSAQK9MlleHRuA2FlbQixMQBzcnRjBmFwcF9pZAo2Njl4NTY4Mzc5AAEeLLXVm8sqmNik2vTImjMuwsTU4TDxJ8t0AsE2\\_3T7QpXpCn3P4suvvMQtmxs\\_aem\\_v6Rfo0EubY7K8zvZz5Ehig](https://www.acecqa.gov.au/information-sheet-inappropriate-conduct?fbclid=IwRIRTSAQK9MlleHRuA2FlbQixMQBzcnRjBmFwcF9pZAo2Njl4NTY4Mzc5AAEeLLXVm8sqmNik2vTImjMuwsTU4TDxJ8t0AsE2_3T7QpXpCn3P4suvvMQtmxs_aem_v6Rfo0EubY7K8zvZz5Ehig)

#### 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.
- Never subject a child to conduct that a reasonable person would consider to be inappropriate in an education and care service.
- Never engage in inappropriate conduct in the presence of a child, including between another adult.
- Role Model, monitor and ensure that there is clear notification of any child safety concerns.
- Ensure every person at the service is clear on their responsibility to notify the Approved Provider or Nominated Supervisor if they witness, suspect or receive any allegation or disclosure that a staff member, student, volunteer or other person is engaging in or has engaged in inappropriate conduct.
- Report to the Regulatory Authority with 24hrs if you have been advised of or witness, suspect or receive any allegation or disclosure that a staff member, student, volunteer or other person is engaging in or has engaged in inappropriate conduct

#### 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.



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- 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.
- Never subject a child to conduct that a reasonable person would consider to be inappropriate in an education and care service.
- Never engage in inappropriate conduct in the presence of a child, including between another adult.
- Role Model, monitor and ensure that there is clear notification of any child safety concerns.
- Ensure every person at the service is clear on their responsibility to notify the Approved Provider or Nominated Supervisor if they witness, suspect or receive any allegation or disclosure that a staff member, student, volunteer or other person is engaging in or has engaged in inappropriate conduct.
- Ensure the safety, rights and best interests of children are paramount to all decision making and practices.
- 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.
- Be an active learning and research new learning as well as participating in training opportunities to better understand how to positively interact with children, including during difficult moments.
- Follow and support others to follow the service commitments to child safety.

**Engage in positive strategies when working with children including:**

- Communicating in a warm, supportive way and using active listening
- Being responsive to children’s needs and demonstrating understanding
- Encouraging children to express themselves and their opinions and share stories.
- Providing positive behaviour guidance (refer to Positive Guidance Policy).



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- Monitoring children’s play to pre-empt potential conflicts and provide support where needed.
- Talking to children about what is happening with their routines and transitions.
- Communicating with respect and acknowledgement of similarities and differences.
- Encouraging children to engage with others in meaningful, open interactions.
- Supporting babies’ early attempts to communicate by acknowledging and responding sensitively to their cues and signals.
- Being patient, gentle, calm and reassuring even when children strongly express distress, frustration or anger.
- Acknowledging children’s efforts and achievements and supporting children to experience success.
- Respectively participating in children’s play and using children’s cues to guide their level and type of involvement.
- Listening actively to children and responding appropriately.
- When children share concerns, stop and listen attentively.
- Respect a child’s choice to not join a game or activity.
- Collaborating with children about routines and experiences and providing opportunities for them to make decisions and choices.
- Provide children with choices where possible.
- Getting children’s attention before communicating and getting down to their level.
- Using positive messages instead of negative, e.g. “Please use your walking feet inside” instead of “Don’t run inside”.
- Using routine times, such as nappy changing, as an opportunity to communicate one-on-one with children.
- Using appropriate techniques to communicate to meet all children’s needs, this may include sign language, picture or words in the child’s first language.
- Sitting and engaging in a relaxed and unhurried way with children.
- Supporting children to feel safe and secure and acknowledging their feelings.
- Engaging in two-way conversations with children.
- Using positive, respectful language, including:
  - Choice of words
  - Tone and volume
  - Facial expressions and body language.
- Being aware of children’s abilities, challenges and unique needs, and supporting transitions.
- Creating physical environments, programs and routines that allow children the time and resources needed for positive interactions with their peers.
- Supporting children to explore reciprocal rights and active community participation, as well as fostering resilience and agency through activities that recognise children as capable and competent learners.
- Considering the pace and flow of the program that allows a balance of play experiences such as individual and group, quiet and noisy, active and passive experiences.
- Being intentional in planning and offer support to scaffold learning.
- Implementing flexible arrangements centred around children’s routines, interests and offering extended periods of uninterrupted play.
- Encouraging children to take on different roles within groups.
- Inviting children to collaborate with educators.
- Allowing children to undertake experiences that develop self-reliance and self-esteem.



- Maintaining the dignity and rights of each child.
- Considering the family and cultural values, age, and physical and intellectual development and abilities of each child.
- Treat all children, regardless of prior relationships in a respectful and caring way without bias, for example children who are related to staff members.
- Role model and manage own emotions so responses to any behavioural concerns are constructive, positive and appropriate.
- Systematically reflect on their interactions with children both individually and as a team.
- Follow requirements for interaction with and in the presence of children from the Code of Conduct Policy and Procedure.
- Ask a child's permission throughout the day, where age appropriate, for instance telling/asking the child;
  - Can I please wipe your nose, change your nappy?
  - Would you like me to help you get dressed?
  - You look sad, do you need a cuddle?
  - Would you like to sit with me for a while until you are ready to play?
- Never physically restrain a child unless you are protecting them. If restraint is needed to protect the safety of a child/adult you must consider all other options. Any restraint 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.
- Never drag or physically force a child to move/relocate, or to hit, kick or push a child.
- Contribute to the development of, and implement, quality practices that ensure that the requirements of regulations 155 and 156 are met and 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.
- Never engage in conduct that is inappropriate including, but not limited to; grooming, speaking aggressively to a child, inappropriate staff-to-staff conduct, inappropriate use of technology, inappropriate physical contact, ill treatment, unprofessional communication.

#### **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.
- Understand that the service must take steps as required under legislative requirements and follow advice from recognised authorities.

Reviewed and Updated – July 2025

Reviewed and Updated March 2026



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## 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.

Blinkies Early Education Centre Pty Ltd embeds the paramountcy principle to ensure the rights, safety and best interests of children are the primary consideration in all decisions and practices.

### 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)

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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...”



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## 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."<sup>10</sup>

## 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.
- Never subject a child to conduct that a reasonable person would consider to be inappropriate in an education and care service.
- Role Model, monitor and ensure that there is clear notification of any child safety concerns.
- Ensure every person at the service is clear on their responsibility to notify the Approved Provider or Nominated Supervisor if they witness, suspect or receive any allegation or disclosure that a staff member, student, volunteer or other person is engaging in or has engaged in inappropriate conduct.
- Report to the Regulatory Authority immediately if you have been advised of or witness, suspect or receive any allegation or disclosure that a staff member, student, volunteer or other person is engaging in or has engaged in inappropriate conduct.

#### **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.

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- 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 restraint 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.
- Never subject a child to conduct that a reasonable person would consider to be inappropriate in an education and care service.
- Immediately notify the Approved Provider or Nominated Supervisor if they witness, suspect or receive any allegation or disclosure that a staff member, student, volunteer or other person is engaging in or has engaged in inappropriate conduct.



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**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.



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**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 advice 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')

Reviewed and Updated March 2026



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## EXCURSION AND INCURSION 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.

Children's safety and wellbeing is of primary importance, and approved providers and their services must ensure that appropriate measures are in place to protect children from any harm or hazard, including providing adequate supervision and preventing the entry of unauthorised persons. The transition of children to, and away from, a service requires particular attention, particularly given how busy it can be at certain times and the number of people coming and going. Safeguarding children during their delivery to, and collection from, the service premises can be enabled by the creation of policies and procedures and an effective process for their implementation

Blinkies Early Education Centre Pty Ltd embeds the paramountcy principle to ensure the rights, safety and best interests of children are the primary consideration in all decisions and practices.

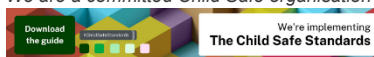
### Planning

- 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.

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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

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- 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.



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### 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.

### Incursions and Visiting Performances

Incursions or visiting performers can add richness to learning programs and allow children to engage in exciting activities. Incursions may be regular visiting organisations or those who attend once off. They are conducted for the purpose of enhancing the education program and outcomes for children. It is important that a risk minimisation process is applied for all visiting organisations working with children.

### Service Special Events

Special events may include attendance of families or other community members or it may be celebrated without external attendees. When planning a special event, a risk management/minimisation plan should be prepared and distributed to all staff involved.

Reviewed June 2025

Reviewed and Updated March 2026



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## 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. Blinkies Early Education Centre Pty Ltd embeds the paramountcy principle to ensure the rights, safety and best interests of children are the primary consideration in all decisions and practices.

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.

### Background and Guiding Principles

The safety and supervision of children is paramount when in or around water. This policy covers the following aspects

- water play
- excursions near water
- hot water
- drinking water
- hygiene practices with water

### Drinking Water

The Education and Care Services National Regulations R78 states the following:

“(1) The approved provider of an education and care service must ensure that children being educated and cared for by the service—

- (a) have access to safe drinking water at all times; and
- (b) are offered food and beverages appropriate to the needs of each child on a regular basis throughout the day.”<sup>11</sup>

### Water Safety for Children

“Drowning can occur quickly and quietly, without any warning noises.

Drowning is one of the major causes of death for children under 5 years. Babies and toddlers are top-heavy, which puts them at higher risk of drowning. If they fall into shallow water, they can't always lift themselves out.

In Australia, children under 5 drown in:

- swimming pools
- baths and spa baths
- rivers, creeks and streams
- the sea
- dams, lagoons and lakes.

Children also drown in less obvious locations, like nappy buckets, water tanks, water features and fish ponds – even pets' water bowls.

For every child who dies from drowning in Australia, approximately 7 other children are hospitalised from near-drowning incidents. Some of these incidents result in severe brain damage.

According to Kidsafe (the recognised authority on the prevention of injuries in children), drowning continues to be one of the main causes of fatalities of Australian children. Every year a number of children drown or were in near drowning situations. Non-fatal drowning incidents are also of great concern as they can have potential long-term effects, including brain damage and permanent disability. The most common factor in childhood drowning is a lack of supervision. A child can drown in as little as a few centimetres of water. A water hazard or water feature may include dams, ponds, water fountains, large drains or any areas that retain water. Items such as nappy buckets, sinks, pet drinking bowls, ponds, pools, water features and water tanks are also potential drowning hazards.

### Hot water

Scalds and burns from hot water can happen at bath time, as the result of a spilled cup of tea or coffee or during mealtimes when a hot stove, pots or pans can cause a burn.

Over a thousand children and older people are burns and scalds victims each year in Australia.

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Never carry a child while drinking a hot cup of tea or coffee.  
Never leave a child unattended in the bath.  
Ensure your home has a properly installed and functioning hot water tempering device.  
Always run the cold water tap first, and then slowly add the hot water.”<sup>12</sup>

“Every year, over 360 children aged 0-4 years are treated at the Burn Unit at the Children's Hospital at Westmead as a result of scalds. That's about 1 child a day!

- Many serious scalds are caused by hot tap water.
- 8 out of 10 hot tap water scalds in children under 5 years (and 7 out of 10 for all patients) happen in the bathroom.
- Severe scalds can scar for life and may cause emotional trauma.
- At 60degrees Celsius hot water will cause a full thickness burn in less than one second

#### **For all burns and scalds**

- Remove clothing and jewellery.
- Clothing can hold heat on the burnt area.
- If swelling occurs jewellery can stop blood flow to the burnt area.

#### **Apply cold running water**

- For at least 20 minutes.
- If running water is not available, wet 2 cloths and alternate them onto burn every 2 minutes.
- **Do NOT** use ice, butter, creams, etc

#### **Seek medical attention**

- For any burn bigger than a 20c piece, or with blisters, or
- If you have any concerns at all about your child.”<sup>13</sup>

#### **Causes of burns and scalds**

Scalds are burns from hot liquids or steam. Any hot substances can scald a child. Treat all hot things as if they are as dangerous as fire. In fact, everyday items used in and around the house cause the most burn and scald injuries.

These include:

- hot drinks such as cups of tea and coffee
- water from saucepans, kettles, jugs, billies, urns and thermoses
- hot food solids and saucepans of hot liquid
- coal ashes
- friction burns – for example, treadmills
- running hot water from taps, showers and bath water
- lighters and matches
- fat and hot cooking oil
- steam and vapour
- vehicle exhausts.

The average delivery temperature of domestic hot water is 70°C. A much safer temperature for domestic hot water is 50°C. This is because water at a lower temperature takes longer to cause injury. For example:

- At 60°C, it takes one second for hot water to cause third-degree burns.
- At 55°C, it takes 10 seconds for hot water to cause third-degree burns.
- At 50°C, it takes five minutes for hot water to cause third-degree burns.

To reduce the risk of injury to your child from hot water scalds, it is recommended that you have a device installed to control the delivery temperature of bathroom hot water to a maximum of 50°C.

“Due to the potential for serious burns at 60°C, there is a compliance requirement to ensure a safer temperature at the tap. AS3498 is the standard used for TMV installation and testing and it requires the delivery of hot water for personal hygiene to be delivered from the tap at a maximum of 50°C to prevent burns. For early childhood centres, schools, aged care, corporate facilities



or other specific businesses with customers at risk like hairdressers or beauty salons the maximum temperature at the tap must be 45°C.

### 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.
- Ensure that there is adequate supervision provided given the ages and developmental needs of children when undertaking water activities (including ratios).
- Ensure educators inspect indoor and outdoor environments for potential water hazards during and after wet weather
- Ensure current risk assessments are maintained in collaboration with educators.
- Ensure maintenance checks are carried out on TMV

### 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.
- Ensure the safety, rights and best interests of children are paramount to all decision making and practices.
- 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.
- Inspect indoor and outdoor environments for potential water hazards during and after wet weather and take steps to rectify any water hazards immediately and report to the nominated supervisor or responsible person in charge.

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### *Reducing risks around water*

- Check children's play areas each morning to ensure that no containers or pools of water are accessible for children. If rain occurs during the day, outdoor play areas must be checked for safety prior to the children entering the outdoor environment.
- Ensure buckets used for cleaning are emptied immediately after use. Buckets must not be left in play areas or be accessible to children.
- Ensure children are closely supervised at all times during water play experiences considering their age, the type of water play and location of water play. For instance, where a water container can be climbed into, an educator must be present at the vessel at all times. Where water is in an elevated trough staff must be within close proximity and have visual contact at all times. Educators must communicate with each other if there is a need to leave a water play activity and ensure either the activity is ceased and removed from child access or have another educator replace them.
- Empty troughs and containers onto plants and gardens after each use, do not leave water in troughs when the playground is not in use.
- Empty, safely cover or make inaccessible to children all water containers when they are not in use, e.g. mop buckets, nappy buckets, bathtubs, water troughs, pet water containers.
- Discourage children from drinking water used in water play activities.
- Take additional precautions, as identified in risk assessments where excursions or outings include water either on route or at the destination. Refer to the Excursion Policy and Procedure.
- Ensure children are not able to reach into aquariums and fishbowls. Aquariums and fish tanks must be secured in such a way that they cannot be pushed/pulled over.
- Conduct risk assessments for all water activities and implement risk management control measures to reduce risk.

### *Drinking water to be accessible*

- Ensure that children are provided with clean drinking water at all times.
- Remind children and families to take drink bottles home each day for cleaning.
- Supervise children's access to water bottles to ensure they are not sharing others' bottles.
- Water containers used for dispensing water into cups must be securely sealed. At the end of each day, the water container must be emptied and cleaned thoroughly.
- Where cups are used for accessing drinking water there must be a clearly visible procedure for the storage of clean and dirty cups and for the cleaning of these.

### *Hot water*

- Not consume hot drinks in areas where children have access. Ensure hot drinks and other hot liquids are not taken into children's rooms or the playground by any other person.
- Ensure children do not have access to adult areas within the service where hot water is available.
- Closely supervise children around nappy change areas where hot water to handbasins are present.
- Use thermometer to ensure the maximum bathing temperature for young children is 37°C to 38°C

### *Education*

- Incorporate water safety education into programs and use a range of resources to promote water safety.
- Take every opportunity to discuss water safety with children including the risks associated with hot water.

### **Responsibilities of the Families**

Reinforce water safety practices with children at home.

Reviewed June 2025

Reviewed March 2026



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# 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. Blinkies Early Education Centre Pty Ltd embeds the paramountcy principle to ensure the rights, safety and best interests of children are the primary consideration in all decisions and practices.

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 2025

Reviewed and Updated March 2026



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# 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. Blinkies Early Education Centre Pty Ltd embeds the paramourncy principle to ensure the rights, safety and best interests of children are the primary consideration in all decisions and practices.

## 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.
- Positively and clearly communicate all aspects of the policy and take a zero-tolerance approach to non-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.
- Be aware of and consider any conflict of interest between students/volunteers and other members of the service before consenting to placement. Consult with the Approved Provider.
- Consider the participation of all volunteers and students on an equal opportunity basis.

