

TAFE NSW CHILDREN'S CENTRES OPERATION MANUAL

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2 Definitions

For the purpose of these mandatory procedures, the following terms are defined in the table:

Terms	Description
ACEQA	Australian Children’s Education & Care Quality Authority is an independent national authority that assists governments in administering the National Quality Framework (NQF) for children’s education and care
Approved Provider	A person who has been approved a licence to operate an education and care service under the Education and Care Services National Regulations .
Managing Director	The person who holds office (or acts) as the Managing Director of TAFE NSW, and exercises the responsibility and authority as assigned to the position under the Technical and Further Education Commission Act 1990.
Member of staff	A person employed by TAFE NSW or employed to do work in or for TAFE NSW.
Premises of TAFE NSW	Refers to land and premises occupied by TAFE NSW or of which the TAFE NSW has control and management under Part 7 of the Act, and includes a location such as a campus and/or online delivery platform of a Region and of TAFE Digital. This includes our TAFE NSW Children’s Centres, whether they are situated on or off campus.
Region	Refers to a group of TAFE NSW establishments within a single administrative unit and, in relation to a particular TAFE NSW establishment, means the Region (if any) to which the establishment is managed.
Regional General Manager	The person who holds office (or acts) as the Regional General Manager of a TAFE NSW Region.
National Quality Framework (NQF)	<p>The National Quality Framework (NQF) provides a national approach to regulation, assessment and quality improvement for early childhood education and care and outside school hours care services across Australia.</p> <p>The NQF includes:</p> <ul style="list-style-type: none"> • National Law and National Regulations • National Quality Standard • assessment and quality rating process • Nnational learning frameworks.
Nominated Supervisor	An educator responsible for the day to day management of the Centre. The nominated by the approved provider of the service to be nominated supervisor of that service and accepted that nomination in writing.

Terms	Description
	In our TAFE NSW Children's Centres unless otherwise stated the Nominated Supervisors will be the Centre's ECD.
Parent/Guardian	A person having, in relation to the child, all the duties, powers, responsibilities and authority which, by law, parents have in relation to their children.
Person in day to day charge	An educator nominated by the Approved Provider or Nominated Supervisor to be the educator in day to day charge of the service.
Responsible Person	A responsible person is: <ul style="list-style-type: none"> • Approved Provider or person with management or control • A nominated Supervisor (see above) • A Person in day to day charge (see above)
TAFE NSW	Means the New South Wales Technical and Further Education Commission (TAFE Commission) constituted by the Technical and Further Education Commission Act 1990 .
TAFE NSW Children's Centre	A TAFE NSW Children's Centre that provides quality care and education for children between the ages of six weeks to 6 years.
Working with Children Check	A requirement for people who work or volunteer in child-related work. It involves a national criminal history check and a review of findings of workplace misconduct.

3 Children's Centre Management

This manual has been updated in June 2019 It is designed to:

- Outline policies and mandatory procedures relating to the operation of TAFE NSW Children's Centres and assist in the effective and efficient provision of quality services for children, families and educators;
 - Provide standards of practice based on policies with clear operational guidelines;
 - Provide guidelines for Centre-based philosophies, procedures and involvement expectations;
- Be reviewed and updated in consultation with TAFE NSW Children's Centres educators and families on a regular basis, as required and at least every two years.

3.1 Service philosophy and purpose

TAFE NSW provides the highest quality care and education for children between the ages of six (6) weeks to six (6) years so that families have the opportunity to fully participate in Vocational Education and Training and the workforce.

We support the children in our care to develop and grow into happy, resilient young people who have the necessary skills to fulfil their potential and become confident members of the community, in an environment that is safe and conforms to the Education & Care Services Regulations.

We believe that by supporting access to vocational training for students-parents and carers we will also enrich the lives of the young children in our care.

We also provide care and education to children whose families are not participating in Vocational Education and Training to facilitate workforce participation, community engagement and further encourage participation in Vocational Education and Training.

Each of our Children's Centres has developed their own service philosophy that reflects the needs of their Centre and the community.

3.2 Management Systems

TAFE NSW Children's Centres are currently licensed under the [Education and Care Services National Regulations](#).

The NSW TAFE Commission is the licensee for all TAFE NSW managed Children's Centres with the Managing Director TAFE NSW acting as the Delegate of the Licensee.

The TAFE NSW Children's Centres Policy authorises the General Manager, Student Services to act as the person involved in the control and management of the licensee under the Education and Care Services National Regulations to be responsible for the centre's compliance and to sign local licensing documentation.

In the role as delegate of the Approved Provider the Manager, Operation and Regional Support, Student Services, is responsible for nominating the Nominated Supervisors (NS).

In our TAFE NSW Children's Centres unless otherwise stated the NS will be the Centre's ECD.

If an NS ceases to be an NS a new NS must be appointed immediately, in the interim the responsible person in charge may fill this role.

When a new NS is appointed the changes need to be notified to the Early Childhood Education and Care Directorate on the following forms:

- [NSO1 Nominated Supervisor Consent, \(paper based form\)](#)
- NSO2 Notification of Change to Nominated Supervisor ([via NQA IT System](#)) and
- SA12 Notification of Change of Information about and Approved Service ([via NQA IT System](#)).

All changes regarding the nomination and cessation of an NS are required to be notified to the Early Childhood Education and Care Directorate within two **(2) weeks** of the change.

The ECD, in consultation with the College Line Manager, and Manager Operations and Regional Support is responsible for the day-to-day running of the centre in a manner that meets licensing and The National Quality Framework requirements.

Whilst forms are now provided via the National Quality Agenda IT system (NQA IT System), some forms are still paper based. All paper based licensing documents and forms are to be forwarded to: Director, Central Licensing Early Childhood Education, NSW Department of Education, Locked Bag 5107, Parramatta NSW 2124.

Our Centres will:

- Have appointed the Early Childhood Director as the person in day-to-day charge of the service.
- Display the Name of the Centre and the service approval number.
- Display the current rating levels for each quality area in the National Quality Standard and the overall rating of the Centre.
- Display the name of each nominated supervisor so that it is visible from the Centre's main entrance and any conditions on the service approval.
- Display the name and position of the Responsible Person in charge of our Centre at any given time, routinely the Early Childhood Director.
- Display the name of the educational leader at the Centre.

3.3 Assessment and Ratings

TAFE NSW Children's Centres are required to participate in the National Quality Framework for Early Childhood Education and Care for long day care Centre's.

A key function of Regulatory Authorities is to conduct regular assessments of an Approved Service against the National Quality Standard and the National Regulations. The National Quality Standard sets a new national benchmark for the quality of education and care services. It will also give services and families a better understanding of a quality service. This will enable families to make informed decisions about the services providing education and care to their children.

For further information relating to the assessment and rating system please refer to the Australian Children's Education and Care Quality Authority (ACECQA) [National Quality Framework – Guide to the National Law and National Regulation](#).