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- Ensure all volunteers and student are linked to the service through the portal or via the paper application.
- Maintain a register of staff, contractors, volunteer and student WWCC including expiry dates.
- Ensure a contractor, student or volunteers (who is not exempt) holds at minimum a volunteer WWCC which has been validated/confirmed and recorded on the WWCC Record Keeping Form.
- Ensure all contractors, students, volunteers and visitors sign accurate attendance records when participating at the service, this includes signing in their attendance on each day they visit.
- Check WWCC on-line for contractors conducting work while children are present.
- Evaluate the benefit or the attendance of each student and volunteer giving consideration to their experiences and ability to meet the service philosophy. In considering the Nominated Supervisor should refer to the Prohibition Notice, WWCC and other information provided at the time of request including if they are a restricted person in Queensland.
- Ensure all Students and Volunteers complete the following documents prior to commencement:
  - Student and Volunteer Record Form upon commencement
  - Student and Volunteer Induction Checklist upon commencement
  - Prohibition Notice (ACECQA) upon commencement
  - WWCC validated and recorded on the WWCC Record Keeping Form upon commencement and regularly during employment.
  - Every visit – complete attendance in Visitors Log
  - Have completed the required child protection and child safety training through GECCO
- Log into NQAITS to search the Register of Prohibited Persons & Suspended Educators upon commencement of volunteers and students and regularly where there is a prolonged period of engagement. Record of check to be recorded on the WWCC Record Keeping Form.
- From 27 Feb 2026 add students and volunteers to the National Early Childhood Worker Register in NQAITS from 27 Feb 2026 within 14 days of being employed, engaged or appointed and within 14 days of becoming aware of any change to the information.
- Meet the transition requirements to have all students and volunteers engaged prior to 14<sup>th</sup> August 2026 complete the Mandatory Child Safe Training in GECCO by 27<sup>th</sup> August 2026 and after that, within 14 days of being employed/engaged or before directly working with children (whichever is earlier).
- Provide a brief induction program that alerts students and volunteers to their responsibilities in relation to the philosophy, confidentiality, child protection and child safe policies including reporting obligations and known medical conditions and allergies of children at the service.
- During induction, ensure the student or volunteer is aware of the need to tell a staff member immediately if they notice a child leaving the premise with an adult so it can be confirmed that the person is an authorised collector.
- Share the location of policies, procedures, forms and legislation to support their participation.
- Provide, at minimum the following documents to students and volunteers:
  - Service Philosophy
  - Privacy and Confidentiality Policy and Procedure
  - Grievance Resolution Policy and Procedure
  - Incident, Injury, Trauma and Illness Policy and Procedure
  - Supervision Policy and Procedure
  - Student, Volunteers and Visitors Policy and Procedure
  - Code of Conduct Policy and Procedure
  - Service Commitment to Child Safety



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- Safe Use of Digital Technologies Policy and Procedure
- Take reasonable steps to restrict the access of persons who have been in an identified hotspot during the outbreak of a communicable disease or pandemic as per health advise.
- Ensure all visitors to the service, including volunteers and students acknowledge they are not a restricted person or travelled to a hotspot when signing into the service on each occasion using the Visitors Log.
- Take all reasonable steps to ensure that students, volunteers and other visitors are never left alone with children; they are to always be supervised by an educator at the service. Ensure students and volunteers understand that they also share this responsibility.
- Ensure students and volunteers do not administer medication or first aid (unless there is a life-threatening situation and no other first aid qualified adult is able to assist).
- Ensure students, volunteers and visitors comply with any additional requirements that may be enforced by public health orders or government requirements.
- Ensure that volunteers and students at the service:
  - implement adequate health and hygiene practices and safe practices for handling, preparing and storing food
  - are not affected by alcohol or drugs (including prescription medication) that may impair their capacity to supervise or provide education and care to children at the service
  - are able to identify any children with medical conditions and allergies and know where to locate their medical management plan and medication and that they are aware of the Risk Minimisation and Communication Plan for any children that they work with regularly.
  - are aware of the emergency evacuation procedures and are involved in all emergency and evacuation rehearsals when they are in attendance
  - are aware of and ensure that no child being educated and cared for by the service is subject to any form of corporal punishment, or any discipline that is unreasonable.
  - follow the policies and procedures of the service
  - are aware of the service philosophy and are mindful that decisions are made which align with this philosophy and the policies and procedures of the service.
- Ensure visitors, contractors students and volunteers are not permitted to possess and/or use their mobile phones, tablets or smart watches for any purpose, (calling, texting, email, photos) when directly working with children or when children are present unless it is an emergency related to the children being cared for.
- Ensure that all visitors, students and volunteers are aware of and comply with the requirement that smart watches capable of taking, storing, receiving or sending images must not be worn when directly working with children.
- Photos and videos must only be taken on service-supplied or authorised devices, owned by the service or an approved Organisation and stored securely with password protection.
- Imagery required for student assessment must be approved by the Nominated Supervisor, and must not include images of children.
- Provide Digital Imagery Requirements Form as part of induction and if required the Electronic Device Authorisation Form.
- Clearly explain requirements around supervision and safety, including known environmental blind spots, close supervision of playhouses, bathrooms, climbing risks near fences, boundary, fence and gate checks and children with known behaviours to be considered with supervision.
- Monitor students and volunteers to ensure that no child is subjected to inappropriate discipline or inappropriate conduct.



- Report to the Regulatory Authority immediately if you have been advised of or witness, suspect or receive any allegation or disclosure that a staff member, student, volunteer or other person is engaging in or has engaged in inappropriate conduct.
- Ensure volunteers and students have easy access to the Regulations and Law Acts.
- Conduct a risk assessment for the participation of students and volunteers and ensure it is communicated to supervising educators.
- Conduct a risk assessment for contractors including considerations such as use of digital devices and WWCC.
- Review risk assessment annually and when a need arises.

#### **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.
- Monitor students and volunteers to ensure that no child is subjected to inappropriate discipline or inappropriate conduct.
- Immediately notify the Approved Provider or Nominated Supervisor if they witness, suspect or receive any allegation or disclosure that a staff member, student, volunteer or other person is engaging in or has engaged in inappropriate conduct.
- Follow control measures outlined in the risk assessment and ensure students and volunteers are aware of any restrictions which form part of the risk assessment.

#### **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.
- Always interact with children in a positive way and ensure that no child is subjected to inappropriate discipline or inappropriate conduct.
- Complete the required child protection and child safety training through GECCO
- Immediately notify the Approved Provider or Nominated Supervisor if they witness, suspect or receive any allegation or disclosure that a staff member, student, volunteer or other person is engaging in or has engaged in inappropriate conduct.
- 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.



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- 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.
- Adhere to digital imagery requirements.
- No phones or apple watches capable of taking or transmitting images to be worn or within the service at any time.

### **2026 Child Safety Changes**

- The requirement for the completion of child protection training to be expanded to include volunteers and students.
- From 27 Feb 2026 students and volunteers must also complete the new mandatory nationally consistent child safety training through GECCKO.
- Students and volunteers will be required to be entered into the National Early Childhood Worker Register from 27<sup>th</sup> Feb 2026 within 14days of commencement. Changes to information and cessation must also be updated withing 14days.
- Meet the transition requirements to have all students and volunteers engaged prior to 14<sup>th</sup> August 2026 complete the Mandatory Child Safe Training in GECCKO by 27<sup>th</sup> August 2026 and after that, within 14 days of being employed/engaged or before directly working with children (whichever is earlier).
- From 2 January 2026, there are additional offences under the National Law and additional Penalty Infringement Notices under the National Regulations, including:
  - Law and regulations not available to staff, volunteers and parents Regulation 185
  - An offence for a volunteers or student to subject a child to conduct that a reasonable person would consider to be inappropriate in an education and care service.
  - <https://www.acecqa.gov.au/changes-maximum-penalties-and-infringement-notices>

### **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 June 2025

Reviewed and Updated March 2026



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# 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. Blinkies Early Education Centre Pty Ltd embeds the paramountcy principle to ensure the rights, safety and best interests of children are the primary consideration in all decisions and practices.

**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



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4. Implementation of control strategies to reduce the risks
5. Monitoring and reviewing the effectiveness of the hazard identification and risk control strategies

### Background and Guiding Principles

"In 2011, Safe Work Australia developed the model work health and safety (WHS) laws to be implemented across Australia. To become legally binding the Commonwealth, states and territories must separately implement them as their own laws. Safe Work Australia is responsible for maintaining the model WHS laws, but we don't regulate or enforce them.

The model WHS laws include:

- the model WHS Act
- the model WHS Regulations
- model Codes of Practice.

The model WHS Act forms the basis of the WHS Acts that have been implemented in most jurisdictions across Australia. The main object of the Act is to provide for a balanced and nationally consistent framework to secure the health and safety of workers and workplaces. It does this by:

- protecting workers and other persons from harm by requiring duty holders to eliminate or minimise risk
- providing for fair and effective representation, consultation and cooperation
- encouraging unions and employer organisations to take a constructive role in promoting improvements in WHS practices
- promoting the provision of advice, information, education and training for WHS
- securing compliance with the Act through effective and appropriate compliance and enforcement measures
- ensuring appropriate scrutiny and review of actions taken by persons with powers or functions under the Act
- providing a framework for continuous improvement
- maintaining and strengthening national harmonisation of WHS laws and facilitating a consistent national approach to WHS."<sup>14</sup>

The following provides background into the requirements under the Act as outlined in the "**Summary of The Model Work Health and Safety Bill**":

#### "Duties and Responsibilities

"Duties imposed on a person to ensure health or safety ('health and safety duties') require the person:

- to eliminate risks to health and safety, so far as is reasonably practicable, and
- if it is not reasonably practicable to eliminate risks to health and safety, to minimise those risks so far as is reasonably practicable.

The duty of a person conducting a business or undertaking must ensure, so far as is reasonably practicable, the health and safety of:

- workers engaged, or caused to be engaged by the person, and
- workers whose activities in carrying out work are influenced or directed by the person, while the workers are at work in the business or undertaking.

A person conducting a business or undertaking must also ensure, so far as is reasonably practicable, that the health and safety of other persons is not put at risk from work carried out as part of the conduct of the business or undertaking.

#### Health and safety duties must be discharged so far as is 'reasonably practicable'.

The term 'reasonably practicable' means that which is, or was at a particular time, reasonably able to be done in relation to ensuring health or safety, taking into account and weighing up all relevant matters including:

- the likelihood of the hazard or risk occurring
- the seriousness of the risk
- what the person concerned knows, or ought reasonably to know, about the hazard or the risk, and ways of eliminating or minimising the risk, and
- the availability and suitability of ways to eliminate or minimise the risk.

After assessing these matters, the cost of ways of eliminating or minimising the risk, including whether the cost is grossly disproportionate to the risk, may also be taken into account.

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### **Workers duties**

Workers must:

1. take reasonable care for their own health and safety,
2. take reasonable care that their acts or omissions do not adversely affect the health and safety of other persons, and
3. comply, so far as the worker is reasonably able with any reasonable instruction given by a person conducting a business or undertaking to allow the person conducting the business or undertaking to comply with the model WHS Bill, and
4. cooperate with any reasonable policy or procedure of the person conducting the business or undertaking which relates to work health or safety and that has been notified to workers.

### **Other person duties**

Other persons at the workplace have a duty to take reasonable care for their own health and safety and to take reasonable care that their acts or omissions do not adversely affect the health and safety of other persons. They also must comply, so far as they reasonably can, with any reasonable instruction given by the person conducting the business or undertaking to allow the person to comply with the model WHS Bill.

#### **Duty to consult workers**

*Persons conducting a business or undertaking must, so far as is reasonably practicable, consult with workers who carry out work for the business or undertaking who are, or are likely to be, directly affected by a matter relating to health or safety at work.*

*Consultation must be in accordance with any procedures agreed between the person conducting the business or undertaking and the workers.*

#### **Nature of consultation**

*Consultation means:*

- *sharing relevant information*
- *giving workers a reasonable opportunity to express their views, raise issues and contribute to decision making*
- *taking workers' views into account, and*
- *advising workers of the outcome of the consultation in a timely manner.*

*If the workers are represented by a Health and Safety Representative, the consultation must involve that representative.*

#### **When consultation is required:**

*Consultation is required:*

- *when identifying hazards and assessing risks arising from work*
- *making decisions about ways to eliminate or minimise those risks*
- *making decisions about the adequacy of facilities for the welfare of workers*
- *proposing changes that may affect the health or safety of workers*
- *making decisions about the procedures for resolving health or safety issues, monitoring the health of workers or workplace conditions, information and training or consultation with workers, and*
- *when carrying out any other activity prescribed by the model WHS Regulations*

#### **Health and Safety Representatives**

*The model WHS Bill provides for the appointment, powers and functions of Health and Safety Representatives. Health and Safety Representatives represent work groups, being groups of workers within a business or undertaking. Provision is also made for Health and Safety Representatives to operate across multiple businesses or undertakings by agreement between all relevant parties.*<sup>15</sup>

#### **Codes of Practice**

There are a range of Codes of Practice, these are practical guides to achieve the standards of health and safety required under the model Work Health and Safety (WHS) Act and model WHS Regulations. Approved Providers and Nominated Supervisors should keep up to date with current versions and use these when assessing and minimising risk in the workplace.

- First Aid in the Workplace
- Hazardous Manual Tasks
- Labelling of Workplace Hazardous Chemicals

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- Managing Noise and Preventing Hearing Loss at Work
- Managing the Work Environment and Facilities
- Work Health and Safety Consultation Cooperation and Coordination
- How to Manage Work Health and Safety Risks
- Managing Electrical Risks in the Workplace
- Managing psychosocial hazards at work
- Managing Risk of Hazardous Chemicals in the Workplace
- Managing the Risk of Falls at Workplaces

Model Codes of Practice can be found at: <https://www.safeworkaustralia.gov.au/law-and-regulation/codes-practice>

### Managing Risks

**Risk** management involves thinking about what could happen if someone is exposed to a hazard and how likely it is to happen. You should always aim to eliminate **risks**. If you can't, you must minimise **risks** so far as is reasonably practicable.

Eliminating the risk is the best control. If you can't, you must minimise the risk so far as is reasonably practicable. The hierarchy of control measures assists duty holders to select the highest control measures to effectively manage risk.

### A step-by-step approach

To manage **WHS risks** you should:

1. Identify **hazards**
2. Assess **risks**
3. Control **risks**
4. Review control measures

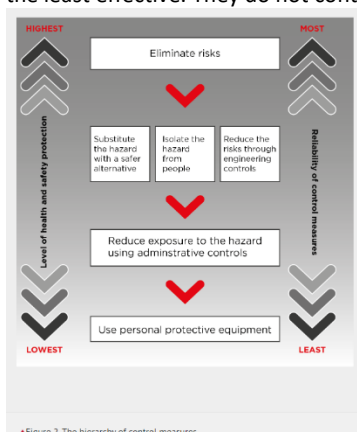
At each step you must consult with workers and their health and safety representatives. Workers have knowledge, experience and ideas that can help you manage **WHS risks**.

**Risk** management should be used for both physical **risks** and psychological **risks** in the workplace. Psychological **risks** are **risks** to someone's psychological health (mental health).

### Control measures

You should always aim to eliminate **risks**, as this is the best way to manage risk. If you can't eliminate **risks**, you must minimise **risks** so far as is reasonably practicable.

Use the hierarchy of control measures to control **risks** and reduce exposure to **hazards**. The ways of controlling risk are ranked from the highest level of protection and reliability to the lowest. Administrative controls and **personal protective equipment (PPE)** are the least effective. They do not control the hazard at the source and rely on human behaviour and supervision.

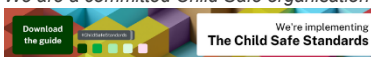


### Reasonably practicable

What you must do to manage WHS risks depends on what is reasonably practicable. To decide if something is reasonably practicable you should think about all the relevant matters, for example:

- the likelihood of the hazard or risk
- the harm that could occur

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- knowledge about the hazard or risk
- ways to minimise or eliminate the risk, and if these are available and suitable cost, including whether the cost is grossly disproportionate to the risk

#### **Hazard Manual Tasks**

Working in early education and care involves the lifting of children, this risk must be managed appropriately to avoid injury. The following information is from the Hazardous manual tasks – Code of Practice October 2018;

“The term ‘MSD’ refers to an injury to, or a disease of, the musculoskeletal system, whether occurring suddenly or over time. It does not include an injury caused by crushing, entrapment or cutting resulting from the mechanical operation of plant. An MSD may include:

- sprains and strains of muscles, ligaments and tendons
- back injuries, including damage to the muscles, tendons, ligaments, spinal discs, nerves, joints and bones
- joint and bone injuries or degeneration, including injuries to the shoulder, elbow, wrist, hip, knee, ankle, hands and feet
- nerve injuries or compression, for example carpal tunnel syndrome
- muscular and vascular disorders as a result of hand–arm vibration
- soft tissue injuries including hernias, and
- chronic pain.