3.4 Prescribed information

Prescribed information	
Provider approval	<ul style="list-style-type: none">• Name of the Approved Provider• Provider approval number• Any conditions on the provider approval
Service approval	<ul style="list-style-type: none">• Name of the Approved Service• Service approval number• Any conditions on the service approval
Nominated Supervisor	<ul style="list-style-type: none">• Name of the Nominated Supervisor; or Regulation 49 has been repealed on the Regulations (2)
Service rating	<ul style="list-style-type: none">• Current ratings for each Quality Area in the National Quality Standard• Overall rating of the service
Service or temporary waivers	<ul style="list-style-type: none">• The elements of the National Quality Standard and/or National Regulations that have been waived• The duration of the waiver• Whether the waiver is a service waiver or temporary waiver
Service operation	<ul style="list-style-type: none">• Days and hours of operation• Name and phone number of the responsible person in charge at any given time• Name and phone number of the person who can be contacted to receive a complaint• Name of the educational leader• Contact details for the Regulatory Authority
Health and safety	<ul style="list-style-type: none">• If applicable, a notice stating that a child at risk of anaphylaxis is enrolled at the service• If applicable, a notice of an occurrence of an infectious disease at the service

3.5 Quality

TAFE NSW seeks to ensure that a high quality of care and education is maintained in all service types and locations through:

- Employment of highly trained and experienced staff;
- Reflecting cultural diversity;
- Appropriate educator to child ratios;
- An inclusive educational program developed in partnership with families based on children's interests and development as individuals reflecting cultural diversity;
- Positive learning environments involving children in self-directed experiences, fostering self-esteem and valuing children's work;
- Parent participation;
- Accountability;
- Adequate accommodation;
- Appropriate and sufficient equipment.

3.6 Hours of Operation

TAFE NSW Children's Centres operate 48 weeks minimum per year. Each TAFE NSW Children's Centre will identify their specific opening hours.

3.7 Marketing

Promotion for each TAFE NSW Children's Centre is managed locally within the Region.

3.8 Acknowledgements

TAFE Operations and Regional Support acknowledges the valuable contribution, assistance and feedback from Early Childhood Directors, and the staff and families of TAFE NSW Children's Centres in developing this manual.

3.9 Child Records

Written records are to be kept of each child's personal information as detailed on the TAFE NSW *Children's Centres Enrolment and Authorisations* form. Records of attendance, permission and participation in excursions including risk assessments are to be kept for each child.

Other records concerning health matters such as medication authorisations, illnesses, accidents, and medications administered are to be kept for each child in accordance with TAFE NSW Children's Centre forms.

Ongoing assessment/documentation of the progress of individual children must be kept as a basis for programming for the child and the centre. The format and method of recording progress is to be determined by the Educators team. Individual records are to be made available for parents to discuss with staff if requested.

3.10 Retention of Records

TAFE NSW Children's Centres operate under three systems of record retention: (i) the [NSW National Law and National Regulation](#) (ii) the [State Records Act 1998 \(NSW\)](#) and (iii) the [Child Care Service Handbook](#), Federal Department of Education and Training.

To meet the requirements of the three record retention systems it is recommended that all files be kept on-site for a period of three (3) years. After 3 years a schedule for off-site storage and subsequent destruction is implemented as follows:

LOCATION	YEARS	TYPE OF FILE
ON-SITE	3 years from the end of the calendar year	All files of children, staff and visitors, including children and staff who have left the centre and other operational records
OFF SITE	7 years (total of 10 years from the end of the calendar year)	Roll books, excursion notes and other day-to-day operational records including records of staff who have left the centre. After 10 years records can be securely destroyed, unless otherwise directed
OFF SITE	Until child reaches 25 years of age	Records of personal enrolment information, accidents and complaints for children who have left the centre. After child reaches 25 years of age files can be securely destroyed, unless otherwise directed. (This includes excursion consent form)

LOCATION	YEARS	TYPE OF FILE
OFF SITE	70 years from date of last action	All files related to a child protection notification to the Department of Family and Community Services. After 70 years from date of last action records can be securely destroyed

Centres should liaise with the Line Manager regarding off-site storage of records.

3.11 Revenue

TAFE NSW Children's Centres obtains revenue from the following avenues:

- [Parent Fees \(Day Fees\)](#) and [Child Care Subsidy](#)
- Funding Grants
- Fundraising

Early Childhood Directors liaise with their Line Manager and College Finance personnel regarding access to the appropriate systems for recording and monitoring expenditure and revenue.

Revenue for the Children's Centres include the daily fees paid by parents, the related Commonwealth subsidy and charges not identified as the 'daily fee'. These revenue streams are to be recorded against the Children's Centre cost centres. Revenue may also be received from either the State or Commonwealth additional Funding Grants, such as Start Strong Funding, and related expenditure is to be in line with the conditions of this additional funding Grant.

For more information parent fees see [3.22 Fee Payment Procedures](#)

3.11.1 Fundraising

Fundraising in TAFE NSW Children's Centres is conducted in accordance with provisions of the Charitable Fundraising Act which specifies that 'proceeds from any fundraising appeal must be banked into an account maintained exclusively for that purpose.

3.11.2 Account Numbers and Monitoring Revenue and Expenditure

Early Childhood Directors liaise with their Line Manager and College Finance personnel regarding the appropriate systems for recording and monitoring expenditure and fees income.

3.11.3 Petty Cash or Purchasing Cards

All procedures applying to campus sections in relation to petty cash or Purchase Card also generally apply to the Children's Centre. Enrolment Procedure.

3.12 Application for Enrolment

Application for enrolment for students at TAFE NSW Children's Centres should take place throughout the year when families have the necessary information regarding their class timetable. [Standard application forms](#) apply and are available from the TAFE NSW Internet, [TAFE NSW Children's Centres pages](#).

Positions are available to TAFE NSW students enrolled in current TAFE NSW vocational and general education courses. Parents must provide their course enrolment form and timetable of classes with room numbers.

Before accepting an enrolment the parent must provide approved documentation of their child's immunisation record. Please refer to [Children's Health and Safety, Immunisation](#).

On enrolment the child's date and place of birth is to be verified by inspection of a duly certified copy of the child's birth certificate, Australian citizenship certificate, passport, or other documentation approved by Early Childhood Education and Care.

TAFE NSW student parents may apply for additional care while not on campus and acceptance is at the discretion of the Early Childhood Director (ECD).

Application for enrolment of TAFE NSW Staff or community members can take place at any time that the centre is open.

Where a TAFE NSW Staff member applies to enrol their child/children for care, they must ensure their role as parent and TAFE employee does not create a conflict of interest, see [Code of Conduct and Ethical Practices](#).

The ECD holds the authority and responsibility for management of the Children's Centre including the terms and conditions of enrolment and access to the Children's Centre.

3.13 Management of Risk of Harm within TAFE NSW

TAFE NSW is required by law to ensure the health and safety of students, TAFE NSW staff and visitors on our premises and within our delivery environment.

This responsibility and requirement also applies to the educators, children and parents working within and using the services of the Children's Centres.

In order to meet these legal obligations it is necessary for TAFE NSW to access and manage any known risk of violent behaviour that has occurred in the past ten (10) years. Persons who are registered on the 'Child Protection Register' are considered current and the 10 year time limit does not apply.

If a parent or guardian is enrolling into TAFE NSW, and they have a history of violent behaviour that may suggest that they could pose a current risk of any type, it is a condition of their enrolment to advise the Student Services Officer, TAFE Counsellor or their Head Teacher prior to attending their first class. It is the responsibility of the Manager of Student Services to notify the Early Childhood Director of the known risk.

Where it is or becomes known that a community parent or guardian has a history of violent behaviour, the Centre Director will inform the Line Manager.