#### **An MSD can occur in two ways:**

- gradual wear and tear to joints, ligaments, muscles and inter-vertebral discs caused by repeated or continuous use of the same body parts, including static body positions, or
- sudden damage caused by strenuous activity, or unexpected movements such as when loads being handled move or change position suddenly.

Injuries can also occur due to a combination of the above mechanisms.

**A hazardous manual task** is a task that requires a person to lift, lower, push, pull, carry or otherwise move, hold or restrain any person, animal or thing involving one or more of the following:

- repetitive or sustained force
- high or sudden force
- repetitive movement
- sustained or awkward posture
- exposure to vibration.

These hazards directly stress the body and can lead to an injury.

#### **Handling people**

No worker should fully lift a person, other than a small infant, unaided. This task should be assisted with mechanical aids, assistive devices or assistance from another worker. All people-handling activities are a potential source of injury and you must eliminate or minimise the risks associated with this hazardous manual task so far as is reasonably practicable, in accordance with the hierarchy of control measures.

The health and safety of the person being handled needs to be considered as well as the health and safety of the workers involved in the task. This involves assessing the physical condition and characteristics of the person being handled as well as their non-physical characteristics. For example, how the activity is undertaken and the risks involved may be affected by the ability of the person being moved to:

- *understand and communicate and their behaviour, and*
- *assist workers moving them.”<sup>16</sup>*

#### **Workplace Health and Safety**

“Work health and safety legislation in Australian states and territories place a duty of care on people conducting a business. This duty of care is to ensure the health and safety of workers and others as far as is reasonably practicable, including where there is potential for the spread of infectious diseases. Education and care services should monitor, manage and minimise risks for managers, educators, other staff and students in their workplace.

All managers, educators, students, volunteers and other staff and contractors (including cooks, cleaners and administrative staff) should be aware of the education and care service’s policy on health and safety and their own duty of care to contribute to a safe



work environment. This includes following appropriate infection control and immunisation policies as part of their employment and reporting their infectious status. If educators or other staff are feeling sick, they should not be at work.

People at the service who are pregnant or are planning on becoming pregnant – including educators, other staff and visitors to the service such as family members – must be aware that some infections can affect pregnancy and their unborn child, and take appropriate action.”<sup>17</sup>

### **Notifiable injuries, illness and incidents**

“In December 2025, Safe Work Australia published amendments to the model Work Health and Safety (WHS) Act, along with updated guidance on notification requirements.

Under the updated model WHS Act, notification duties extend to:

- dangerous incidents involving mobile plant and falls
- violent incidents, including sexual assault
- work-related suicide and attempted suicide, and
- extended worker absences (15+ calendar days).

While the model WHS Act has been updated, the changes will only take legal effect once they are adopted into local WHS laws. This process may take some time, and each jurisdiction will determine its own implementation timeline.”<sup>18</sup>

### **“A ‘relevant occurrence’ must be notified.**

#### **Section 34A Definition**

In this Part: relevant occurrence means the following:

- a) a notifiable incident;
- b) a notifiable extended absence;
- c) a notifiable act of suicide.

Section 35 What is a notifiable incident In this Act, notifiable incident means any of the following arising from the conduct of a business or undertaking:

- a) the death of a person;
- b) a serious injury or illness of a person;
- c) a dangerous incident;
- d) a violent incident.

Under Part 3 of the model WHS Act, there are 3 categories of events or situations that are notifiable to the WHS regulator:

1. Notifiable incidents of deaths, serious injuries and illnesses, dangerous incidents and violent incidents arising from the conduct of the business or undertaking.
2. Notifiable extended absence of a worker arising from the conduct of the business or undertaking.
3. Notifiable work-related suicides and attempted suicides.

A ‘worker’ is a person who carries out work for a PCBU, such as employees, contractors, casual workers, temporary workers, apprentices and volunteers.

### **Events that do not occur at the workplace**

Notifiable incidents, notifiable extended absences and notifiable suicides (including attempted suicides) may occur away from the workplace and still be work-related PCBUs must make a judgement on whether to notify the WHS regulator based on the information available. If it is connected to the worker’s work or workplace, it must be notified. If in doubt, seek advice from the WHS regulator.

### **Record Keeping**

(7) A person conducting a business or undertaking must keep a record of each notifiable incident, notifiable extended absence or notifiable suicide for at least 5 years from the day that notice of the incident, extended absence or suicide is given to the regulator under this section.

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For further details and contact numbers, including crisis services, refer to the “Notifiable incidents, extended absences and suicides Handbook 2025” Safe Work Australia [https://www.safeworkaustralia.gov.au/sites/default/files/2025-12/whs\\_notifications\\_incidents\\_extended\\_absences\\_suicides\\_factsheet\\_dec2025\\_update.pdf](https://www.safeworkaustralia.gov.au/sites/default/files/2025-12/whs_notifications_incidents_extended_absences_suicides_factsheet_dec2025_update.pdf)

### **Mental health and Psychosocial Hazards**

The things at work that can harm mental health are known as psychosocial hazards. These hazards can also cause physical harm.

### **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



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- 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.

#### *Risk Management*

- Collaboratively work with others to undertake risk management to fulfil duties arising from the regulations:
  - ❖ **identify** the hazard (find the problem)
  - ❖ **assess the risk** to health and safety from the hazards (work out what could happen and how likely it is to happen)
  - ❖ **control** the risk (fix the problem), and
  - ❖ **review control measures** the control measures to ensure on-going safety (check regularly that the problem is still fixed or that there are no new problems).
- Take all reasonable steps to eliminate all reasonably foreseeable risks. Where this is not reasonably practicable the risk must be controlled. There are five main ways to control risks. In order of effectiveness these are:
  - ❖ substituting the hazardous substance, machine, process or task with a safer alternative.
  - ❖ isolating the hazard from people.
  - ❖ minimising the risk by engineering means.
  - ❖ minimising the risk by administrative means, for example, by adopting safe working practices or providing training, instruction or information. If administrative measures are used, all workers should be trained and supervised so that they follow them.
  - ❖ using personal protective equipment (PPE). PPE should only be used when no other controls are practical or when it will be used in combination with another control.
- Use a combination of the above controls to get the best result.

#### *Reduce psychosocial stress by:*

- Assigning appropriate amounts of work each staff member.
- Providing support systems for talking about difficult situations at work.
- Providing clear work structures, particularly through times of change.
- Recognising and rewarding staff.
- Identifying and implementing control measures to manage any specific risks associated with children with challenging behaviours.
- Implement adequate hand-over practices.
- Reminding staff, families and others of the expectations under the Client Service Charter.
- Provide a quiet space for staff to take breaks away from children.
- Ensure rosters are consistent, provided with sufficient notice and allow for breaks and time to recover between shifts.
- Ensure staff are not rostered to be alone at the service at anytime.
- Provide additional support when required due to high demands or new/inexperienced staff.
- Be proactive in approaching adults, including families who may display harmful behaviours.
- Have regular conversations about work expectations, workloads and deadlines for tasks so everyone is clear.
- Provide training for staff to ensure they are able to complete tasks.
- Ensure staff have the equipment and resources they need.
- Support staff with difficult conversations with other staff members and families.
- Involve staff in decisions that affect their workplace.
- Be consistent and caring in your communication with others.
- Work with staff when they identify they are struggling to come up with practical solutions.
- Identify psychosocial hazards in the workplace and conduct a risk assessment to minimise risks.

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- Build a workplace culture of collaboration and cooperation.
- Monitor health of workers following a traumatic event and provide them with support and where appropriate refer for external support.
- Ensure environments are well maintained and pleasant to work in.
- Supporting staff who may feel depressed, stressed or anxious. Identify the cause of the concern and ways to address this in the workplace where practical. Support services which may assist:
  - ❖ [Lifeline](#)
  - ❖ [Beyond Blue](#)
  - ❖ [Black Dog Institute](#)
  - ❖ [SANE](#)

#### *Managing a workplace incident*

- Immediately notify the Approved Provider and any Workplace Health and Safety Representatives or Return to Work Coordinators to ensure appropriate workers compensation cover is accessed.
- When employees are involved in an accident resulting in an injury the following process must be followed:
  - ❖ Secure the area to ensure the safety,
  - ❖ Provide appropriate first aid administered by trained person,
  - ❖ Seek emergency services if required or instruct the staff member to seek medical attention if required,
  - ❖ Complete Workplace Incident Form,
  - ❖ Contact Approved Provider to advise,
  - ❖ Provide promptly all paperwork received to the Approved Provider and any Workplace Health and Safety Representatives or Return to Work Coordinators
  - ❖ Support the team member to return to work safely.

#### *Notifications*

- Immediately notify the Approved Provider of any near miss or serious staff injuries or illness believed to be contracted at work.
- Approved Provider to refer to notification requirements by contacting Safe Work in their jurisdiction and referring to the "Notifiable incidents, extended absences and suicides Handbook 2025" <https://www.safeworkaustralia.gov.au/safety-topic/managing-health-and-safety/incident-notification>
- Keep a record of each notifiable incident, notifiable extended absence or notifiable suicide for at least 5 years from the day that notice of the incident, extended absence or suicide is given to the regulator.
- The Nominated Supervisor should consult with the Approved Provider to determine if they should notify under R175(2)(c) "any circumstance arising at the service that poses a risk to the health, safety or wellbeing of a child or children attending the service" based on the circumstances. Report to the Regulatory Authority within 7 days of the relevant event or within 7 days of the Approved provider become aware.
- Seek advice from their local Public Health Unit if there is an outbreak of an infectious disease.

#### **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. Protecting children and each other is a team approach.

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;

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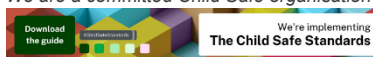


- Where an incident or a near-miss has occurred, the employee will immediately notify the Approved Provider/Nominated Supervisor and complete the relevant forms
- Ensure indoor and outdoor safety checklists are accurate and relevant to the service
- Check first aid kits are up to date and containing 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

The following are requirements of all persons in our service, not just leaders:

- **Biological hazards** - Follow the Immunisation, Infectious Disease, Handwashing, Nappy Change and Toileting and Health and Hygiene policies.
- **Emergency preparedness and response** - Follow the Emergency and Evacuation Policy and Procedure and regularly participate in drills. Ensure emergency plans and risk assessments cover a range of emergencies such as fire and chemical spills, is available. Ensure all exits are clear and maintained.
- **Equipment** - Inspect equipment regularly and maintain these in good condition, record on checklists. Conduct shelving and furniture risk assessments regularly.
- **Hazardous substances** - Follow the Dangerous Products Policy and Procedure. Read the label and SDS and follow relevant instructions. Always use safety equipment such as gloves, aprons and protective eyewear.
- **Uniform and Grooming** – follow requirements outlined in the Etiquette, Professionalism and Grooming and Sun Protection Policy and Procedures.
- **Slips, Trips and Falls**
  - Make sure contaminants and spills on the floor are cleaned up or removed promptly.
  - Use slip-resistant flooring in areas likely to become wet or contaminated.
  - Ensure regular and adequate cleaning of floors.
  - Keep working areas clear and tidy.
  - Maintain floor surfaces in a good order (e.g. free from holes, curled carpet edges etc).
  - Make sure walkways are adequately lit and clear of clutter.
  - Consider the physical characteristics of people and the activity being undertaken.
  - Ensure footwear is suitable for the type of work and work environment.
- **Manual tasks –**
  - For work involving hard physical effort:
    - organise work to reduce the physical force needed to lift, carry, move, hold or restrain items, such as positioning items as close as possible to where work is done
    - use devices, such as trolleys, to minimise effort
    - where possible, make sure flooring does not impede the use of wheeled equipment.
  - For work involving awkward working positions, all staff should:
    - work in the straightest forward-facing position
    - work with their arms close to their body not reaching away or overhead
    - vary their position frequently, don't stand, sit, kneel or squat for long periods
    - minimise bending and over-reaching
    - storing frequently used items between hip and shoulder height.
  - For work that is highly repetitive or involves tasks of long duration, workers should:
    - take regular breaks
    - work at a slower pace for tasks repeated frequently or done for long periods
    - use vary work duties or working positions for example, alternate between standing and sitting activities
    - change work practices or obtain equipment to avoid repetitive actions or prolonged tasks.

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## Manual Handling

The following should be observed when lifting, especially children as they may move suddenly:

### Plan the lift

- know what you are lifting, weight, any sharp edges etc.
- check the travel route, is it clear, will you fit through doorways, is there somewhere to unload safely?

### Get help if needed

- use a mechanical aid such as steps, trolleys etc.
- do you need more than one person to safely lift?
- don't overload, take more trips if needed.

### Get a good grip

- plan the best way to grip the object securely.

### Lift with your legs

- assume a comfortable stance.
- bend your legs not your back.
- lift smoothly, don't jerk.
- keep the load close to the body.
- do not twist your body, move your feet to be front on.

### Unload Safely

- use the same as when you were lifting.
- bend with your legs to lower the load.
- if there enough room for your fingers and toes when the load is set down.
- check the load is secure where you placed it and won't fall.
- Store heavy items between knee and shoulder height.

### Cots:

- Put sides down when lifting children into and out of cots.
- Use chairs to keep your back straight if you are required to pat children to sleep, put your arm through the cot sides instead of over the top of the rail to reduce the stretch.

### Nappy Change:

- Use steps or other devices to reduce lifting older children.
- Ensure everything is ready and within easy reach to avoid reaching and twisting.
- Centre yourself front on and keep one hand on the child to avoid sudden movements.
- Do not twist back, turn with whole body.

### Picking up toys/other items:

- Crouch or sit on the floor.
- Do not stoop or bend over.

### Lifting Technique:

- Avoid bending from the waist to reach children or objects located at ground level.
- Squat with feet shoulder width apart, keeping your back straight, and pushing your buttocks out to bring yourself as close to the child as possible, while holding the child securely.
- When holding toddlers, you should avoid placing them on one hip.

### Other Ways to Reduce Risk of Back Injury:

- Store frequently used or heavy items in an easily accessible area and at waist height.
- Avoid bending down at the waist to interact with children. Instead use a squatting or kneeling position.
- If possible when sitting on the floor, sit against a wall, or furniture to support your back.

Minimize repetitive bending and stooping when cleaning up toys, etc. Incorporate this into children's routine.

### • Psychosocial hazards-

- Be supportive of each other and speak with kindness and understanding.

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- Support new staff, or staff new to a room to understand their role and responsibilities
- Notify your manager if a staff member, parent or child is causing you concern and ask for assistance in managing this.
- Notify your manager if you or a colleague is feeling stressed or burnt out.
- Take a break from a situation where a child is being challenging by asking for help from management or other staff.
- Schedule tasks to avoid intense times such as arrival and departure times or meal times.

#### 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 contractors 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 June 2025

Reviewed and Updated March 2026



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## 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. Blinkies Early Education Centre Pty Ltd embeds the paramountcy principle to ensure the rights, safety and best interests of children are the primary consideration in all decisions and practices.

### 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.
- Educate staff to ensure that they are aware that smoking products including vaping devices and vaping substances must not be used on the premises or within 4m of a pedestrian entry or exit.
- Enforce the non-smoking laws, including the use of electronic and vaping substances and devices.

### 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.



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- Understand that smoking restrictions extend to all smoking products and can include tobacco products, herbal cigarettes, loose smoking blend, personal vaporisers (such as electronic or e-cigarettes, e-cigars, vapes) and personal vaporiser related products (e-liquids and vape devices). Accidentally dropping a vape substance or device may be deadly to a child, do not bring vapes, vape liquids or vaping devices into children’s learning spaces.

#### 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.
- Understand that smoking restrictions extend to all smoking products and can include tobacco products, herbal cigarettes, loose smoking blend, personal vaporisers (such as electronic or e-cigarettes, e-cigars, vapes) and personal vaporiser related products (e-liquids and vape devices). Accidentally dropping a vape substance or device may be deadly to a child, do not bring vapes, vape liquids or vaping devices into children’s learning spaces.

#### New South Wales Legislation:

“Smoking and vaping are banned in all enclosed public areas and certain outdoor public areas, under the Smoke-free Environment Act 2000 and the Smoke-free Environment Regulation 2016. These bans protect people from harmful second-hand tobacco smoke. There is no safe level of exposure to second-hand smoke.

Smoking and **vaping** in cars with children - It is an offence to smoke or **vape** in a car with children under age of 16 years in the vehicle. NSW Police enforce these bans.

Further information is available from these fact sheets:

- [Smoking in cars with a child under the age of 16 years in the vehicle](#)
- [E-cigarette in a car with a child under the age of 16 years in the vehicle”<sup>19</sup>](#)

Reviewed and Updated July 2025

Reviewed and Updated March 2026

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## 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.

All stakeholders are required to ensure that the safety, rights and best interests of children is the paramount consideration in all decisions and actions, all complaints addressed in child focused manner.

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.

Effective management of complaints and grievances confirms to educators, management, coordinators, staff, families and the community that complaints are taken seriously. Complaints can be used to support continuous improvement and are reflected under Quality Area 7 of the National Quality Standard (NQS):

<b>Element 7.2.1</b>	There is an effective self-assessment and quality improvement process in place
<b>Element 7.1.2</b>	Systems are in place to manage risk and enable the effective management and operation of a quality service that is child safe.