For these purposes 'violence and violent behaviour' is not restricted to physical acts. It includes any behaviour that seriously interferes with the physical or psychological safety and wellbeing of others such as:

- actual violence to any person
- possession of or use of a weapon or any item with the intention to cause harm or injury to others
- threats of violence or intimidation of others
- Suspension or expulsion from any school or educational institution for violent aggressive behaviour.

Following your advice of a potential risk, TAFE NSW will carry out a risk assessment of the current risk and, if necessary, provide support and/or a risk management plan. Only in exceptional circumstances will a risk assessment lead to exclusion from enrolment of the child/ren from the TAFE NSW Children's Centres. It is our aim to provide an appropriate, safe environment for our families and their children, and, TAFE NSW staff, students and visitors.

Risk assessments on parents and guardians wishing to enrol children into the Children Centres are to be referred to Head of Student Services and General Manager, Student Services Branch.

3.14 Court Orders

- Parents/guardians are to provide a copy of any registered court orders affecting the custody of, residence of, or access to their child at the time of enrolment or at any other time such orders come into effect.
- A copy of the order will be stored securely at the centre. A second copy will be made and stored securely with the delegated college manager for the information of college management and security staff.
- The Early Childhood Director is responsible for informing the children's centre educators/team of custodial orders pertaining to children enrolled at the centre.
- Parents/guardians are responsible for ensuring the centre has current and updated copies of court orders relating to their child at all times. Parents/guardians are to advise the Director of any changes to the court orders, which may impact on the child while they are at the centre.
- If the centre does not have information about court orders, and both parents/guardians are identified on the enrolment form then the educators are obliged to release the child to either parent/guardian.
- Staff of the centre will endeavour to accommodate individualised requirements of court orders affecting contact with children while they attend the centre. Such requirements may include one parent/guardian may have specific visiting rights to the child while they are attending the centre; alternate custody weekends whereby the child will be brought in and collected by alternate parents/guardians each week.
- All decisions made at the centre in relation to contact will consider the well-being of all children. If such arrangements become detrimental to children, staff or the operation of the centre contact arrangements will be reviewed.
- If a parent/guardian is dissatisfied with the decision they should be encouraged to follow the [complaints procedure](#).
- Where a parent/guardian has been denied contact with their child by a registered court order all efforts will be made to exclude that person from the children's centre at all times. If such a parent/guardian arrives at the centre to contact their child staff should:
 - ask the person to leave the premises
 - endeavour to keep the child protected in a place away from the person
 - call security for assistance
 - contact the child's other parent/guardian to inform them of the situation
 - The Responsible Person at the time must consider the risk to all Children, Educators and others on premises should a non-custodial parent/guardian attempts to remove their child from the Centre. If the risk is assessed to be high then the Responsible Person or another available educator will call security and/or the Police and implement lockdown procedures as stated in the emergency management plan.
- If such a parent/guardian refuses to leave the Centre, educators are to inform them that security has been called and that the police will be called. If the person does not leave the premises educators are to call the police and implement lockdown procedures as stated in the emergency management plan.
- An educator should not attempt to physically restrain the person.

3.15 Priority of Access

There are no mandatory requirements for filling vacancies. However, as vacancies in the service arise our Children's Centres will consider prioritising 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
- children in Aboriginal and Torres Strait Islander families;
- children in families which include a disabled person;
- children in families which include an individual whose adjusted taxable income does not exceed the lower income threshold
- children in families with a non-English speaking background
- children in socially isolated families
- single parents families

This reflects the Australian Government's intention to help families who are most in need and support the safety and wellbeing of children at risk in accordance with [the National Framework for Protecting Australia's Children 2000 -2020](#).

At the discretion of the ECD, allocation of days to families may be reviewed every term to provide priority to families who are studying, and families where both parents are working.

3.16 Orientation for Children and Families

Each TAFE NSW Children's Centre is to develop a family orientation process to meet the individual needs of families using the centre. The following guide for the process is to be adapted as necessary:

- Introduce all educators of the centre and outline their qualifications, experience and first aid training.
- Discussion of the centre Information booklet including specific reference to:
 - daily requirements such as nutritious lunch, change of clothes, hat, comforters
 - immediate notification of any change of details including address, phone, timetable, emergency contact details
 - the sighting of birth certificate, Australian citizenship certificate, passport or applicable documentation approved by Early Childhood Education and Care
 - the immunisation record, with a copy of the Medicare record to be retained
 - notification of any court orders and updates as they occur
 - discussion with families on the most appropriate methods for communicating information to them on management, policy and programming review, and centre events.

The orientation process should involve a tour of the centre including:

- each child's environment, room, locker, and communication pocket
- the kitchen and food storage procedure
- the sign in and out procedure
- arrival and departure procedure
- location of sunscreen and the procedure for application

- nappy change room and the nappy change procedure
- location of the centre/room program and evaluation
- children's developmental records
- family library
- information pamphlets, newsletters, brochures

The centre should promote opportunities to introduce children's families to each other, especially those who will be attending on the same days.

3.17 Parent/Guardian Information

TAFE NSW Children's Centres should design and distribute a booklet for parents/guardians outlining the services provided and stating the responsibilities and requirements expected of parents. To meet current Early Childhood Education and Care Licensing and NSW Department of Education requirements, this should include:

- Discussion on the centre's philosophy
- Central policies and procedures of the centre including:
 - priority of access and waiting list policies
 - open door policy/phoning centre to check on child
 - opportunities for parental involvement
 - arrival/departure of children processes and protocols
 - collection of children processes and protocols
 - suitable clothing
 - illness and administration of medication
 - fees (security deposit, and day fee), Child Care subsidy, fee payment procedure including invoicing/receipting
 - sun safety
 - rest/sleep
 - nutrition
 - positive guidance
 - emergencies
 - protection of children and young people
 - confidentiality of records
 - complaints/concerns/grievances
 - occupational health and safety including safety checks

Other relevant information concerning the Children's Centre based on local college factors may also be included.

3.18 Children's Centre Staff Access

Specific conditions apply to access for the children of TAFE NSW Children's Centre staff.

Should the child of a staff member from the TAFE NSW Children's Centre gain access according to the access guidelines above, the following are to be observed:

- Where possible the child is not placed in the group for which the parent is professionally responsible,
- The child's enrolment is for a trial period of one semester to be reviewed by the Early Childhood Director and College Manager, in terms of quality care and centre staff morale.

3.19 General Conditions

Parents are to notify the centre if their child(ren) will not be attending the centre on any day for which the child(ren) are enrolled. Continued failure to notify the centre may result in the child(ren) being excluded.

Students who withdraw from courses must re-negotiate the enrolment of their child(ren) in the centre. If a student completes a course during a semester the ECD has the discretion to allow child(ren) to continue until the end of semester while places are available.

If a parent will not be in class while their child(ren) is attending the centre, it is essential that they inform the centre of their proposed location and to leave a contact number on a day to day basis.

3.20 [Child Care Subsidy](#)

It is a requirement under Family Assistance Law for all children who attend an early learning centre (or have an arrangement for care) to have an enrolment notice regardless of their Child Care Subsidy eligibility status.

For those eligible parents/carers, entitlement determinations will only be processed by **Centrelink/ Department of Human Services** when the correct enrolment is in place. An enrolment links:

- the child
- the family (the individual)
- the child care service

Humans Services have **stipulated 4 steps** to the enrolment process.