## LEGISLATIVE REQUIREMENTS

**Education and Care Services National Law Section 174(2)(b):** An approved provider must notify the regulatory authority of a complaint that alleges a serious incident has occurred or is occurring while a child is being educated and cared for by a service, or that the National Law and/or National Regulations have been contravened.

**Education and Care Services National Regulations regulation 168(2)(o):** requires policies and procedures for dealing with complaints including prescribed matters.

**Regulation 173(2)(b):** requires an approved provider of a centre-based service to make the name and telephone number of the person to whom complaints may be addressed clearly visible at the service.

**Regulation 173A(2)(b):** requires the approved provider of a family day care service to display the name and telephone number of the person to whom complaints may be addressed so that the information is clearly visible from the main entrance of each residence, venue and office of the FDC service.

**Regulation 176(2)(b):** requires an approved provider to notify the relevant regulatory authority in writing, within 24 hours of the complaint alleging that a serious incident has occurred or is occurring while a child is being educated and cared for by a service, or that the National Law and/or National Regulations have been contravened.

Notifications to the Regulatory Authority should be done using the ACECQA National Quality Agenda IT System (NQAITS) <https://public.nqaits.acecqa.gov.au/Pages/Landing.aspx>

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>

## Grievance Resolution Procedure

- **Raise your concern in a calm manner with the person with whom you have the grievance**
  - If you are unable or not comfortable in doing this or you were not happy with the outcome then you should...
- **Raise the concern with the Nominated Supervisor at the Service**
  - If you are unable or not comfortable in doing this or you were not happy with the outcome then you should...
- **Contact the Management Team**
  - If you are unable or not comfortable in doing this or you were not happy with the outcome then you should...
- **Contact the Approved provider**
  - If you are unable or not comfortable in doing this or you were not happy with the outcome then you should...
- **Contact the Regulatory Authority in your State (see grievance poster displayed at the service)**
- **Contact Services Australia if your concern relates to the service delivery of Child Care Subsidy (CCS)**

We ask that all families, educators and others please work through the above stages when raising a grievance so that each person has an opportunity to address your concerns prior to elevating it to the next level.

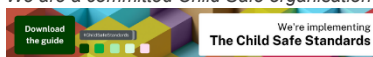
## Investigating a complaint

- Investigate promptly, fairly and thoroughly.
- Work co-operatively with management, staff, families and children to investigate and resolve a complaint.
- Listen to all information provided and ensure complaint is documented.
- Keep those involved informed throughout process while maintaining privacy and confidentiality.
- Review and implement changes that may be identified as requiring change following an investigation.

## Child Safe Standard 6 – Processes to respond to complaints of child abuse (or other concerns) are child focused

A child-focused complaint process supports children who are exposed to the risk of harm and encourages them to speak up. Children, families and staff know who to tell if they want to make a complaint of child abuse. Child safe organisations respond by immediately protecting children at risk. Complaints are addressed promptly, thoroughly and fairly. All adults understand their reporting obligations, including to external authorities. Child safe practices create environments where staff can identify and report suspected harm of children.

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Children are safer when complaints are addressed quickly, thoroughly and transparently, and where the family and community are supported. When the complaint process is child focused, children feel more comfortable and empowered to make a complaint.”<sup>20</sup>

**After an incident/allegation**

After a complaint or concern is raised, the approved provider or service leader should take prompt action:

- Log the complaint in the service’s complaints register
- Gather all information available
- Obtain advice from relevant authorities to assist in determining if you need to make a report/notification and
- Decide on a course of action
- Undertake a risk assessment to mitigate any ongoing risks to the safety of children at the service.

**How to Respond to Complaints – ACECQA NQF Child Safety Guide**

- Write it down
  - Record and add to grievance register
- Conduct an initial risk assessment
  - Identify risks to children and ensure safety
  - Identify which external agencies to notify or make a report to
  - Plan for investigation
  - Identify and secure any evidence
- Notify the regulatory authority under the National Law
  - Notify using the NQAITS and discuss with regulatory authority
  - Seek guidance on whether the person subject to allegation or complaint should keep working with children, during and after investigation
  - Continue to work with regulatory authority and follow their advice
- Consider if a report to external authorities under other laws is required;
  - Police and/or
  - Child protection agency as a mandatory reporter, and/or
  - Reportable conduct scheme, and/or
  - Contact the federal police – Australian Centre to Counter Child Exploitation, and the eSafety Commissioner if it’s about children’s online safety
- Notify parents
  - Seek guidance from external authorities on when and how to tell the family and whether to talk to the child and plan conversations.
  - Seek guidance from external authorities on whether to, how and when to talk to other families at the service and plan conversations.
- Conduct internal investigation – maintain confidentiality
- Support the child and family by keeping them informed and providing support
- Support staff
  - Ensure they understand confidentiality requirements
  - Use a trauma-informed approach to help staff involved in the process
  - Refer to an employee assistance program
- After the investigation has been completed – ensure clear documentation is maintained in a secure location including investigations and advice from expert authorities.

**Reporting to the Regulatory Authority**

Approved Providers must notify the regulatory authority of the following in relation to complaints:

Type of Notification	Timeframe	Reference
<ul style="list-style-type: none"> <li>• Any complaint alleging that a serious incident has occurred or is occurring at an education and care service (refer to regulation 12 for a list of Serious incidents), or</li> <li>• the National Law has been contravened</li> </ul>	Within 24hrs of the complaint	Section 174(2)(b) Regulation 12



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Allegations that physical or sexual abuse of a child or children has occurred or is occurring while the child or children are being educated and cared for by the service	Within 24hrs of the allegation, or within 24hrs of the approved provider becoming aware of the allegation	Section 174(2)(c) Regulation 175 (2)(d)
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We ask that all families, educators and others please work through the above stages when raising a grievance so that each person has an opportunity to address your concerns prior to elevating it to the next level.

### 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.
- Ensure the safety, rights and best interests of children are paramount to all decision making and practices.
- Positively and clearly communicate all aspects of the policy and take a zero-tolerance approach to non-compliance.
- 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 the Grievance Resolution Procedure is communicated to both educators and families and that this is followed.

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- Ensure that complaints are handled in a way that are child focussed and intended to bring the best outcome for children.
- Ensure educators, staff, volunteers and students are well informed about their individual child protection responsibilities, reporting and privacy obligations and processes for responding to disclosures.
- Train staff to handle complaints sensitively, with a focus on supporting and protecting children and ensuring that no child or person is retraumatised throughout the process.
- Support First Nations staff, children and families by offering the attendance of Aboriginal or Torres Strait Island staff or community support members in resolving conflict.
- Support staff, children and families from other cultures by offering the attendance of a staff member or community support member from their culture in resolving conflict.
- Where language is a barrier to resolving conflict look for ways to support staff, children and families such as including the use of apps, interpreters or identified support persons.
- Provide opportunities for complaints to be received and discussed in less formal methods, taking into consideration each person's ability to communicate and feel comfortable and safe.
- After a complaint, review relevant policies and procedures and forms and amend as required.
- Inform those raising their concerns about the outcomes and actions taken because of their feedback, maintaining appropriate confidentiality.
- Complete and display for staff and leadership the ACECQA "Reporting and Responding Schemes" page outlining the key contacts and information when responding to complaints and disclosures  
[https://www.acecqa.gov.au/sites/default/files/2025-06/CSCG\\_Reporting%20and%20Responding%20Schemes%20-%20Template\\_AttD.pdf](https://www.acecqa.gov.au/sites/default/files/2025-06/CSCG_Reporting%20and%20Responding%20Schemes%20-%20Template_AttD.pdf)
- Support indigenous staff, children and families by offering the attendance of Aboriginal or Torres Strait Islander staff or community support members in resolving conflict where appropriate.
- Support staff, children and families from other cultures where English may be their second language through offering a support person or interpreter where needed to resolve conflict.
- Provide opportunities for complaints to be received and discussed in less formal methods, taking into consideration each person's ability to communicate, feel comfortable and safe.
- Train staff to handle complaints sensitively, with a focus on supporting and protecting children and ensuring that no child or person is retraumatised throughout the process.

#### *Investigating a complaint*

- Investigate promptly, fairly and thoroughly.
- Work co-operatively with management, staff, families and children to investigate and resolve a complaint.
- Take a solution-based approach, listen and be understanding of the person's concern, thanking them for raising their concern.
- Value all feedback provided and use as part of the continual improvement process.
- Advise the person raising the concern that you will investigate fully and will advise them of the outcome in a timely manner.
- Document all concerns and seek input into the resolution from persons involved in the concern. You can document more complex concerns on the Formal Grievance Record Form.
- Maintain confidentiality and be sensitive to information received and shared.
- Respectfully and calmly investigate following the principles of procedural fairness and natural justice.
- Consider all information gathered and, in consultation with management decide on an appropriate course of action. Keep an open mind about the possible outcomes of the investigation, such as education or formal processes.
- Advise all relevant parties of the outcome of the investigation including the person who has raised the grievance.
- Record on the Grievance Resolution Log and monitor grievances for patterns and use these to guide further improvements.
- Individually or as a team, reflect on concerns raised to consider relevant changes.



- Where the grievance is between two staff members it may be appropriate to use reflective questions and set an action plan which identifies barriers and acknowledges agreed goals. Nominated Supervisors may use the “Template for Resolving Conflict in the Workplace – Action Plan” form and/or “Reflections upon Conflict” form.
- Where a concern is raised about a member of the leadership team, for example the Nominated Supervisor, the Approved Provider must be notified to follow up the concern. A concern about the Approved Provider should initially be made to the Nominated Supervisor.
- Where a serious grievance is raised against an educator it may be appropriate to ask that educator to stand down from duties with children while the investigation is conducted and may be asked to “show cause”. If this occurs the team member should remain on full pay and may be relocated to another suitable position. The team member must be considered innocent of allegations until an investigation is concluded. Refer to the Discipline and Procedures Policy and Procedures.
- Ensure the Approved Provider is notified if the complaint is reportable, serious or unable to be resolved.
- All concerns or complaints should be taken seriously, regardless of the perceived seriousness. Nominated Supervisor or other senior members of the team should always contact the person raising the concern to ensure them of our commitment to continual improvement and to seek further information for consideration.
- The Nominated Supervisor must advise the Approved Provider of grievances and ensure that the regulatory authority is notified in writing within 24hrs of any complaints alleging that a serious incident has occurred at the service or that the Education and Care National Law has been breached.
- Reporting to the Regulatory Authorities must be done using the NQAITs portal. It may also be necessary to notify other relevant authorities, refer to the Child Protection Policy.
- Nominated Supervisors and Approved Providers should refer to the ACECQA National Decision Tree to determine if a notification is required and the timeframe for reporting <https://www.acecqa.gov.au/notify>
- Where a complaint is in relation to children exhibiting harmful sexual behaviours, the Nominated Supervisor must:
  - Reassure the complainant that you will follow through and follow the above procedures for dealing fairly and promptly with the complaint.
  - determine if the alleged behaviour poses a risk to the safety of the child or other children or if it may be age-appropriate and expected sexualised behaviour. In doing so, refer to the resources on identifying and responding to sexualised behaviour in children provided on
    - the ACECQA website: <https://www.acecqa.gov.au/resources/applications/reporting>
    - TRUE Traffic Lights <https://www.true.org.au/education/programs-resources/for-schools-teachers/traffic-lights-for-professionals>
    - contact child safety to discuss further to ascertain strategies and determine if harmful or age-appropriate and expected.
  - Refer to the Child Protection Policy and take steps relating to reporting if appropriate, including child protection reporting and Regulatory Authority through NQAITs.
  - Remain confidential and respectful when keeping person who raised the concern informed on your follow up.
  - Provide education and support to educators in managing behaviours appropriately.
- Complete the ACECQA “Child Safety Incident Response Template” to identify any additional steps and risk control measures [https://www.acecqa.gov.au/sites/default/files/2025-06/CSCG\\_Incident%20Response%20%20Template\\_AttC.pdf](https://www.acecqa.gov.au/sites/default/files/2025-06/CSCG_Incident%20Response%20%20Template_AttC.pdf)
- Review and implement changes that may be identified as requiring change following an investigation.



### 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.

### 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](mailto: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](mailto:blinkies@blinkieseec.com.au)

Phone - 0249526269

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### 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.

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.

Reviewed June 2024 Reviewed and Updated August 2024

Reviewed June 2025

Reviewed and Updated March 2026



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## CLOSE CIRCUIT SURVEILLANCE - 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.

CCTV footage may be useful in investigating an incident or allegation. It is essential that all users are aware of their responsibilities under the CCTV Policy and related Privacy Legislation. To clearly outline the purpose, use and access to CCTV recordings in accordance with relevant laws and the CCTV Code of Ethics. This policy outlines the reason for surveillance systems and monitoring within the Centre, how monitoring will be conducted and by whom, and in what instances footage may be accessed and by whom, and in which instances surveillance footage may need to be reviewed or provided to a third party, such as a subpoena by a Court of Law or for official police investigation.

Blinkies Early Education Centre Pty Ltd embeds the paramountcy principle to ensure the rights, safety and best interests of children are the primary consideration in all decisions and practices.

### Background and Guiding Principles

We believe that the safety of employees and children in the centre is of paramount importance. In order to provide this our premises operates Close Circuit Television Systems (CCTV) in some locations. The CCTV surveillance and any monitoring are used for the purposes of:

- Ensuring the safety of the Centre, including its employees, children, visitors, volunteers, students, contractors, and members of the public
- Prevention of crime, theft and vandalism
- Ability to investigate and report on incidents where surveillance provides supporting Evidence.

“Optical surveillance devices, such as a security camera, webcam or CCTV, help keep places safe by deterring poor behaviour. Surveillance devices can't stop all bad actions, but they can show what happened if something goes wrong. They can't prevent children from being harmed or replace the need for educators to directly supervise children, like checking if they're sleeping safely.

Services should not rely on or become complacent in assuming that surveillance devices throughout the service will be enough of a deterrent to prevent all staff from undertaking inappropriate behaviour. There should not be surveillance devices in places where people expect privacy, like children's bathrooms.

If a security camera records people, services:

- must inform individuals, before they're recorded, that their personal information may be captured (see [Australian Privacy Principle 5](#) for further obligations to notify individuals of the collection of personal information), not simply that their images may be captured
- must make sure any personal information is secure and destroyed or de-identified when it is no longer needed
- should put signs at all entrances and exits
- should make sure signs are easy to understand, with pictures and words.

Ensure only authorised people have access to recorded videos. Cameras and devices connected to the internet can be hacked, so it's important to keep them secure. For example, the connection of webcams and baby monitors to wireless networks adds extra privacy risks because of the increased possibility of data being intercepted by people using electronic hacking devices.”<sup>21</sup>

### CCTV Code of Ethics

- “The primary objective of deployment of CCTV equipment should be to:



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- Act as a deterrent against criminal activity or unruly activities
- Provide assurance, security and safety to people occupying the spaces covered
- To maximise the deterrent value, and consistent with privacy requirements, camera usage should be notified in public areas
- Staff should be informed of any use within their work areas.
- CCTV systems should not normally be utilised purely for staff monitoring and surveillance.
- No CCTV camera should be deployed within toilet and change room facilities.
- The use of CCTV cameras is to add value to the environment in which it is utilised. To this end, the net value of its use must outweigh the constraints or restrictions it imposes.”<sup>22</sup>

Procedures for use of CCTV systems must be in accordance with the requirements of the Privacy Act 1988 (Commonwealth).

CCTV systems are used to monitor and record images necessary for the safety and security of the Centre employees and assets and for the safety and security of members of the public. Recorded images are retained and used only in accordance with the purpose for which the CCTV system was installed unless they are subject to State or Federal laws that may require these records to be used as evidence in legal proceedings or otherwise in accordance with the provisions of this policy.

CCTV systems will not operate in private areas such as toilets or change rooms and should be used in accordance with the Privacy Act 1988. Optical surveillance may only be carried out where the device used for the surveillance is clearly visible in the workplace and where there is clear signage at the entrance to the workplace advising that surveillance is in place.

Personal information includes a broad range of information, or an opinion, that could identify an individual. What is personal information will vary, depending on whether a person can be identified or is reasonably identifiable in the circumstances. For example, personal information may include photographs

#### Accessing Personal Information

Australian privacy law gives you a general right to access your [personal information](#). This includes your [health information](#). An organisation or agency must give you access to your personal information when you request it, except where the law allows them to refuse your request. You don't have a right under Australian privacy law to access other kinds of information, such as commercial information.