1. The parent or carer makes a claim for Child Care Subsidy
2. The TAFE NSW Children Centre, Early Childhood Director and the parent/carer agrees on the arrangement for care of the child(ren)
3. The TAFE NSW Children Centre, administration assistant submits and enrolment notice the Centrelink/ Department of Human Services
4. The parent/carer confirms the enrolment with Centrelink/ Department of Human Services

Once the enrolment is processed and successfully completed, entitlements can be calculated and payments made.

Children must meet the government's immunisation requirements or have an approved exemption for the family to be eligible for Child Care Subsidy ([Child Care Service Handbook](#) page 37).

3.21 Additional Child Care Subsidy

Additional child Care Subsidy (child wellbeing) is payment from the Australian Government for families who need practical help with the cost of child care to support the child's wellbeing.

In order for someone to be eligible for Additional Child Care Subsidy (child wellbeing), they must first apply and be eligible for Child Care Subsidy (CCS).

Where possible, providers should encourage parents or carers to lodge their CCS claim before enrolling their child, or where this has not occurred, as soon as possible. This is because CCS claims can only be granted from the first Monday of a CCS fortnight that is not more than 28 days before the claim was made.

Please be aware, if a child is enrolled and starts attending care before the individual lodges a CCS application with the Department of Human Services, there may be sessions of care where CCS/ACCS is not payable.

3.22 [Fee Payment Procedure](#)

Fees are due for the days children are enrolled at the TAFE NSW Children's Centre including all public holidays and times when the child is absent due to illness and family commitments.

Fees are to **be paid two weeks** in advance unless Direct Debit option is being utilised at the Centre.

Parents must give two weeks' notice of withdrawing their child from the centre otherwise fees will be charged in full for weeks of non-attendance.


In the event of an industrial action and the children's centre remains open, the parents must pay fees. If the children's centre staff take industrial action or the children's centre is closed for any emergency situation, parents do not pay fees.

3.22.1 Late Fee Payment

If a parent falls behind in the payment of fees the Early Childhood Director is to notify the parent. It is the Early Childhood Director and the family responsibility negotiate payment of the outstanding fees, i.e.: develop a payment plan. If payment is still not received the child may be excluded from attending the Children's Centre. If the payment plan is not followed consistently the child's place in the Children's Centre will be cancelled.

3.22.2 Bond

From 1 January 2019 all parents will be required to pay a bond of \$200 for each child using TAFE NSW Children's Centres (including parents sponsored by Gowrie, AMEP, or receiving ACCS). Meadowbank TAFE NSW Children's Centre has individual bond provisions. The bond is refunded when the parent no longer requires childcare and provides two weeks' notice of withdrawal. Alternatively it can be used towards their last childcare payment, which minimises paperwork as a refund is not required.

 **Note: The Bond can be recorded in HubHello as a Bond payment, which is displayed as a separate item on a parent's receipt.**

3.22.3 [Day Fees](#)

TAFE NSW Children's Centres have a daily-based tiered fee structure to align staffing ratios with the NQF and consequently the pricing model reflects the differentiation in staffing levels for certain age groups.

The fees for TAFE NSW Children's Centres are determined by TAFE NSW as approved by General Manager, Student Services.

Increase of Daily fees must be notified in writing to families/guardians a minimum 4 weeks prior to implementation.

3.22.4 Revenue Processing

To ensure that all fees and funding payments are allocated to the correct TAFE NSW Children's Centre account.

For fee payments our educators will:

1. When you logon, via PET (Provider Entry Point), in PRODA and go into the Children's Centre section - one of the options available is the "My Inbox"
2. Go into the My Inbox, and one of the options is "Letters"
3. Go into Letters, and into option to select "date from"
4. When you chose a date range, you will have available all the remittance advices issued to your Centre.

Email remittances to address of accountsreceivable@tafensw.edu.au on a weekly basis

Funding monies can be tracked through the internal orders the following elements are used to track funding:

1. Name of the funding
2. The Fund code
3. Cost Centre

3.23 Acceptance and Refusal of Authorisations

The Education and Care Services National Regulations require early education and care services to obtain written consent from parents, or person named in the enrolment form as authorised, in matters relating to the administration of medication, medical treatment including transportation by an ambulance service, collection of children from the Centre, and excursions (including regular outings). The information to be provided in these written authorisations is also detailed in the Education and Care Services National Regulations.

3.23.1 Authorisation requirements

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

- Name of the child
- Authorisation to administer medication (including if applicable, self-administration), signed by a parent or a person named in the child's enrolment record as authorised to consent to administration of Medication
- Name of the medication to be administered
- Time and date the medication is to be administered
- Dosage of the medication to be administered
- Manner in which the medication is to be administered
- Period of authorisation (dates from and to)
- Date the authorisation is signed.

The information requested on the forms used by the Centre to obtain written consent from parents/authorised adults for administration of medications, medical treatment of the child (including

transportation by an ambulance service), collection of children from the Centre, and excursions (including regular outings) complies with the requirements of the Education and Care Services National Regulations 2011.

Our educators will ensure:

- All authorisation forms received are checked by the Nominated Supervisor or delegated staff member to ensure completeness and that the name and signature of the authoriser on the form are consistent with the name and signature of the parent or person named on the enrolment form as authorised. If either is not the case, the form will be returned to the parent for amendment.
- The Nominated Supervisor or delegated staff member begins any action that requires written permission from the child's parents/authorised adult, the staff member will refer to the written permission form. Unless the form is accurate, current, complete, in every detail, and correctly signed, the staff member will exercise the right of refusal.
- All completed and signed authorisations are stored in the child's file and/or in a designated place known by all staff.
- If the Early Childhood Director is not prepared to accept the medication provided by the parent, they should consult with their approved provider and may request a letter from a medical practitioner stating the child's name, the medication in question, the dose required and the period for which this dose will be required;
- In an anaphylaxis or asthma emergency with a child, the Nominated Supervisor or delegated staff member will invoke the exception provided in Regulation 94 of the Education and Care Services National Regulations which sets aside the requirement for authorisation. As soon as practicable after such an emergency, the Centre will notify a parent of the child and emergency services.

3.24 Arrival and Collection of Children

Our educators will:

- Ensure the safe and documented arrival and departure of children at the education and care setting;
- Support children in settling into the Centre each day and experience quality education and care through continuity of educators, positive interactions within the community of the Centre.
- A record of attendance, kept at the Centre, includes full name of each child attending, arrival and departure times, and signature of the person who delivers and collects the child or the nominated supervisor or educator.
- A child will leave the centre only with a parent, authorised nominee, an authorised delegate as a part of an excursion or because the child requires medical care. (This does not include a parent who is prohibited by a court order from having contact.)
- The person collecting the child must be at least 18 years of age, unless they are the parent.

In addition to these records, the responsible person will:

- Review the Sign In and Out sheet or Electronic Sign In (ESI). Where parents or authorised persons have not Signed In, our educators will note that the child is in attendance. Families will be reminded to complete this record.
- Ensure that two educators verify all children have been Signed Out of the centre. If a child is not Signed Out, our educators will check all areas of the Centre to ensure no child remains. This will be confirmed via the statement on the Sign In, Sign Out process.
- Ensure that the Enrolment Authorisations Form includes authorisation for collection of children and that those listed on the Enrolment Authorisations Form to collect a child from the Centre.