*You will need to contact the organisation or agency that holds your personal information to request access. Only you or another person you have authorised, such as a legal guardian or authorised agent, can make the request. An organisation or agency must be satisfied the request came from you or a person you authorised.*

*You may be asked to put your request in writing and for information that identifies you. If so, include:*

- *your name and contact details*
- *the personal information you want to access*
- *how you'd like access to the personal information (such as receiving a copy by email or post, or if you just want to look at the information)*
- *if you authorise a person or organisation to access the personal information on your behalf.*

*An organisation can refuse to give you access to your personal information if they have a [valid reason](#). Examples of a valid reason include:*

- *the organisation believes that giving you access may endanger the life, health or safety of any individual, or endanger public health or safety*
- *giving you access would have an unreasonable impact on the privacy of other individuals*
- *your request is frivolous or vexatious*
- *your personal information is part of existing or anticipated legal proceedings between you and the organisation.*

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An agency can rely on any of the exemptions in the FOI Act to refuse you access.

Generally, if an organisation or agency refuses you access to your personal information under Australian privacy law, they must tell you in writing their reasons for refusing."<sup>23</sup>

### Procedures and Responsibilities

Optical surveillance is applied to the centre employees and members of the public. This includes, but is not limited to, employees of the Centre, contractors engaged by the Centre and clients of the Centre including children, families, authorised collectors, volunteers and students.

#### USE OF IMAGE

- CCTV systems would not normally be utilised purely for staff monitoring and surveillance. This may occur where there is a reason for temporary monitoring for an identified cause.
- Where an incident has occurred, or an allegation is made, an authorised person at the service may review recorded CCTV to find out what happened and who was involved. This may include views before, during and after the incident with enough detail to recognise those present, and what happened including events leading up to and immediately after the event.
- Images may only be released to a third party when requested in writing for an official reason such as a subpoena by a Court of Law or for an official police investigation.
- Any images requested to be viewed by a staff member, family or visitor will only be shared when:
  - It is requested in writing and approved by the Approved Provider.
  - It involves that person or his/her child directly and has no images of other children or adults.
  - It is viewed at the service in the presence of an authorised person.
- Due to the inclusion of other persons in images recorded, these will not be released unless requested in a subpoena by a Court of Law or for an official police investigation.
- The Nominated Supervisor or Approved Provider will respond within a reasonable timeframe to any request, with consideration to the length of time the image is stored for.
- It is recommended to have at least 2 authorised persons present when images are accessed.

The Centre may rely on optical surveillance to investigate alleged breaches of the Centre policies, laws, regulations and standards. Any such investigation will be carried out in accordance with the principles of natural justice and procedural fairness. For any breaches of policy, the centre reserves the right to exercise disciplinary/corrective action, or for serious misconduct, including theft, may result in immediate termination of employment.

#### 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.
- Nominated authorised users of CCTV footage. Authorised users may include; Approved Providers, Nominated Supervisors and members of the senior management team. As an authorised user agrees to comply with the CCTV Monitoring Policy, and in relation to the viewing or capturing of images.
- Maintain a record of access
- Communicate the use of CCTV to families in enrolment records with signed acknowledgement recorded
- Ensure limited access is only provided to those on the CCTV Authorised User Form which has been authorised by the Approved Provider.

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- Ensure CCTV footage is not accessible to families to ensure the privacy of all children in care. Images may only be released to a third party when requested in writing for an official reason such as a subpoena by a Court of Law or for an official police investigation.
- Ensure images requested to be viewed by a staff member, family or visitor are only shared when:
  - It is requested in writing and approved by the Approved Provider.
  - It involves that person or his/her child directly and has no images of other children or adults.
  - It is viewed at the service in the presence of an authorised person.
- Where footage is viewed record access details on the “CCTV Record of Access Form”.
- Understand and uphold the right the Approved Provider maintains not to allow the viewing of images of children unless required under legislation or official investigation related to the health, safety or wellbeing of a child. In these instances, viewing will be restricted to authorised persons which may including police or authorised officers or officials, including those associated with the Regulatory Authority and Child Safety Organisations.
- Ensure two authorised persons are present when footage is review for an incident.
- Where footage is viewed by an authorised person, complete the
- Never take personal copies, screenshots or other duplications of footage for personal use, nor to share with other unauthorised persons.
- Take all reasonable steps to keep footage safe and secure, including security on WIFI networks and seeking reassurances from any third party storing footage.
- Securely store data relating to an investigation into a serious incident of a child while being educated and cared for with until the child is 25yrs of age.
- Securely store data relating to the death of a child until 7yrs after the death.
- Securely store data related to child sexual abuse for 45yrs.
- Personal information, including footage from CCTV should be destroyed or de-identified when it’s no longer needed, making sure electronic records are completely removed, not just deleted.
- Any breach of personal data should be handled as outlined in the Confidentiality and Privacy Policy and Procedure and reported to the Office of the Australian Information Commissioner.
- Ensure the safety, rights and best interests of children are paramount to all decision making and practices.
- Positively and clearly communicate all aspects of the policy and take a zero-tolerance approach to non-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 cameras are only installed in accordance with relevant commonwealth, state, and territory laws.
- Ensure the location of cameras maintain the dignity of those at the service and provide coverage to meet the purpose of the system.

### 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.



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### 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.
- Ensure the safety, rights and best interests of children are paramount to all decision making and practices.
- 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.

### Responsibility of Families

- Ensure the safety, rights and best interests of children are paramount to all decision making and practices.
- 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.
- Understand that CCTV footage is not accessible to families to ensure the privacy of all children in care. Images may only be released to a third party when requested in writing for an official reason such as a subpoena by a Court of Law or for an official police investigation.
- Any images requested to be viewed by a staff member, family or visitor will only be shared when:
  - It is requested in writing and approved by the Approved Provider.
  - It involves that person or his/her child directly and has no images of other children or adults.
  - It is viewed at the service in the presence of an authorised person.
- Understand that the Approved Provider maintains the right not to allow the viewing of images of children unless required under legislation or as part of an official investigation related to the health, safety or wellbeing of a child. In these instances, viewing will be restricted to authorised persons which may including police or authorised officers or officials, including those associated with the Regulatory Authority and Child Safety Organisations.

Developed July 9, 2020

Reviewed June 2025

Reviewed and Updated – January 2026



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## 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.

Blinkies Early Education Centre Pty Ltd embeds the paramountcy principle to ensure the rights, safety and best interests of children are the primary consideration in all decisions and practices.

### 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.

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### **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 [ecqualitysupport@det.nsw.edu.au](mailto:ecqualitysupport@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 June 2025

Reviewed and Updated March 2026



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## 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.

Blinkies Early Education Centre Pty Ltd embeds the paramountcy principle to ensure the rights, safety and best interests of children are the primary consideration in all decisions and practices.

### Background and Guiding Principles

Clothing and dressing are a key part of every person's daily life experience. Clothing can:

- provide protection from hazards and the elements
- support or hinder participation in certain activities
- be a key aspect of an individual's expression of their culture and personality.

Showing respect for children and appreciation of their individuality is important to the development of their self-esteem. We aim to work collaboratively with children and families to ensure that clothing and dressing practices maximise each child's experiences and development in early education and care at our service.

### 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.

### Factors to consider

#### Temperature

It is important that children are not over or under dressed, and that clothing suits the temperature of the day. The smaller children are, the more easily they can become chilled or overheated. Natural fabrics such as cotton are generally cooler than acrylic fabrics. It is a good idea to send spare clothes for unexpected changes of weather, especially during changes of season, when the weather can be unpredictable.

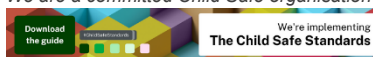
#### Footwear

Children need to wear safe, comfortable shoes that fit well. Shoes should provide support as well as protection for your child's feet. Shoes that give little protection and support or that have raised heels or soles may cause accidents. Shoes with soles that grip make climbing and other physical activities easier and safer for children to enjoy and take part in.

#### Sun Protection

Children need protection from the sun while playing throughout the day. T-shirts with long sleeves and long trousers offer good protection. Hats are essential and should have soft brims to allow for movement and to provide maximum protection. Your service will be able to provide you with information about their sun protection policy and practices and the times that your child will be playing outdoors.

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### Safety

The design and fit of their clothes and accessories may affect your child's safety during passive and active play. For example, long hems may cause tripping, and items such as necklaces, toggles on hats, drawstrings on jumpers and ribbons may become caught in equipment.

### Clothing fabrics

Some children are sensitive to 'scratchy' fabrics, and some may have an allergic reaction to detergents, fabric softeners or other treatments used on clothes. All clothes that children wear should be low fire danger.

### Dressing to support children's play and learning

When clothes fit properly and are not too loose or tight, children can move freely and comfortably and participate in experiences. It can be helpful to talk with your child about the clothes they feel most comfortable in for different activities, and to help them to choose clothes that will be practical.

### Sun Safety

The Cancer Council provide the following guidance in relation to clothing to protect from the elements:

- Staff, educators and children are required to wear sun-safe clothing that covers as much of the skin (especially the shoulders, back and stomach) as possible. This includes wearing:
  - loose fitting shirts and dresses with sleeves and collars or covered neckline
  - longer style skirts, shorts and trousers
  - Please note: Midriff, crop or singlet tops are not sun-safe clothing
  - Children without sun-safe clothing are required to play in an area protect from the sun (e.g. under shade, veranda or indoors) or will be provided with spare clothing.
- Talk with children about why applying sunscreen and wearing appropriate clothing and a hat are important.
- Provide children with a range of play experiences that reinforce SunSmart practices.
- Staff should role-model SunSmart practices including:
  - Wearing SunSmart clothing
  - Applying sunscreen in the presence of children
  - Wearing a SunSmart hat when outdoors
  - Wearing sunglasses when outdoors

### 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 2025, Reviewed and Updated March 2026



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## 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. Blinkies Early Education Centre Pty Ltd embeds the paramountcy principle to ensure the rights, safety and best interests of children are the primary consideration in all decisions and practices.

### 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 5<sup>th</sup> 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, amolin 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 emphasise 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.

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### **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 June 2025

Reviewed and Updated March 2026



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## 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. Inclusion 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.

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.

Inclusion 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. Blinkies Early Education Centre Pty Ltd embeds the paramountcy principle to ensure the rights, safety and best interests of children are the primary consideration in all decisions and practices.

### Background and Guiding Principles

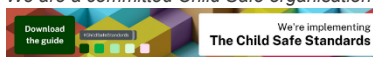
"The United Nations Convention on the Rights of the Child is a universally agreed set of non-negotiable standards and obligations founded on respect for the dignity and worth of each individual, regardless of race, colour, gender, language, religion, opinions, origins, wealth, birth status or ability. The Convention states that all children have the right to an education that lays a foundation for the rest of their lives, maximises their ability, and respects their family, cultural and other identities and languages. The Convention also recognises children's right to engage in play and, in school age care, recreational activities, their right to rest and leisure, and their right to be active participants in all matters affecting their lives.

By agreeing to undertake the obligations of the Convention on the Rights of the Child, Australia has committed to protecting and ensuring children's rights. This includes Article 19 of the convention, which states that children have the right to be protected from being hurt and mistreated, physically or mentally.

The Guiding Principles of the NQF are as follows:

- the rights and best interests of the child are paramount.
- children are successful, competent and capable learners.
- equity, inclusion and diversity underpin the framework.
- Australia's Aboriginal and Torres Strait Islander cultures are valued.
- The role of parents and families is respected and supported.
- best practice is expected in the provision of education and care services.

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### Early Childhood Australia Code of Ethics 2016

“The core principles in this Code of Ethics are based on the fundamental and prized values of the profession. They act to guide decision making in relation to ethical responsibilities. These core principles require a commitment to respect and maintain the rights and dignity of children, families, colleagues and communities.

- Each child has unique interests and strengths and the capacity to contribute to their communities.
- Children are citizens from birth with civil, cultural, linguistic, social and economic rights.
- Effective learning and teaching is characterised by professional decisions that draw on specialised knowledge and multiple perspectives.
- Partnerships with families and communities support shared responsibility for children’s learning, development and wellbeing.
- Democratic, fair and inclusive practices promote equity and a strong sense of belonging.
- Respectful, responsive and reciprocal relationships are central to children’s education and care.
- Play and leisure are essential for children’s learning, development and wellbeing.
- Research, inquiry and practice-based evidence inform quality education and care.

Inclusion—means that every child has access to, participates meaningfully in, and experiences positive outcomes from early childhood education and care programs

### What creates inclusion?

Inclusion ensures that all children participate meaningfully while learning and interacting in programs that acknowledge each child’s strengths and interests, so that they are supported to be active members of their community. It has three dimensions:

- **Access**
- **Participation**
- **Outcomes.**

Australia is home to people from many different cultural, racial and ethnic backgrounds, bringing richness to our community. This means that children today will form friendships, learn with and interact with people from many cultures different to their own. When children grow up to understand, appreciate and respect the cultural, racial and ethnic diversity around them, this builds a positive and accepting community. A community such as this supports children to develop skills and attitudes that will assist them in their relationships and contribute to their social and emotional wellbeing.

By working together, families and early childhood education and care (ECEC) services can create supportive environments for children from majority and minority racial and ethnic groups. This includes understanding ways to promote positive attitudes, counter negative attitudes and respond to racism if it occurs. Supportive environments like these help children from all cultural backgrounds to understand, respect and appreciate cultural differences. When adults are open and accepting, children learn to respect diversity and embrace cultural differences.

Everybody needs to feel accepted, respected and included. Feeling welcome and at home is important for positive mental health. Early childhood is the time when children first become aware of differences among people and start to form opinions and attitudes about these differences. Young children are naturally curious about differences. One of the ways they make sense of their world is to sort things into different categories and focus on one thing at a time – for example, whether another child has the same or different skin colour to them. Children do this to organise their experiences.

Awareness of differences also means young children are sensitive to experiences of racism and prejudice. This can impact on their social and emotional wellbeing, their learning and their social relationships. Their ideas about and responses to diversity are influenced by what they see and hear around them.

Helping all children and young people understand difference encourages them to feel good about who they are, where they fit in the world and appreciate diversity in others. It helps to build strong, inclusive communities where everyone enjoys a sense of being valued and belonging, which supports positive mental health.

### Babies and young children learn and develop through their early experiences and relationships.

When children develop positive relationships with other children and educators, it helps them to feel that they belong. This early learning about themselves and others lays the foundation for their future health and wellbeing.

In your early learning service or primary school, you can:

- provide opportunities for children to listen to people from a range of backgrounds and their perspectives.



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- respect individual differences and acknowledge that membership of a particular group doesn't mean everyone from that group has the same values, beliefs, rituals and needs.
- promote and model inclusive behaviour – such as having notices or information available in a number of relevant languages for families.
- expand children's awareness of difference through social events, books, songs or play materials.
- research biographical stories of local people and people from around the world and introduce these stories to children.
- encourage children to recognise and appreciate people for the things that make them unique and special.
- encourage children to view differences as something that makes a person interesting.
- support children to understand that just because somebody looks or sounds different, or does things in a different way, doesn't mean that this person is any less worthy of respect or friendship.
- support all children to develop the skills necessary to form positive friendships regardless of differences in practices, languages and ethnic backgrounds.

"Quality early learning is for all children. All children and families benefit from having access to inclusive early learning and development activities that promote positive outcomes.

Children experience inclusion when they fully engage and participate in quality early learning alongside similar-aged peers, supported by reasonable adjustments and tailored responses to help them reach their potential. Parents and caregivers feel included when their role as their child's first teacher is acknowledged and they are empowered to contribute to the learning and growth of their child. Inclusion remains everyone's priority and is supported by effective policies and everyday practices across all early years settings.

Being an inclusion-ready service means that children and families, from all social, cultural, community and family backgrounds, and of all identities and all abilities are able to:

- be welcomed at their local early years service,
- learn together in a safe and supportive environment that celebrates diversity,
- engage in culturally responsive, differentiated learning through evidence-based activities and tailored programs that meet their learning and developmental needs,
- grow and develop and enjoy positive transitions from home to early learning, and to school.

#### **National Best Practice Framework for Early Childhood Intervention**

"The National Best Practice Framework for Early Childhood Intervention (ECI) gives clear advice on how to support children under 9 years of age who have developmental concerns, delays, or disabilities. It helps families and professionals understand what good support looks like and how to provide it. The goal is to make sure all children in Australia grow up in families and communities that help them thrive. The framework shows how to give children and families the help they need to take part in everyday life.

We welcome all adults and children from a range of diverse backgrounds. We are committed to ensuring resources and environments respect a diverse range of abilities and beliefs. We strive to ensure that all persons are treated equally regardless of: gender, age, socio-economic status, race, language, beliefs, additional needs and family structure or lifestyle.

Our team does not tolerate behaviours, language or practices that label, stereotype or demean others. We recognise and value the differences and similarities that exist in children, families, educators, management, students, volunteers and the wider community.

#### **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.

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- 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



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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>



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### 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 anti-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 June 2025

Reviewed and Updated March 2026



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## Inclusion Is

### *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...*

#### *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...*

#### *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...*

#### *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...*

#### *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...*

#### *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*

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## 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. All stakeholders are required to ensure that the safety, rights and best interests of children is the paramount consideration in all decisions and actions.

This policy includes working with children check requirements to ensure those working with children are fit and proper and outlines steps to take when there is a suspicion, disclosure or allegation of harm towards a child. Child safe environments are covered in the Child Safety and Wellbeing Policy and Procedure and a number of other Policies and Procedures which outline the provision of a child safe environment.

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. Blinkies Early Education Centre Pty Ltd embeds the paramountcy principle to ensure the rights, safety and best interests of children are the primary consideration in all decisions and practices.

### Background and Guiding Principles

As early educators we have a moral obligation to protect all children and young persons. As a service we have a requirement to inform educators and other adults working with children of their obligation under the Law. This policy outlines the practices to follow in the event of suspicion or disclosure of harm and steps to take to prevent harm from occurring.

Protecting children is about more than managing disclosure or suspicion of harm, it includes preventative and early intervention strategies. There are 3 ways the services can protect children

1. Response – this is usually after harm has occurred and is the most critical and least effective, it will only prevent further occurrences.
2. Early Intervention – Identifies families and children at risk, it is a targeted approach working with families and children to preventing abuse and is moderately effective.
3. Prevention – this is a whole of population approach to prevent harm before it occurs, it is the most effective but requires a change to whole of community. It is like the "Life be in it" campaign of the 80's.

### EDUCATION AND CARE SERVICES NATIONAL REGULATIONS

#### "84 Awareness of child protection law

The approved provider of an education and care service must ensure that nominated supervisors and staff members at the service who work with children are advised of—

- (a) the existence and application of the current child protection law; and
  - (b) any obligations that they may have under that law.
- (2) The following persons are specified—
- (a) a nominated supervisor of the service;
  - (b) a staff member of the service;
  - (c) a volunteer at the service;

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(d) a student who participates in the service.”<sup>24</sup>

**Education and Care Services National Law:**

**“162A Persons in day-to-day charge and nominated supervisors to have child protection training**

The approved provider of an education and care service must ensure that each nominated supervisor and each person in day-to-day charge of the service has successfully completed the child protection training (if any) required by or under the law of this jurisdiction, a Government protocol applying to the approved provider in this jurisdiction or otherwise required by this jurisdiction.

- (a) each nominated supervisor for the service;
- (b) each person in day-to-day charge of the service.”<sup>25</sup>

**Paramount Consideration**

“Changes to the National Law will require all people involved in the operation and delivery of an education and care service (including approved providers, persons with management or control (PMCs), nominated supervisors, educators, staff, and volunteers (including students)) to ensure that the safety, rights and best interests of children is the paramount consideration in all their decisions and actions. This will be known as **“the paramount consideration”**.

<https://www.acecqa.gov.au/sites/default/files/2026-02/Child%20safety%20-%20Understanding%20paramount%20consideration.pdf>

**“Notifying physical or sexual abuse to the Regulatory Authority**

The following guidance is for notifying physical and sexual abuse to the regulatory authority as required by the NQF. In addition to reporting an incident to the regulatory authority, it may be appropriate to report the matter under reportable conduct (e.g. Ombudsman), to child protection agencies or to the police. This is to meet other reporting requirements for approved providers, educators and service staff under different state and territory laws. For example, child protection laws or child safe standards may apply in your jurisdiction, in addition to your obligations under the National Quality Framework.

National Regulation 175(2)(d) and (e) require the approved provider to notify the regulatory authority of any allegations or incidents where they reasonably believe physical or sexual abuse of a child or children is occurring, while they are at or being cared for by an education and care service. The intent of the National Regulation is to ensure incidents and allegations of physical or sexual abuse by a staff member or other adult at the service are reported.

Incidents that occur between children may be notifiable. Child to child sexual abuse occurs when there is sexual behaviour between a child and another child or adolescent that indicates or causes harm, including behaviour that is inappropriate for the child’s age and stage of development.

Regulation 175(2)(d) and (e) do not relate to incidents and allegations of physical or sexual abuse of a child or children when they are not being cared for by an education and care service. For example, a child told an educator that they are subject to physical abuse at home. This does not need to be notified to the regulatory authority but would be reportable to other government agencies under other laws.

**Notifications:**

Type of Notification	Responsible	Timeframe	Reference
Any incident where the provider reasonably believes that physical or sexual abuse of a child or children has occurred or is occurring while the child is being educated and cared for by the service	Approved provider	Within 24hrs	Section 174(2)(c) Regulation 175(2)(d)
Allegations that physical or sexual abuse of a child or children has occurred or is occurring while the child or children are being educated and cared for by the service	Approved provider	Within 24hrs	Section 174(2)(c) Regulation 175(2)(e)

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### Record Keeping Requirements to Support Child Protection

“The Royal Commission recommended that organisations engaged in child- related work retain records relating to child sexual abuse that has, or is alleged to have occurred, for at least 45 years (Royal Commission into Institutional Responses to Child Sexual Abuse, 2017).

It is recommended that records related to child sexual abuse that has or is alleged to have occurred, be:

- kept for at least 45 years from the date the record is created
- clear, objective, and thorough
- maintained in an indexed, logical, and secure manner
- retained and disposed of in a consistent manner.

### MANDATORY REPORTING

#### Who are mandatory reporters?

“Mandatory reporters are required by law to report suspected child abuse and neglect to government authorities. Mandatory reporters are people who deliver the following services, wholly or partly, to children as part of their professional work or other paid employment, and those in management positions in these services:

- **Health care** — registered medical practitioners, specialists, enrolled and registered nurses, registered midwives, occupational therapists, speech pathologists, psychologists, dentists and other allied health professionals working in sole practice or in public or private health practices.
- **Welfare** — registered psychologists, social workers, caseworkers and youth workers.
- **Education** — teachers, counsellors, principals.
- **Children’s services** — child care workers, family day carers and home-based carers.
- **Residential services** — refuge workers, community housing providers.
- **Law enforcement** — police.
- **Disability services** – disability support workers and personal care workers.

In NSW, mandatory reporting is regulated by the [Children and Young Persons \(Care and Protection\) Act 1998](#) (the Care Act) and mandatory reporters are guided by the NSW [Mandatory Reporter Guide](#). Professional judgement should be used in deciding whether concerns about the safety, welfare or wellbeing of an unborn child or a young person warrant a report to the [Child Protection Helpline](#).

Legislation requires mandatory reporters continue to respond to the needs of the child or young person, within the terms of their work role, even after a report to the Child Protection Helpline has been made (s.29A of the [Care Act](#))”<sup>26</sup>

#### Mandatory Reporting

“ There are two ways mandatory reporters can make a child protection report:

1. by eReport through the ChildStory Reporter website
2. by calling the Child Protection Helpline on 132 111

Mandatory reporters can call the Child Protection Helpline on 132 111. It is open 24hours a day, 7 days a week. Reading [Mandatory reporters: What to report and when](#) may help you to decide whether you should call or not.

Mandatory reporters need to register to submit eReports. Once registered, mandatory reporters:

- can create and submit eReports after using the Mandatory Reporter Guide (MRG), if the MRG outcome is “Report to DCJ” or “Refer to CWU”
- will be notified by email when there is a change of status for a report
- can log into the [ChildStory Reporter Community website](#) to see the status of any previous reports that have been submitted.”<sup>27</sup>

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#### “Deciding to make a report and using the MRG

You must make a report to Community and Justice (DCJ) when you have current concerns about the safety, welfare and wellbeing of a child for any of the following reasons:

- the basic physical or psychological needs of the child or young person are not being met (neglect)
- the parents or caregivers have not arranged necessary medical care for the child or young person (unwilling or unable to do so)
- the parents or caregivers have not arranged for the child or young person to receive an education in accordance with the Education Act 1990 (unwilling or unable to do so)
- risk of physical or sexual abuse or ill-treatment
- parent or caregiver’s behaviour towards the child causes or risks serious psychological harm (emotional abuse)
- incidents of domestic violence and as a consequence a child or young person is at risk of serious physical or psychological harm (domestic or family violence)
- the child was the subject in a prenatal report and the birth mother did not engage successfully with support services.

It’s mandatory to make a report if the child is 0-15 years and at risk of significant harm.

It’s not mandatory to make a report if it is an unborn child, or a young person aged 16-17.”<sup>28</sup>

ChildStory Reporter is an online tool that supports mandatory reporters to decide how to respond to events and access the Mandatory Reporter Guide (MRG), if needed. Reporter guides you through the reporting process, suggesting appropriate actions and linking you to more resources. You can also view your report history to check status, outcomes and updates. Visit ChildStory Reporter: <https://reporter.childstory.nsw.gov.au/s/>

#### Call 000 in a life threatening or emergency situation

#### WHAT IS CHILD ABUSE AND NEGLECT?

“There are different forms of child abuse: neglect, sexual, physical and emotional abuse.

**Neglect** – Neglect is when a parent or caregiver cannot regularly give a child the basic things needed for his or her growth and development, such as food, clothing, shelter, medical and dental care, adequate supervision, and enough parenting and care.

**Sexual abuse** – Sexual abuse is when someone involves a child or young person in a sexual activity by using their power over them or taking advantage of their trust. Often children or young people are bribed or threatened physically and psychologically to make them participate in the activity. Sexual abuse is a crime.

**Physical abuse** – Physical abuse is a non-accidental injury or pattern of injuries to a child or young person caused by a parent, caregiver or any other person. It includes but is not limited to injuries which are caused by excessive discipline, severe beatings or shakings, cigarette burns, attempted strangulation and female genital mutilation. Injuries include bruising, lacerations or welts, burns, fractures or dislocation of joints. The application of any unreasonable physical force to a child is a crime in NSW. For example, hitting a child or young person around the head or neck, or using a stick, belt or other object to discipline or punish a child or young person (in a manner that is not trivial or negligible) may be considered a crime

**Emotional abuse or psychological harm** – Serious psychological harm can occur where the behaviour of their parent or caregiver damages the confidence and self esteem of the child or young person, resulting in serious emotional disturbance or psychological trauma.

Although it is possible for ‘one off’ incidents to cause serious harm, in general it is the frequency, persistence and duration of the parental or carer behaviour that is instrumental in defining the consequences for the child or young person.

This can include a range of behaviours such as excessive criticism, withholding affection, exposure to domestic violence, intimidation or threatening behaviour.”<sup>29</sup>

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**Domestic and family violence**

Domestic and family violence is a crime. It is when there is violent, abusive or bullying behaviour or actions towards a partner or former partner to scare and control them. It can happen at home or outside the home. It causes fear and harm to the body, mind and spirit.

Domestic and family violence can happen to anyone – in every community and in all cultures. Children and young people experience harm when they have to live in homes where domestic violence occurs.

Domestic and family violence includes different types of abuse. A person does not need to experience all of these types of abuse for it to be a crime under the law.

The abuse can include verbal, psychological, emotional, financial, physical and sexual abuse. It can also include harassment and stalking, spiritual or religious abuse, reproductive abuse and image-based abuse.

**Possible signs of abuse**

The tables below are available on the NSW Communities and Justice website. These are only possible signs of abuse and neglect. The presence of these signs does not necessarily mean abuse and neglect has been or is, occurring.

**“Possible signs of neglect**

Signs in children	Signs in parents or caregivers
<ul style="list-style-type: none"> <li>• low weight for age and/or failure to thrive and develop</li> <li>• untreated physical problems e.g. sores, serious nappy rash and urine scalds, significant dental decay</li> <li>• poor standards of hygiene i.e. child consistently unwashed</li> <li>• poor complexion and hair texture</li> <li>• child not adequately supervised for their age</li> <li>• scavenging or stealing food and focus on basic survival</li> <li>• extended stays at school, public places, other homes</li> <li>• longs for or indiscriminately seeks adult affection</li> <li>• rocking, sucking, head-banging</li> <li>• poor school attendance</li> </ul>	<ul style="list-style-type: none"> <li>• unable or unwilling to provide adequate food, shelter, clothing, medical attention, safe home conditions</li> <li>• leaving the child without appropriate supervision</li> <li>• abandons the child or young person</li> <li>• withholding physical contact or stimulation for prolonged periods</li> <li>• unable or unwilling to provide psychological nurturing</li> <li>• has limited understanding of the child's or young person's needs</li> <li>• has unrealistic expectations of the child</li> </ul>

**Possible signs of physical abuse**

Signs in children	Signs in parents and caregivers
<ul style="list-style-type: none"> <li>• bruising to face, head or neck, other bruising and marks which may show the shape of the object that caused it e.g. belt buckle, handprint</li> <li>• lacerations and welts</li> <li>• drowsiness, vomiting, fits or pooling of blood in the eyes, which may suggest head injury</li> <li>• adult bite marks and scratches</li> <li>• fractures of bones, especially in children under three years old</li> <li>• dislocations, sprains, twisting</li> <li>• burns and scalds (including cigarette burns)</li> <li>• multiple injuries or bruises</li> <li>• explanation of injury offered by the child is not consistent with the injury</li> <li>• abdominal pain caused by ruptured internal organs, without a history of major trauma</li> <li>• swallowing of poisonous substances, alcohol or other harmful drugs</li> <li>• general indicators of female genital mutilation e.g. having a 'special operation'</li> </ul>	<ul style="list-style-type: none"> <li>• frequent visits with their child or children to health or other services with unexplained or suspicious injuries, swallowing of non-food substances or with internal complaints</li> <li>• explanation of injury offered by the parent is not consistent with the injury</li> <li>• family history of violence</li> <li>• history of their own maltreatment as a child</li> <li>• fears injuring their child or young person in their care</li> <li>• uses excessive discipline</li> </ul>



### Possible signs of sexual abuse

Signs in children	Signs in parents or caregivers
<ul style="list-style-type: none"> <li>bruising or bleeding in the genital area</li> <li>sexually transmitted diseases</li> <li>bruising to breasts, buttocks, lower abdomen or thighs</li> <li>child or young person or their friend telling you about it, directly or indirectly</li> <li>describing sexual acts</li> <li>sexual knowledge or behaviour inappropriate for the child's age</li> <li>going to bed fully clothed</li> <li>regressive behaviour e.g. sudden return to bed-wetting or soiling</li> <li>self-destructive behaviour e.g. drug dependency, suicide attempts, self-mutilation</li> <li>child being in contact with a known or suspected paedophile</li> <li>anorexia or over-eating</li> <li>adolescent pregnancy</li> <li>unexplained accumulation of money and gifts</li> <li>persistent running away from home</li> <li>risk taking behaviours - self harm, suicide attempts</li> </ul>	<ul style="list-style-type: none"> <li>exposing a child to prostitution or pornography or using a child for pornographic purposes</li> <li>intentional exposure of a child to sexual behaviour of others</li> <li>previous conviction or suspicion of child sexual abuse</li> <li>coercing a child to engage in sexual behaviour with other children</li> <li>verbal threats of sexual abuse</li> <li>denial of adolescent's pregnancy by family</li> </ul>

### Possible signs of psychological abuse

All types of abuse and neglect harm children psychologically, but the term 'psychological harm' or 'emotional abuse' applies to behaviour which damages the confidence and self-esteem of a child or young person, resulting in serious emotional deprivation or trauma.

Signs in children	Signs in parents or caregivers
<ul style="list-style-type: none"> <li>constant feelings of worthlessness about life and themselves</li> <li>unable to value others</li> <li>lack of trust in people</li> <li>lack of people skills necessary for daily functioning</li> <li>extreme attention-seeking behaviour</li> <li>is obsessively eager to please or obey adults</li> <li>takes extreme risks, is markedly disruptive, bullying or aggressive</li> <li>is highly self-critical, depressed or anxious</li> <li>suicide threats or attempts</li> <li>persistent running away from home.</li> </ul>	<ul style="list-style-type: none"> <li>constant criticism, belittling, teasing of a child, or ignoring or withholding praise and attention</li> <li>excessive or unreasonable demands</li> <li>persistent hostility and severe verbal abuse, rejection and scapegoating</li> <li>belief that a particular child is bad or 'evil'</li> <li>using inappropriate physical or social isolation as punishment</li> <li>domestic violence.</li> </ul>

Remember, the above are only possible signs of abuse and neglect. The presence of these signs does not necessarily mean abuse and neglect has been, or is, occurring.

### ALLEGATIONS OF HARM BY AN EMPLOYEE

The Reportable Conduct Scheme is governed by the [Children's Guardian Act 2019](#) and is administered by the Office of the Children's Guardian. Heads of entities, including early education and care services are required to notify the Office of the Children's Guardian of reportable allegations and convictions against their employees. They must investigate the allegation, advise of the outcome and take appropriate action to prevent reportable conduct by employees.

The following are extracts from factsheets on Reportable Conduct from the NSW Office of the Children's Guardian

<https://ocg.nsw.gov.au/organisations/reportable-conduct-scheme/reportable-conduct-fact-sheets>

### What is a reportable allegation or conviction?

- A reportable allegation is an allegation that an employee has engaged in conduct that may be reportable conduct.
- A reportable conviction means a conviction (including a finding of guilt without the court proceeding to a conviction), in NSW or elsewhere, of an offence involving reportable conduct.

The Children's Guardian Act 2019 defines reportable conduct as being:

- a sexual offence
- sexual misconduct

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- ill-treatment of a child,
- neglect of a child,
- an assault against a child,
- any offence under section 43B or 316A of the Crimes Act 1900, whether or not, with the consent of the child; and
- behaviour that causes significant emotional or psychological harm to a child

**The Reportable Conduct Scheme is an allegation-based scheme.** The threshold for making a notification to the Office of the Children’s Guardian is that a reportable allegation has been made – that is, there is an allegation that an employee has engaged in conduct that may be reportable conduct or that they are the subject of a conviction that is considered a reportable conviction.