- Allow a child to leave the Centre only with an authorised person who appears able to appropriately care for the child. Educators and staff will always act in the interest of safety for the child, themselves and other children in the care and education Centre.

3.24.1 Arrival

- The person who delivers a child to the Centre signs them in by Sign In and Out sheet or Electronic Sign In (ESI) in the entry point when they arrive.
- Educators also record the child's name and time of arrival on the Room Register or Central sign in point if room registers are not used at the Centre. Once the majority of children have arrived in each room, educators check that all children have been signed in.
- If a child is present but not signed in, the educator signs for that child, noting the time. Our educators are responsible for the accountability of all children in our care, including in the event of an emergency evacuation or lock down.
- The person delivering the child is to place the child into the care of an educator and this action be acknowledged before leaving the Centre.
- Any critical information required to meet a baby's or child's needs on any given day is to be provided or obtained from the person bringing the child into the Centre.
- Children who are absent for the day will be marked as absent on the Sign In and Out sheet or Electronic Sign In (ESI). Parents will be asked to confirm any absences via the Electronic Sign In (ESI).
- Educators use the Room Registers or Central sign in point if room registers are not in use to check that all children signed in are present throughout the day. The room registers, if used, are reconciled at intervals throughout the day and this is recorded. Educators from each room are also to reconcile their room registers, if used, immediately before the completion of their shift. The Nominated Supervisor and Responsible Person in Charge are to check that the Room Register reconciliation or Central sign in point if the room registers are not used at the Centre has been completed each day.

3.24.2 Collection of Children

Our Educators will implement the following guidelines which must be followed at all times to ensure the safety of the children:

- Children are not to be released into the care of persons not authorised to collect the child.
- In an emergency situation parents/guardians must give prior notice in writing where the person collecting the child is someone other than those mentioned on the enrolment form. The person nominated must produce photo identification.
- In case of an unplanned situation arising where a person that is not on the authorised list is to collect the child, our educators will obtain verbal consent from the parent.
- Children are not to be released into the care of any person not known to staff. If staff do not know the person by appearance, the person must produce photo identification to prove that they are the person authorised on the enrolment form to collect the child.
- Parents/guardians must give prior written notice of any variation to the person picking up the child. If notice is not given, and staff cannot contact the parent/guardian, the child must not be released into the care of that person.
- Children are not to be released into the care of a person under the age of eighteen years unless they are the parent/guardian.

- If staff feel that a person is unfit to take responsibility for a child (the person appears to be intoxicated, or under the influence of drugs) they must bring the matter to the person's attention before releasing the child into their care:
 - Wherever possible, such discussion is to take place without the child being present
 - The educators are to attempt to persuade the person to contact someone else to collect the child
 - As mandatory reporters our ECDs will make a determination on next steps.
- Staff do have a moral obligation to persuade a parent/guardian to seek alternative arrangements if they feel they are in an unfit state to accept responsibility for the child.
- If a child has not been collected from the Centre by closing time, attempt will be made to contact the parents or guardians, followed by authorised collection people. If no contact can be made with any of these people, the Responsible Person in Charge may contact the Police who will inform the Centre of the appropriate action to take to ensure the continued safe care of the child.
- The person who collects the child from the Centre signs the child out on the Sign In and Out sheet or Electronic Sign In (ESI). Children are also signed out on the Room Register, if used by the Centre, by an Educator and the time noted.
- Any critical information from the day must be communicated to families to ensure a baby's or child's continued wellbeing and needs can be met.
- At the end of the day, educators check that all children have been signed out. If a child has not been signed out on Sign In and Out sheet or Electronic Sign In (ESI), parents will be asked, when the child next attends, to confirm the time they were collected.
- At the end of each day, all beds and all areas of the Centre, indoors and outdoors, must be thoroughly checked and signed off by two members of staff to ensure that no child remains on the premises after the Centre closes for the day.
- If it is discovered that a child cannot be accounted for, the family will be contacted. If the child is not in the family's care, the Centre will seek immediate advice from the Police then notify the Regulatory Authority as soon as possible (within 24 hours).
- If a child has been removed from the Centre in a manner that contravenes the National Regulations or is mistakenly locked in or locked out of the Centre's premises or any part of the premises, the Centre will seek immediate advice from the Police then notify the Regulatory Authority (within 24 hours). (Section 174(2)(a) and Regulation 176(2)a).
- The Early Childhood Director is to ensure that the Authorisations are kept up to date.

3.25 Late Collection of Children

TAFE NSW Children's Centres aim to provide educators and children with a safe and secure environment during operational hours.

Parents are required to advise the service if they will be late collecting their child or if unable to collect their child, they are expected to make alternative arrangements and advise the centre accordingly. This prevents both the staff and child from worrying.

If a child is not collected from the service within 30 minutes of the closing time, and the parent has not made suitable alternative arrangements, the Department of Education, Early Childhood Education and Care will be contacted.

Parents will be advised of the late-pick up policy when enrolling their child/ren.

Families enter a contract with the service to negotiated hours of care at enrolment. When a family is late or in breach of the agreed contract hours a record will be made of the pickup time and late fee will be charged:

Two (2) educators will remain with the child/ren at all times. A late fee will be charged per child if they are not collected prior to the Centre closing. The late fee goes towards offsetting the cost of staff overtime to remain with the child.

The late fee is as follows

- \$20.00 within the first 5 minutes and \$10 per 5 minute thereafter, up to a maximum of \$100 for 1 hour late.
- When picking the child up on the first late occasion, a letter is to be issued to the parent and no fees charged.
- The second late incident will incur a fine and the parent will be advised of this on collection of the child.
- Enrolment of and care for the child will be withdrawn immediately on the third late pick up.
- A separate letter will be issued per child, including those from the same family
 - The sample letters can be modified to include your service details and are to be placed on TAFE NSW letterhead, with the relevant contact details for the Children's Centre. The wording of each warning should remain as is written.
 - The late fee must be paid with the following fee statement.
 - Staff will inform the Early Childhood Director of all late pick-ups.
 - A record of all late pick-ups will be kept by the Early Childhood Director.

3.26 Complaints/Grievances

3.26.1 Parents Guardians Complaint/Grievances

TAFE NSW aims to provide a complaints handling system which:

- Encourages the resolution of problems by informal means wherever possible.
- Ensures that concerns are dealt with quickly, fully and fairly.
- Maintains good working relationships between all people involved with the centre, college, institute or unit.
- Provides effective responses and appropriate redress.
- Is confidential.
- Is unbiased.

TAFE NSW has a Complaints Management Policy and associated complaints management procedure which set out the framework for a professional response to complaints. All staff need to be familiar with the procedures so they are applied consistently. The complaint can be made verbally or in writing. The complaint web form is available at: feedback.tafensw.edu.au/complaint.

If a parent makes a complaint to the approved provider, the ECD or the Campus Manager, about the conduct of the service, the delegated Campus Manager must give written notice of the complaint to the Early Childhood Education and Care Directorate within one week of the complaint. Notice is not required for complaints of an obviously trivial nature and this is to be determined in consultation with the Campus Manager. Parents/guardians should also be made aware of the: **CS Helpline 132 111** - 24 hour child protection phone service.