When any employment-related child protection concern is raised about an employee, the head of entity (or delegate) should consider whether it constitutes a reportable allegation or a reportable conviction. For guidance, see Fact Sheet 1 Identifying Reportable Conduct. <https://ocg.nsw.gov.au/organisations/reportable-conduct-scheme/reportable-conduct-fact-sheets>

**The head of an entity (or their delegate) is required to:**

- ensure specified systems are in place for preventing, detecting and responding to reportable allegations or convictions;
- make a notification to the Office of the Children’s Guardian within 7 business days of becoming aware of a reportable allegation or conviction against an employee of the entity;
- as soon as practicable after receiving the reportable allegation/conviction, arrange for it to be investigated/determined;
- complete the investigation within a reasonable time, having regard to the principles of procedural fairness and the mandatory considerations outlined in Division 6 of the Act;
- provide information about the allegation, the progress of the investigation and the finding and action taken to the alleged victim and their parent/carer unless the head of the relevant entity considers that it is not in the public interest to do so;
- by 30 calendar days after the head of the entity becomes aware of the reportable allegation, provide either a finalised entity report or an update (an interim report, reasons the investigation has not been completed and an estimated timeframe for completion);
- make a finding of reportable conduct if satisfied, on the balance of probabilities, that the case against the employee the subject of the reportable allegation has been proved;
- provide information to the Children’s Guardian that the Guardian requires under relevant provisions of the Act, which may include information about a reportable allegation, the relevant entity’s response to a reportable allegation, and systems for preventing and responding to reportable allegations;
- ensure an appropriate level of confidentiality of information relating to reportable allegations and only disclose information about the allegations in circumstances permitted by the Act or other legislation;

At the end of the investigation of a reportable allegation, the head of agency must send a report to the Office of the Children’s Guardian that enables the Office of the Children’s Guardian to determine whether the investigation was carried out in a satisfactory manner and whether appropriate action was or can be taken.

**Contact Details**

<b>Communities &amp; Justice NSW</b> <ul style="list-style-type: none"> <li>• Child Protection Helpline on 132 111 (24 hours/7 days)</li> <li>• eReport <a href="https://reporter.childstory.nsw.gov.au/s/article/How-do-I-get-access-to-the-Reporter-Community">ChildStory Reporter website. https://reporter.childstory.nsw.gov.au/s/article/How-do-I-get-access-to-the-Reporter-Community</a></li> </ul>
<b>Members of the general public should call 132 111 (24 hours/7 days)</b>
<b>Mandatory Reporting Guide <a href="https://reporter.childstory.nsw.gov.au/s/mrg">https://reporter.childstory.nsw.gov.au/s/mrg</a></b>
<b>Working With Children Check - Office of the Children’s Guardian</b> <b>Phone: 02 8219 3777 Web: <a href="https://ocg.nsw.gov.au/working-children-check">https://ocg.nsw.gov.au/working-children-check</a></b>
<b>Reportable Conduct Scheme – Office of the Children’s Guardian</b> <b>Staff from the Reportable Conduct Directorate are available on (02) 8219 3600 or email <a href="mailto:reportableconduct@ocg.nsw.gov.au">reportableconduct@ocg.nsw.gov.au</a></b>

**RESPONDING TO DISCLOSURES OF ABUSE**

The role of educators is to LISTEN, REASSURE AND RESPECT:

**“LISTEN**

- Move to a suitable environment, free of distractions.
- Be calm and patient—allow for the child or young person to be heard.
- Let the child or young person use their own words—avoid asking leading questions.



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- Avoid “quizzing” the child or young person about details of the abuse.
- Don’t be afraid of saying the “wrong” thing. Listening supportively is more important than what you say.

#### REASSURE

- Reassure the child or young person that it is OK that they have told you what’s been happening.
- Address any concerns about the child or young person’s safety.
- Reassure the child or young person that he or she is not at fault, and not the cause of any distress you may feel.

#### RESPECT

- Respect that the child or young person may only reveal some details.
- Acknowledge the child or young person’s bravery and strength.
- Avoid making promises you can’t keep—manage the child or young person’s expectations.
- Explain to the child or young person that in order for them to be safe you will need to report their experience to someone else.

***PLEASE NOTE THAT YOU HAVE A DUTY OF CARE UNTIL YOU ARE HAPPY WITH THE RESPONSE TAKEN IN REGARD TO EACH SITUATION. IF YOU ARE NOT HAPPY WITH THE STEPS TAKEN BY YOUR SUPERVISOR IN RELATION TO SUSPECTED OR POTENTIAL HARM TO A CHILD YOU MUST ACT. FOLLOW THE GRIEVANCE PROCEDURE TO SEEK FURTHER ASSISTANCE.***

### 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 devices 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.

### Register for Child Protection Concerns

This register supports consistent documentation, monitoring and appropriate follow-up of matters relating to safety and wellbeing of children while attending care. Compliance requirements (Regulation 168(2)(h)(iii))

At a minimum, this register must record all child safety and child protection reports made to:

- NSW Office of the Children’s Guardian (OCG)
- NSW Department of Communities and Justice (DCJ)
- NSW Early Learning Commission
- NSW Police

This includes all suspicions, allegations or disclosures of child abuse, neglect or harm that are reported in accordance with the NSW Early Learning Commission’s reporting guide and relevant legislation. It also includes notifications made in relation to serious incidents (Section 174), inappropriate conduct (Section 166A) and negative notices (Section 174AB).

### Sexualised behaviour involving children

Providers and educators play an important role in making informed professional judgements regarding sexualised behaviour involving children. Not all sexual behaviour involving children poses a risk to their safety. It may be age-appropriate and expected sexualised behaviour.

Informed judgements regarding sexualised behaviour help to ensure the health, safety and wellbeing of children by:

- supporting healthy sexual development (age-appropriate sexualised behaviour)
- protecting them from harm or abuse (inappropriate or problem sexualised behaviour).

Note that in some cases, sexualised behaviour involving children may fall within [reporting requirements under other laws](#).



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### Resources on identifying and responding to sexualised behaviour in children

NSW [mandatory reporter guide](#) is a structured decision-making tool intended to complement mandatory reporters' professional judgement and critical thinking.

Educators and providers may find it helpful to use resources like the Traffic Lights Framework (TLF) to monitor and manage sexualised behaviours in children.

The TLF was developed by [True](#) and can also be accessed as a Traffic Lights App which describes healthy sexual behaviours (green), concerning behaviours (orange) and harmful behaviours (red) for children 0-17. It also explains possible reasons for specific behaviours, suggested responses and provides case studies. Visit the [True website](#) for more information about these resources.

Approved providers, educators and other education and care service staff may be required to report on incidents or suspected incidents involving children under other state and territory laws including [child protection legislation](#). [Contact details for each state and territory are listed here](#).<sup>30</sup>

### Prescribed matters - physical and/or sexual abuse of a child

As an approved provider, you must notify the regulatory authority within 24 hours (or within 24 hours of becoming aware) of:

- any incident where you reasonably believe that physical and/or sexual abuse of a child has occurred or is occurring at the service (Regulation 175(2)(d), Regulation 176(2)(bb))
- any allegation that sexual or physical abuse of a child has occurred or is occurring at the service (Regulation 175(2)(e), Regulation 176(2)(bc))

### Updated Record Keeping Requirements in relation to child sexual abuse

From 1 October 2023, there will be new record keeping requirements under the Education and Care Services National Law and National Regulations.

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.

## WORKING WITH CHILDREN CHECK

### Who needs a Check?

Employers and organisations need to decide who engages in child-related work and requires a Working with Children Check, or if any roles fall under an exemption.

The Check lasts for five years even if you move jobs – the new employer needs to be given your Check number and details to verify you.

Child related work (including voluntary work is:

- providing services for under 18's
- where the work normally involves being face to face with children
- where contact with children is more than incidental to the work

The Regulations include exemptions to requiring a Working with Children Check. Employers should check the legislation for any exemptions that apply to their situation. Exemptions include:

- Under 18s
- Visiting NSW for a short time
- Parents and close relatives volunteering at their children's usual school and extra-curricular activities. There are three specific instances when close relatives **do** need a Check when they are volunteering at school or activities:
  - providing personal care for a child with disability
  - participating in a formal mentoring program
  - at an overnight camp for children.

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### Role of an employer

Employers have legal obligations around working with children. It is against the law to engage anyone in child related work without a Working with Children Check. If a worker or volunteer requires a Check, there are actions the employer must take. Employers must:

- **REGISTER** the organisation by filing in an online form which creates an online profile with the Office of the Children's Guardian. Employers nominated a username and password so they can log into the system and verify workers
- **IDENTIFY ROLES** – decide who undertakes child-related work and need a Working with Children Check and which roles are not child-related or fall under an exemption
- **VERIFY** workers' Working with Children Check numbers online including:
  - New workers or volunteers firstly using their Application (APP) number and then their WWCC clearance number (except those working in the Education sector where a Clearance number is required)
  - A renewed check, updated after five years
  - People in charge of verifying WWCC numbers must make sure their own check (if required) is verified online by an appropriate person in the organisation. Employers cannot self-verify.
- **KEEP RECORDS** - keep records for each worker, including:
  1. Full name
  2. Date of birth
  3. WWC number
  4. Verification date
  5. Verification outcome
  6. Expiry date
  7. Whether the worker is in paid or volunteer work
- **MONITOR AND ACT** –
  - Keep details up to date
  - nominate two people who are authorised to receive confidential information
  - Remind employees to renew which they can do up to three months before their Check expires
  - Remove anyone who's Check status is barred, interim barred, whose check cannot be found or has expired for child-related work. You can only employ people who have an Application number of Check clearance in child-related work.

### National mandatory child safety training

From 27 February 2026 the following people involved in ECEC must complete mandatory national child safety training as part of the national child safety reform initiatives:

- all persons with management or control
- nominated supervisors
- persons in day-to-day charge
- family day care educators
- other staff, volunteers and students.

The child safety training does not replace the existing child protection training requirements

### Child protection training

In NSW, the following people must complete a child protection course required by Government protocol in accordance with Section 162A External link of the Children (Education and Care Services) National Law:

- nominated supervisors
- persons in day-to-day charge

### Approved courses

The following are the approved Child Protection training courses required by Government protocol (in-house training is not sufficient):

- CHCPRT002 - Support the rights and safety of children and young people
- CHCPRT025 - Identify and report children and young people at risk
- CHCPRT026 - Support the rights and safety of children and young people

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## 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.
- Maintain a child protection concerns register.
- 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.
- Following any incident ensure the 'child safety incident response template' following an incident involving child safety [https://www.acecqa.gov.au/sites/default/files/2025-06/CSCG\\_Incident%20Response%20%20Template\\_AttC.pdf](https://www.acecqa.gov.au/sites/default/files/2025-06/CSCG_Incident%20Response%20%20Template_AttC.pdf)
- Approved providers and services must review and update existing policies to comply with new requirements under Education and Care Services National Regulations (regulations 84, 149 and 168).
- volunteers and students are advised of the existence and application of the current child protection law in the relevant state or territory and understand any obligations held under that law
- working with vulnerable people/ children check details are included on volunteer and student staff records
- services' child safe environment policies and procedures include matters relating to the promotion of a culture of child safety and wellbeing and the safe use of online environments
- services' complaint handling policies and procedures include the provision of a complaint handling system at the service that is child focused
- services' complaint handling policies also include matters relating to the management of a complaint that alleges a child is



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exhibiting harmful sexual behaviours.

### Responsibilities of Nominated Supervisor and Responsible Persons

- 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.
- Maintain services child protection concerns register.
- 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.
- Ensure all employees undertake mandatory child safe training through GECKO from February 27, 2026.
- Promote a culture of reporting through role-modelling, recruitment processes, thorough induction, on-going monitoring, training and reflection.
- Role Model, monitor and ensure that there is clear notification of any child safety concerns.
- Never subject a child to conduct that a reasonable person would consider to be inappropriate in an education and care service.
- Never engage in inappropriate conduct in the presence of a child, including between another adult.
- Ensure every person at the service is clear on their responsibility to notify the Approved Provider or Nominated Supervisor if they witness, suspect or receive any allegation or disclosure that a staff member, student, volunteer or other person is engaging in or has engaged in inappropriate conduct.



- Report to the Regulatory Authority immediately if you have been advised of or witness, suspect or receive any allegation or disclosure that a staff member, student, volunteer or other person is engaging in or has engaged in inappropriate conduct.
- Be aware of legislative reform changes – by subscribing to ACECQA and state regulatory authority newsletters.
- Maintain a register of child protection concerns, to support the identification and management of trends or patterns of behaviour using the NSW Early Learning Commission's [template register](#)
- Ensure all staff, students and volunteers have undertaken the required training for both child protection and child safety. <https://education.nsw.gov.au/early-childhood-education/regulation-and-compliance/regulation-assessment-and-rating/child-safety/child-protection-training-requirements>
- Systematically monitor and record staff, student and volunteers completion of required child protection and child safety training and prompt when refreshers are due to ensure they remain compliant.
- Ensure staff know how to report any concerns – share and have available the “Responding to incidents, disclosures and suspicions of child abuse” factsheet to understand steps to take when you have a concern <https://education.nsw.gov.au/content/dam/main-education/early-childhood-education/working-in-early-childhood-education/media/documents/child-safety/responding-to-incident-reporting-flowchart.pdf>
- Take all reasonable steps to ensure the approved provider does not engage a person as an educator, employee, contractor or staff member or allow a person to perform volunteer services (including as a student) if the approved provider knows, or ought reasonably to know, a prohibition notice is in force in any jurisdiction by logging into NQAITS to search the Register of Prohibited Persons & Suspended Educators upon employment.
- Record the prohibition persons check on the staff schedule.
- 

## 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.
- Communicate all concerns for inclusion in the child protection concerns register with nominated supervisor.
- 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



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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.
- Complete the required child safety and child protection training and any refreshers as outlined. <https://education.nsw.gov.au/early-childhood-education/regulation-and-compliance/regulation-assessment-and-rating/child-safety/child-protection-training-requirements>

Reviewed June 2024 Reviewed and Updated August 2024

Reviewed June 2025

Reviewed and Updated – January 2026



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## 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 embeds the paramountcy principle to ensure the rights, safety and best interests of children are the primary consideration in all decisions and practices.

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 conduct 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 accounted 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	



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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	
<b>2. When Providing Transportation</b>				
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: <ul style="list-style-type: none"> <li>• first aid kit</li> <li>• a fully charged mobile phone</li> <li>• medication, health plans and risk assessments for each child</li> <li>• emergency contact details for all children being transported</li> <li>• spare drinking water</li> <li>• torch, high visibility vest</li> </ul>		X	X	
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	
<b>3. When Using Public Transport</b>				
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	
<b>4. When moving children to and from the vehicle</b>				
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	
<b>5. When Departing the Service with Children</b>				
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	
<b>6. When Arriving at the Service</b>				
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.				
<b>7. When children are collected from/delivered home by service</b>				
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

<b>National Child Restraint Laws - NSW</b>	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



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Drive with 4 or more unrestrained passengers	6 Demerits and \$1472 fine
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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.

**Never Leave Children Unattended in Vehicles:**

**On a typical 30°C Australian summer's day, the temperature inside a parked car can be as high as 70°C.** Each year NRMA rescues an average of 2,000 unattended children from cars. Emergency services also rescue many children.

**WHAT ARE THE RISKS?**

- The temperature and humidity begin to increase while the air flow decreases.
- As the temperature increases, the child can develop heat stress and start to dehydrate.
- Young children are more sensitive to heat than older children and adults. This can put them at greater risk as their body temperature can reach dangerous high levels much sooner.
- If the child becomes distressed and tries to get out of their restraint, they could become tangled in the harness.
- A child left alone in a car could be abducted, set the vehicle in motion or become caught in automatic vehicle functions. eg. electric windows, cigarette lighters.”<sup>31</sup>

Children and Young Persons (Care and Protection) Act 1998 No 157 Current version for 25 November 2022 Chapter 14 Section 231  
**231 Leaving children and young persons unsupervised in motor vehicles.** A person who leaves any child or young person in the person's care in a motor vehicle without proper supervision for such period or in such circumstances that:

- a) the child or young person becomes or is likely to become emotionally distressed, or
- b) the child's or young person's health becomes or is likely to become permanently or temporarily impaired, is guilty of an offence

Reviewed June 2025

Reviewed and Updated March 2026

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## 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.

Blinkies Early Education Centre Pty Ltd embeds the paramouncy principle to ensure the rights, safety and best interests of children are the primary consideration in all decisions and practices.

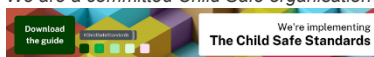
### Strategies

- Blinkies Early Education Centre Pty Ltd recruits experienced educators with the required formal educational qualifications and who hold a current Working With Children Check. Our educators are collaborative, respectful and ethical. All staff members practice to ensure the safety, rights, well-being and welfare of children comes first, ensuring the paramouncy of children's rights and interests.

### 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
  - Child Safety 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.

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- The Service has an Educational Leader who oversees the development and implementation of the Service’s educational program.
- Any changes in educator WWCC status or teacher accreditation status must be communicated to the approved provider, such changes must be reported to the Regulatory Authority within 24 hours.
- 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.



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- 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.
- Act in accordance with the paramountcy principle to ensure a child safe environment, ensuring all educators understand their role within this implementation.

### **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.



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- 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.
- Ensure any changes to WWCC or teaching accreditation status are reported to nominated supervisor as soon as you become aware.
- Notify the Approved Provider immediately and within 24hrs of becoming aware, where there is a change in status of your WWCC check, including a negative notice, change to accreditation or registration, or WWCC is cancelled or refused

#### **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.
- Any changes to WWCC status are to be communicated to nominated supervisor and reported to Regulatory Authority within 24 hours of becoming aware of any changes.
- WWCC to be recorded on National Worker Register.

Reviewed and Updated July 2025

Reviewed and Updated March 2026



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## 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. Blinkies Early Education Centre Pty Ltd embeds the paramountcy principle to ensure the rights, safety and best interests of children are the primary consideration in all decisions and practices.

### 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:



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- 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



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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 photographer, 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



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- 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)

Developed – September 2025

Reviewed and Updated March 2026



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## NATIONAL EARLY CHILDHOOD WORKER REGISTER

### PURPOSE

Approved providers must record, maintain and update worker information in the National Early Childhood Worker Register (Worker Register) using the National Quality Agenda IT System (NQA IT System). This includes adding all existing workforce information during the one-month transition period and keeping records up to date once the Worker Register becomes business as usual.

Use of the Worker Register becomes mandatory from 27 February 2026 and all approved providers must add their current workforce information within the one-month transition period. This operational requirement ensures:

- worker information is accurate, complete and up to date
- centre-based and family day care services meet their obligations under the National Quality Framework (NQF)
- regulatory authorities have clear visibility of who is working in which services
- workforce changes are submitted within required legislative timeframes to support national child safety objectives.

Approved providers must ensure appropriate systems, processes and staff responsibilities are in place so that the Worker Register information is updated promptly (within 14 days of a change, after the transition period) and maintained correctly as part of routine operational practice.

Blinkies Early Education Centre Pty Ltd embeds the paramountcy principle to ensure the rights, safety and best interests of children are the primary consideration in all decisions and practices.

### SCOPE

The Worker Register applies to all people employed or engaged at NQF regulated services. Approved providers must ensure everyone who works with or around, cares for, or supports children in any capacity is included in the Worker Register. This includes:

- Educators (permanent, fixed term, casual or agency).
- Early childhood teachers, including provisionally registered, graduate teacher and unregistered teachers.
- Volunteers regardless of how often or how long they attend.
- Student or trainees completing placements, practicum, or vocational training.



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- Non-educator staff, such as cooks, cleaners, maintenance staff, administrative staff and bus drivers.
- Nominated Supervisors
- Contractors and external service providers who attend the service (e.g. inclusion support workers, allied health professionals).

Anyone – paid or unpaid, permanent or temporary – who contributes to the education and care of children must be included in the Worker Register. This ensures full workforce visibility and strengthens national child safety outcomes.

The following people must not be added to the Worker Register:

- Adult residents living at the family day care home – they must be recorded on the Family Day Care Register.
- Staff who do not work directly with children (e.g. head office or corporate staff)

#### **APPROVED PROVIDER RESPONSIBILITIES**

Approved providers must ensure that all information entered into the Worker Register is accurate, complete and kept up to date, the role of this has been appointed to the nominated supervisor. This includes the following operational responsibilities:

- Record and maintain all required worker details in the Worker Register and ensure they match the service's internal staffing records.
- Sight, verify and document evidence of each worker's qualifications, training, background checks and any other required information before the worker starts at the service.
- Ensure entries reflect each worker's status, including their role, employment or engagement type, work location, and any changes that occur during their time at the service.
- Meet all obligations under the Education and Care Services National Law (National Law) and Education and Care Services National Regulations (National Regulations), including those relating to the worker records, staffing and operational compliance.
- Submit updates within 14 days whenever worker information changes to keep records accurate and support regulatory oversight and child safety.
- Embed Worker Register requirements into all workforce processes, including onboarding, ongoing monitoring and offboarding, so information is consistently collected, verified and maintained.



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- Implement internal quality checks, including routine cross-checks and periodic audits, to ensure Worker Register records remain accurate and aligned where staffing records are maintained.

By meeting these obligations, approved providers support the intent of the NQF to strengthen child safety and enable regulatory authorities to identify and respond to risks effectively.

Approved providers must record start date the worker began/begins employment or engagement at the service and a cessation date when the worker leaves the service. For casuals, record the overall start date and end date only – not the dates for each shift. The Worker Register is not a timesheet.

Approved providers must also clearly identify whether the worker is directly employed by the approved provider or services or indirectly engaged through labour hire or a recruitment agency. Family day educators and assistants should be recorded as being directly engaged by the approved provider, unless labour hire or recruitment agency arrangements are in place.

For indirect workers, ensure all mandatory worker information and evidence (identity, background check, qualifications, training) is obtained before the worker starts at the service. Approved providers may request that labour hire or recruitment agencies collect this information on their behalf for the Worker Register.

Apply a strict 'No Card, No Start' policy to ensure that no person, regardless of role or employment arrangement, can begin duties until their WWCC, WWVP registration or teacher registration has been sighted, verified and recorded in the Worker Register, with evidence kept in staffing records.

- Inform all workers, through induction or policy, that they must notify the service immediately if their background check is revoked, expires or changes in any way.
- Regularly review background check information in the Worker Register against local staffing records to ensure data is accurate, complete and up to date, and correct any discrepancies immediately.

### **Mandatory Worker Register Requirements**

This section outlines the mandatory categories of information that must be recorded in the Worker Register for each worker. Why these requirements are necessary - These requirements help approved providers make sure every person working with children is safe, suitable and properly qualified. They give Regulatory Authorities a clear national view of the early childhood workforce and support strong child safety and compliance with the National Quality Framework (NQF). Keeping worker information complete, accurate and up to date allows Regulatory Authorities to identify risk early and take action when needed.

Verifying identity, background checks, qualifications and training ensures workers are correctly identified, legally

allowed to work with children and able to perform only the duties they are qualified for.

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Recording accurate role and engagement details – such as employment work type, work location and start/end dates – shows who is working in each service and supports risk-based regulation.

Maintaining current background check information ensures that no one starts work without a valid clearance, helping prevent unsuitable people from entering the workforce.

Keeping qualifications, training and ‘actively working towards’ status updated support safe staffing, ratio compliance and high quality education and care.

By meeting these requirements, approved providers help maintain a reliable national source of truth that supports child safety, workforce oversight and timely regulatory responses.

Identity and Personal Details - Approved providers must collect, verify and record accurate identity information for every worker in the Worker Register. This information must also be kept in the service’s local staffing records.

What must be recorded:

- Legal Name: the worker’s full name as it appears on official identification (e.g. birth certificate, passport, drivers’ licence, or other government-issued ID).
- Date of birth: the date of birth as it appears on the worker’s official identification.
- Former names, alternate names or aliases: this includes any previous legal names (e.g. names prior to marriage, divorce, or legal change), commonly used aliases or alternate spellings and any other names that may appear on qualifications, training certificates or background checks.
- Personal contact details: these details must be the worker’s own contact information, including their personal email address and at least one phone number (mobile or landline) – shared email accounts, workplace emails or generic service phone numbers must not be used. All address information must match the evidence sighted and retained by the approved provider in staffing records.



Role in the Worker Register	Description and Related Roles
Educator	Includes roles such as: <ul style="list-style-type: none"> <li>• Educator</li> <li>• Family Day Care Educator</li> <li>• Educational Leader (if not an Early Childhood Teacher)</li> <li>• Pedagogy Lead</li> <li>• Relief Educator (non-contractor)</li> <li>• Float Educator</li> <li>• Room Leader</li> <li>• Nominated Supervisor (when they have contact with children)</li> <li>• Centre Director/Service Manager (when they have contact with children).</li> </ul> An Educator is generally someone with a Diploma or Certificate III qualification, or 'working towards' one, who works directly with children through high-quality, play-based learning, creates safe and inclusive environments, and partners with families to support children's learning and development.
Volunteer	People who give their time without pay (may receive expense reimbursement), including parent or community volunteers (e.g. Community Elder).
Student	People completing supervised placements in centre-based or family day care services.
Non-Educator Staff	Roles that support the service but do not work as educators or teachers, including: <ul style="list-style-type: none"> <li>• Cook</li> <li>• Cleaner</li> <li>• Gardener</li> <li>• Maintenance</li> <li>• Bus Driver</li> <li>• Administrative Assistant / Receptionist</li> <li>• Nominated Supervisor (when they have no contact with children)</li> <li>• Centre Director / Service Manager (when they have no contact with children).</li> </ul>
Early Childhood Teacher	Qualified (or working towards) degree-level teacher who is responsible for planning and leading learning programs (registration status does not determine the role).
Assistant	Roles providing additional support such as: <ul style="list-style-type: none"> <li>• Assistant Educator</li> <li>• Inclusion Educator/Professional</li> <li>• Early Intervention Educator</li> <li>• Allied Health Worker.</li> </ul>
Coordinator	Includes: <ul style="list-style-type: none"> <li>• Family Day Care Coordinator</li> <li>• OSHC Coordinator</li> <li>• Area Manager (or similar title and role).</li> </ul> These roles support educators and leaders and regularly visit services.
Contractor	Workers engaged indirectly through a labour hire or recruitment agency in educator, teacher or non-educator roles.

**Background checks (Working With Children Check (WWCC), Working With Vulnerable People (WWVPC) registration or Teacher Registration/Accreditation) - What must be recorded**

Approved providers must collect, verify and maintain accurate background check information for every worker in the Worker Register and their staffing records.

Approved providers must record the type of background check each worker holds (WWCC, WWVP registration or teacher registration), according to the requirement of the worker's state or territory.

Recent changes to the National Law and National Regulations make it an offence for an approved provider to engage a person at a service if they do not hold a current WWC before they start work at the service unless the person has an exemption or falls within jurisdiction specific arrangements that allow teacher registration to replace



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a WWC/VPC.

If you are unsure of WWCC or teacher registration requirements in your jurisdiction, please contact your relevant Regulatory Authority for more information.

Record the issuing jurisdiction for the WWCC registration or teacher registration certificate (or digital equivalent) exactly as it appears on the official documentation. Abbreviations must not be substituted unless they appear that way on the official document (e.g. QLD vs Queensland).

Record the full WWCC registration, or teacher registration number exactly as shown, including all letters, prefixes and suffixes. The number must match the official evidence sighted and must not be shortened, altered or copied from secondary sources.

Record the exact expiry date. The date must be checked against the worker's name, identifying number and issuing jurisdiction to ensure it is valid and current.

Every background check must be sighted by an approved provider or nominated supervisor before the worker begins duties. They must confirm the following:

- The number is current and valid on the worker's card, certificate or digital equivalent record.
- The number is consistent with the worker's name, date of birth and state or territory of issue.
- The number aligns with the correct check type based on jurisdictional requirements.

No worker may commence duties without a valid check. Engaging a person without a current check is an offence

## **Qualifications and Training**

### *What must be recorded*

Approved providers must ensure that all workers have the qualifications and training required for their role, and that this information is accurately recorded, verified and maintained in the Worker Register and local staffing records.

Approved providers must also ensure information remains current and update the Worker Register when changes occur.

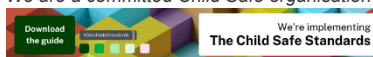
### *Workers with no qualifications or training*

If a worker has no relevant qualifications or training, this must be recorded in the Worker Register.

The approved provider remains responsible for ensuring:

- workers complete any mandatory or role-specific training required under the National Law and National Regulations
- workers only perform duties permitted under the National Law and National Regulations
- workers without relevant qualifications are not counted toward qualification-based ratio requirements and are always supervised when working with children.

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Any new qualifications or training must be updated in the Worker Register within 14 days of completion, once sighted and verified.

Approved providers must record all relevant qualifications and training. The options are summarised in the following table.

Qualification types	Training types
Masters	First Aid
Degree	Anaphylaxis
Early Childhood Teaching Degree (ECT)	Asthma
Diploma	Child Safety
Certificate IV	Child Protection
Certificate III	Other

**Registered Training Organisation (RTO) details (Name, Number and Course Code)**

Approved providers must record the full legal name of the RTO, the RTO number (recommended even if not mandatory) and the course code (where available) exactly as shown on the qualification or training document. The RTO number is the unique identifying number allocated to the RTO. Each qualification and training type also has its own unique nationally recognised course code. If information is missing or unclear, confirm the RTO details using [www.training.gov.au](http://www.training.gov.au)

Some training types, like Child Safety and Child Protection training, do not have an RTO. For Child Safety training, please add in the RTO field either:

- Gecco – Foundations of Child Safety Training; OR
- Gecco – Advanced Child Safety Training.

As the child protection training requirements are jurisdiction specific, if the worker has completed training that does not have an RTO, please record the jurisdiction of where the training was completed in the RTO field (e.g. Vic). 'Actively working towards' status.

Where a worker is actively working towards an approved qualification, the approved provider must record this status in the Worker Register.

Approved providers must sight and verify evidence of enrolment and enter the enrolment start date exactly as shown on enrolment evidence. Approved providers must also sight and verify evidence of ongoing progress in accordance with the requirements in the National Law and National Regulations.

The approved provider is responsible for ensuring the worker who is 'working towards' an approved qualification



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only performs duties they are legally permitted to undertake under the National Law and National Regulations.

The Worker Register must be updated when:

- the worker completes the qualification by adding an attainment date once sighted
- the worker withdraws, defers or otherwise stops their studies.

Progress must be monitored regularly to ensure the status remains current.

Date attained, date sighted and authorised staff member

An approved provider or nominated supervisor must sight evidence to confirm qualification and training

documents are issued by a legitimate RTO and consistent with the worker's identity.

For completed qualification or training, record the exact attainment date shown on the certificate or academic Transcript.

Also record the date evidence was physically sighted. The sighting date must reflect the actual date it occurred and cannot be in the future.

Expiry dates (for training only if relevant)

For training with an expiry date, record the exact expiry date.

Confirm that workers complete required refresher or renewal training before the expiry date to maintain continuous compliance with any legislated requirements. Update the Worker Register once renewal training has been completed and sighted.

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## Checklist

### ☑ 1. Identity Evidence (All Workers)

- Legal name matches official ID (passport, birth certificate, licence).
  - Date of birth confirmed on official ID.
  - All former names / alternate names / aliases declared and recorded.
  - Personal email addresses recorded (must be the worker's own).
  - Personal phone number recorded (mobile or landline).
  - Identity details match all other documents (qualifications, background checks, training).
- 

### ☑ 2. Address Evidence

#### All workers:

- Home address sighted and recorded.
- Postal address sighted and recorded (if different).

#### Family Day Care (FDC):

- Residence or approved venue address sighted.
  - Address matches the location where education and care is provided.
  - Venue approved with regulatory authority.
- 

### ☑ 3. Role & Engagement Evidence

- Evidence of employment or engagement type (direct / agency / labour hire).
  - Start date verified.
  - Cessation date (if applicable).
  - Internal role accurately mapped to the Worker Register role category.
- 

### ☑ 4. Background Check Evidence (WWCC / WWVP registration / Teacher Registration)

- Check type (WWCC, WWVP registration, teacher registration) evidence sighted by Approved Provider or Nominated Supervisor.
  - Evidence confirms check is current and valid.
  - Worker details match the check (name, DOB, jurisdiction).
  - State or territory of issue recorded exactly as shown on official documentation.
  - Identifying number recorded exactly as printed (letters, prefixes, suffixes included).
  - Expiry date recorded exactly.
  - Date sighted recorded accurately.
-



5. Qualifications Evidence

- Qualification evidence (certificate / transcript) sighted by Approved Provider or Nominated Supervisor.
- Qualification type recorded (Masters, Degree, ECT, Diploma, Cert III/IV, etc.).
- RTO name recorded exactly as shown on evidence.
- RTO number verified (and recorded where required).
- Course code recorded exactly as shown on evidence.
- Date attained recorded exactly as listed on evidence.
- Date evidence was sighted / recorded.

If 'Actively Working Towards':

- Enrolment evidence sighted.
- Enrolment start date recorded exactly as shown in enrolment documents.
- Process in place to monitor progress and keep status current.

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6. Training Evidence

- Training certificates (First Aid, CPR, Anaphylaxis, Asthma, Child Protection, Child Safety, Other) sighted by Approved Provider or Nominated Supervisor.
  - RTO details verified and recorded.
  - Date attained recorded exactly as shown on evidence.
  - Expiry date recorded (if relevant).
  - Date sighted recorded.
- 

Developed – February 27, 2026