3.26.2 Staff Guardians Complaint/Grievances

TAFE NSW procedure for handling grievance is through the Complaints Handling Policy. The policy aims to create and maintain a productive and positive, non-discriminatory and harassment free work environment by recognising the right of staff to raise grievances and have them dealt with in an effective manner. Managers in TAFE NSW have a general responsibility to prevent problems that may give rise to grievances, and to fairly, objectively and promptly deal with grievances raised by staff.

All educators have a responsibility to treat other educators fairly and in a way that will not give rise to distress and grievances. Where grievances do occur, staff have a further responsibility to actively contribute to the resolution process. In dealing with grievances it is expected that all parties will work towards resolving grievances by following the guidelines and procedure outlined in the Complaints Handling Policy.

3.27 Leadership

Our Centres recognise that effective leadership is vital to the success of education and care settings. Without skilled and committed leaders to help shape teaching and learning, the opportunity to create and sustain high-quality learning environments is minimal.

Our Centres encourage their staff to build on the professional knowledge base and engage in ongoing learning and development.

Our centres leadership work with staff to reflect on how they:

- Make children's learning, development and wellbeing the core focus
- Address children's rights and honour diversity of all kinds in positive, constructive and courageous ways
- Build respectful and genuine connections with families and communities
- Collaboratively develop a culture of ethical inquiry
- Collaboratively create a community of learners

The Centres leadership team will:

- Identify and articulate the Centre's vision ensuring shared understandings, meanings and goals through
 - Communicate effectively by:
 - Engaging in active listening
 - Trying to understand the teams feelings and points of view
 - Respecting and appreciating the values knowledge and skills of others
 - Solving problems collaboratively
 - Being open to learning from the team
 - Encourage staff reflection
 - Monitor and assess practice
 - Encourage ongoing professional development
- Encourage distributive leadership by:
 - Building a learning community and team culture
 - Encouraging and facilitating genuine family and community partnerships
 - Striking a balance between leading and managing.

3.28 Continuous improvement

TAFE NSW Children's Centres are required to develop a Quality Improvement Plan and update this annually.

3.29 Educational Leadership

The educational leader is responsible for leading the development of the curriculum at each Centre.

Educational leaders will:

- Encourage educators to collaborate and ensure the establishment of clear goals for teaching and learning.
- Create and nurture a culture where educators reflect, affirm and challenge each other to deliver high quality educational programs.
- Draw on each team members' strengths and expertise
- Share information with educators
- Provide opportunities for joint planning and goal setting

Educational leaders will negotiate additional time off the floor to fulfil these duties.

3.30 Advisory Committee

Wherever possible, a Children's Centre Advisory Committee should be formed at the Campus. It should be convened and meet at least once per semester as a minimum requirement. The committee may recommend more frequent meetings.

The purpose of the committee is to:

- Provide advice to campus/Region management on matters pertaining to quality service provision including access, management, operation, parent issues and educational programs
- Provide an opportunity to comply with requirements of Education and Care Services National Regulation Licensing and the National Quality Framework for Early Childhood Education and Care to allow opportunities for parental involvement in the management of the centre.
- Advise on enrolment decisions when there is competition for places.

Suggested Membership (where possible)

- Early Childhood Director
- Two parent representatives (at least one TAFE NSW student where possible)
- Community representative
- Centre Staff, who has an interest or strength in the topic for discussion
- Other members according to local need and interest.

3.31 Development of Professionals

Effective leaders seek ways to empower others. They have a thorough understanding of the approved frameworks and standards and seek ways to facilitate children's learning.

Our educational leaders support educators' growth and foster a professional learning community by:

- Establishing clear goals and expectations for teaching and learning
- Clarifying roles
- Building supportive relationships with and within the team

- Encouraging active participation of the team
- Monitoring team effectiveness

The Centres Educational leaders also provides opportunities for the team to:

- Participating in reflective discussions about practice and implementing the learning framework
- Discuss routines and ways to make them more effective learning experiences
- Observe children and educator interactions, and making suggestions on how to improve interactions and intentional teaching
- Talk to parents about the educational program
- Work with other early childhood professionals such as maternal and child health nurses and early childhood intervention specialists
- Assist with documenting children's learning and how these assessments can inform curriculum decision making.

TAFE NSW is committed to making provision for the professional development and training of staff in TAFE NSW Children's Centres:

- Staff may access training and development courses organised through the local TAFE NSW campus.
- All TAFE NSW Staff are able to access online training courses through TAFE's subscription to Lynda.com or through People@TAFE, Capability Central tab.
- All staff are given opportunities and encouraged to participate in continuing education and in-service courses offered by external institutions and agencies to extend their knowledge, skills and experience.
- Other forms of training include networking with other centres, reading relevant professional publications, and sharing knowledge and skills at regular staff meetings.
- TAFE NSW Children's Centres conduct performance appraisal to assist staff in their professional development. The aim is for staff to reflect on current work practices, to discuss their personal and professional development expectations, to review their performance to identify areas of strength, interest and further development, and to develop a work plan to achieve personal and professional goals.

3.32 Meeting National Quality Standards-

	National Quality Standards
7.1	<u>Governance</u> Governance supports the operation of a quality service
7.1.1.	<u>Service philosophy and purpose</u> A statement of philosophy guides all aspects of the service's operations.
7.1.2	<u>Management Systems</u> Systems are in place to manage risk and enable the effective management and operation of a quality service.
7.1.3	<u>Roles and responsibilities</u> Roles and responsibilities are clearly defined, and understood, and support effective decision making and operation of the service
7.2	<u>Leadership</u> Effective leadership builds and promotes a positive organisational culture and professional learning community.

7.2.1	<u>Continuous improvement</u> There is an effective self-assessment and quality improvement process in place.
7.2.2	<u>Educational leadership</u> The educational leader is supported and leads the development and implementation of the educational program and assessment and planning cycle
7.2.3	<u>Development of professionals</u> Educators, co-ordinators and staff members' performance is regularly evaluated and individual plans are in place to support learning and development.

3.32.1 National Regulations

Regulation 156: Children's attendance record to be kept by approved provider

Regulation 161: Authorisations to be kept in enrolment record

Regulation 162: Health information to be kept in enrolment record

Regulation 157: Access for parents

Regulation 177: Prescribed enrolment documents to be kept by approved provider

Regulation 181: Confidentiality of records kept by approved provider

Regulation 183: Storage of records and other documents

3.32.2 Early Learning Framework

Outcome 1: Children have a strong sense of identity

Outcome 2: Children are connected with and contribute to their world

Outcome 3: Children have a strong sense of wellbeing

Outcome 4: Children are confident and involved learners

Outcome 5: Children are effective communicators

4 Staffing Arrangements

There are few sectors that are as people-centric as early childhood education and care. Relationships with children, collaborative partnerships with families and communities – all are part of the daily life of an early childhood service. Of course, the key group which ensures quality relationships between the service and its children, families and communities are the early childhood professionals and other employees who make up the staff of the Centre.

Working in early childhood is governed by a complex interaction of laws, regulations and enterprise agreements. Our Early Childhood Directors are aware that the most important influence in engaging quality staff in this sector, with a return measured both in quality and viability of our Centres, is the cultural commitment to supporting and improving people by actually demonstrating that they are critical to the achievement of superior outcomes for children, families and the broader community – our staff is our most important asset.

TAFE NSW Children's Centre will maintain compliance to the following areas:

- Educators rostering and routines will at all times make sure enough educators are available for the adequate supervision of children
- Supervising educators give their attention to the children and follow the centre's supervision plan.
- At no time will students or volunteers be included in the ratio of adults supervising children
- Students and volunteers will never be left alone with a child or a group of children.
- A nominated supervisor or responsible person will be on the premises at all times when children are being educated or cared for.
- There will be more than one educator present when children are in attendance.
- No child will at any time be in the care of a sole educator unless prior endorsement by ACECQA.
- In any situation where adequate supervision of children is threatened, any educators on a meal-break must be prepared to return to duty to supply adequate supervision.
- The Approved Provider or Nominated Supervisor will ensure that regulations in relation to the supervision of children are adhered to.
- Educators supervising outdoors, should position themselves to see as much of the play area as possible.
- One educator should be positioned close to any experience that is identified as being high risk.
- Any water activity should be closely supervised by one educator at all times.
- Except for necessary discussions or concerns regarding children or matters relating to the Service, educators will not congregate together outside.
- When children are resting or sleeping they will be supervised maintaining ratios.
- 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.
- No child is to be left unattended at the table when eating.

4.1 Educators Clothing

TAFE NSW Children's Centres both respects and supports our staff's need for comfort in regard to clothing and is aware of the different values cultural or otherwise, that are associated with clothing and footwear. However, in the interest of staff health and welfare the TAFE NSW Children's Centres provides the following recommendations.

When outside, it is recommended staff wear loose fitting and closely woven (fabric) clothing that covers as much skin as possible. Tops with mid bicep length sleeves, and if possible, collars and knee length or longer style shorts or skirts are best.

 **Note - singlet tops do not offer enough weather protection and are therefore not permitted**

The Cancer Council website recommends that clothing be chosen that:

- Covers as much skin as possible e.g. long sleeves and high necks/collars
- Is made from close weave materials such as cotton, polyester/cotton and linen

http://www.cancer.org.au/cancersmartlifestyle/cancersmartlifestylefactsheets/Be_sunsmart.htm

4.1.1 Hats

When outside staff are required to wear hats that protect their face, neck and ears, i.e. legionnaire, broad – brimmed or bucket hats.


 **Note: Baseball caps and visors do not meet this requirement.**

The SunSmart guide on the Cancer Council website recommends the following types of hats:

- Broad-brimmed hats with a brim size of at least 6 cm
- Bucket-style hats with a brim size of at least 5cm with a deep crown
- Legionnaire hats.

4.1.2 Sunglasses

A sun protective hat will provide UV protection for eyes. If sunglasses are worn, they should meet the Australian Standards AS/NZS 106:2003 with a category number 2, 3 or 4.

 **Note: Sunglasses without the Australian Standards codes are considered “toys” and do not provide eye protection. Sunglasses with a category number of 0 or 1 are considered fashion spectacles and do not provide adequate protection against UV radiation.**

Whilst it's important to protect your eyes from the sun it is also important to maintain eye contact with the children in your care. Common sense should be used when wearing sun glasses and engaging with children.

4.1.3 Sunscreen

Staff will apply SPF30+ broad spectrum water resistant sunscreen 20 minutes before going outdoors and reapply every two hours.

4.1.4 Suitable clothing

Clothing should be comfortable and allow for freedom of movement. Singlet tops are not allowed.

4.1.5 Safe footwear

Footwear should provide staff with sound and secure balance, grip and positive footing on all surfaces. Footwear should be appropriate for physical activity- i.e. lifting equipment, running after a child. ([See Protective Clothing and Equipment Policy Section 4.2.6](#)).

4.2 Role Models

Children learn through example and role modelling is an important strategy in promoting appropriate clothing choices. Staff will communicate with children about why the strategies are important and what the outcomes can be if we do not follow them and provide children with alternative options/choices.

It is important to acknowledge that working in the Early Childhood field is a physical and demanding job. Therefore it is important that staff dress in suitable work attire for their own comfort and safety (WH&S) as well as modelling appropriate attire for the children.

4.3 Staff Meetings

Time is a common constraint in early childhood settings, however scheduling regular opportunities for learning is essential for a collaborative learning environment.

TAFE NSW Children's Centres

- Hold regular educators meetings (no longer than two hours at a time) to allow the children's centre team to participate in centre operation, educational program planning and evaluation and quality improvement and accreditation.
- Meetings are held during quieter periods with fewer children to reduce the number of relief educators required, or may be held outside centre operational times.
- Minutes of each meeting must be recorded and made available to all educators.

4.4 Professional Development

TAFE NSW is committed to making provision for the professional development and training of educators in TAFE NSW Children's Centres. Please refer to policy 1.5.4

The educators who are Early Childhood Teachers are also required to meet teacher accreditation standards (NESA).

4.5 Confidentiality

Educators are required to maintain the confidentiality of information received in the course of their duties. Such information may relate to children and their families, educators and their families, or contractors and their families.

If an educator is given any information about a child, a child's family, another educator, or their family this information must remain confidential, unless that person has given their consent to inform other educators or disclosure is required by law.

If families or educator request that information remain confidential and this request is breached, legal action could ensue unless the disclosure is authorised by law. Educators are strongly advised against misuse of information gained in the course of their role in the children's centre. Misuse of confidential information includes:

- Seeking to take advantage of another person on the basis of information about that person;
- Gossiping on the basis of personal or other information.

Educators must take care to maintain the integrity and security of official documents or information for which they are responsible. The Early Childhood Director is responsible for seeing that premises are secure, and that suitable arrangements are in place to maintain security of confidential and sensitive documents. Centre educators are expected to support the Director in maintaining the security of confidential and sensitive documents and prevent unauthorised access to such documents.

4.6 Professional standards

The TAFE Services Manager at the TAFE NSW Campus with Children's Centres are responsible for the induction of the Early Childhood Directors.

This induction should include familiarisation with all aspects of TAFE NSW, the relevant administration and financial requirements, the Work health & Safety requirements, including Incident Management and related processes. In addition all educators must undertake annual mandatory training that includes Child Protection refresher.

All new staff in TAFE NSW Children's Centres are to be inducted by the Early Childhood Director and are to complete an induction procedure before caring for children.

New educators are to be provided:

- Their position description and conditions of employment.
- Information about State and Federal licensing regulations ([ACECQA](#), [NQF](#), TAFE NSW Professional Conduct).
- Access to the TAFE NSW Children's Centres Policy and Operations Manual.
- Access to the TAFE NSW Induction Training on the TAFE NSW Moodle and must complete the training which includes:
 - Their Work Health and Safety obligations
 - Confidentiality practices and procedures
 - Child Protection
 - TAFE NSW Code of Conduct
 - New educators members will also:
 - Be introduced to other educators and their work team
 - Meet regularly with the Early Childhood Director and or Room Supervisor they are working with in the first few weeks of service to clarify roles, responsibilities and practices.

4.7 Working with Children Check

All staff employed at TAFE NSW Children's Centres are required to have a current "working with children" check. All students and volunteers over the age of 18 are required to have the volunteer WWCC.

For your information or to obtain a Working With Children Check go to The Office of the Children's Guardian, [Working With Children Check](#).

TAFE NSW People & Safety are responsible for verifying the status of the 'Check' before engaging staff for child-related work.

The Working With Children Check is valid for five years and during this time, cleared child-related workers are subject to ongoing monitoring. The Commission for Children and Young People will remind workers to renew their Check three months before it expires.

4.8 Child Protection Training

Responsible Person placed in day-to-day charge and nominated supervisors in TAFE NSW Children's Centres are to complete child protection training provided by the Department of Education and Communities. The Early Childhood Director is the Executive Officer for the Children's Centre. Specific training applies to Executive Officers for supporting and protecting children and young people in TAFE NSW.

4.9 Nominated Supervisor

The Nominated Supervisor must be over the age of 18 years, will have sufficient skill, experience, qualification and approval to work with young children, and in addition, will have knowledge of the current legislation and will have responsibility to manage the day to day operation of the Children's Centre.

The Nominated Supervisor must accept the nomination in writing. This might be demonstrated through a signed and dated record, or by keeping a copy of the application for service approval where the nomination was accepted. Nominated supervisors appointed after October 1st 2017 will have completed the ACECQA forms '[Compliance history statement for a person to be a person in day-to-day charge or a nominated supervisor](#)' and '[Prohibition notice declaration for prospective staff members](#)'. Information used to determine the person's suitability to be Nominated Supervisor will be kept on record. This record is required to be available on request by the Regulatory Authority.

Being appointed as the Nominated Supervisor does not mean that the person must be in attendance at the Children's Centre at all times. When the Nominated Supervisor is absent from the service, they must appoint a Responsible person in day-to-day charge of the service, ensuring there is a responsible person at the centre at all times the service is educating and caring for children.

4.10 Responsible Person

In accordance with the current legislation, a '*responsible person*' is to be present at all times the service is in operation and caring for and educating children.

Within TAFE NSW Children's Centres, the '*responsible person*' is determined to be the Nominated Supervisor. When the Nominated Supervisor is absent from the service, those educators who:

- Are 18 years or older.
- Have adequate knowledge and understanding of the provision to education and care to children.
- Have an ability to effectively supervise and manage an education and care service.
- Are early childhood educators employed within the Children's Centre who are deemed by the Nominated Supervisor to meet the requirements for a person in day-to-day charge.

Determining who will be in day-to-day charge at any given time will be based on educator capability and experience.

Being in day-to-day charge of a service is not the equivalent of being Nominated Supervisor and does not place any additional legal responsibilities on a person under the National Law. The responsibilities relevant to educators under the National Law continue to apply.

The name and position of the '*responsible person*' in charge of the service at any given time must be displayed (including any changes throughout the day – e.g. lunch breaks) so that it is easily visible to anyone from the main entrance of a centre-based service.

If the Nominated Supervisor appoints an educator as the person in day-to-day charge at any given time during each day the person must accept this nomination in writing. This appointment and acceptance needs to be recorded and maintained to demonstrate compliance and needs to be available to be sighted by the Regulatory Authority on request. These details and signatures can be recorded on the Record of Staff Attendance.

4.11 Educational Leader

An educator, who is suitably qualified and experienced must be appointed to lead the development and implementation of the educational program (or curriculum) in TAFE NSW Children's Centre. This person may have suitable qualifications and experience, as well as a thorough understanding of the Early Years Learning Framework to be able to guide other educators in their planning and reflection, and mentor colleagues in their implementation practices.

All staff within TAFE NSW Children's Centre are early childhood educators

Within a TAFE NSW Children's Centre, the 'educational leader' is routinely the Early Childhood Teacher, or similar classification within the Centre.

4.12 Educator to Child ratio

An educator who is under the age of 18 years may work at a TAFE NSW Children's Centre (Centre-based service), provided that the person does not work alone and is adequately supervised at all times by an educator who is over the age of 18 years.

The minimum educator-to-child ratios are set by national Legislation and Regulations. Some children may attend only once a week, which can cause greater demands on educators as they attend to children's separation and to parent liaison, so an Institute may approve the educator to child ratios above the minimum requirements.

The following table identifies the national educator-to-child ratios

Age	Educator-to-child ratio
Birth to 24 months	1:4
25 to 35 months	1:5
36 months up to and including preschool age	1:10

4.13 Emergency Staffing

In emergency situations where educators are absent or have to leave the Centre due to illness or other emergency, the educator to child ratio must always be maintained. Management of this situation is at the discretion of the Director and may involve reducing child numbers or closing the Centre early. Once the educator to child maximum has been reached no additional children can be accepted.

4.14 Relief Staff

Casual educators are to be employed to replace absent staff. Appropriately trained casual educators should be employed to replace the Early Childhood Director, EC Teacher, ACCW and ECO2.

4.15 Continuity of Educators

TAFE NSW Children's Centres aim to ensure the continuity of education and care of all children attending the Centres in the absence of their family members and/or primary carers.

TAFE NSW Children's Centres strive to ensure that all children feel comfortable and secure whilst being educated and care for at the service.

TAFE NSW Children's Centres

- Rosters are designed and implemented to ensure that children receive continuity of care
- Will, when possible and to the best of our ability, make use of a regular pool of relief educators.

TAFE NSW Children's Centres will provide continuity of learning by:

- Throughout each day, educators will communicate with educators about the experiences of children throughout the day to help provide continuity of education and care when the service has split shifts. This will include information on the attendance and non-attendance of children at the service.
- Children will be supervised when transitioning to and from the service (excursions) and within the service.
- When children return to the service after an absence, educators will provide support to children.
- Educators will help children transition between rooms and settings
- To assist children transition to formal schooling, the service will support children, in the year before school, in the liaison with local primary schools.
- Children with additional needs will also be assisted by specialist support services. We will develop plans to assist children, in the year before school, to transition to formal schooling.
- Individuals who are authorised to deliver and collect children will be encouraged to share information about their child each day.
- The service will regularly promote the importance of the continuity of education and care for all children and educators.

4.16 Staff Qualifications

Educational qualifications are prescribed for early childhood educators working directly with children who are preschool age or under.

The minimum educator qualification is the AQF Certificate III in Early Education and Care. A list of approved qualifications is published by ACECQA.

The NQF refer to the number of educators required to meet minimum educator to child ratios as they apply to specific jurisdictions.

At least 50% of educators in a service must have (or be actively working towards) at least an approved diploma level education and care qualification.

The National Regulation 10 - defines 'actively working towards a qualification' as being enrolled in a course for the qualification, making satisfactory progress towards completion of the course and

maintaining enrolment requirements. The Approved Provider should collect documentary evidence that the educator meets these requirements, such as a current academic transcript of the completed units of the qualification.

In the case of requirements to hold or be actively working towards an approved diploma level course, the educator must:

- Hold an approved Certificate III level qualification, or
- Have completed the units of study in an approved Certificate III as published by ACECQA.

4.17 Early Childhood Teacher

Centre-based services are required to have access to or attendance of an Early Childhood Teacher. The requirements are based on the size of the child care centre.

Number of children	Early Childhood Teacher Requirement
Fewer than 25 children	Must have access to or attendance of an early childhood teacher for at least 20 per cent of the time the service is operating. This may be achieved through an information communication technology solution.
25 to 59 children	Must employ or engage a full-time or full time equivalent early childhood teacher, or have an early childhood teacher in attendance for: <ul style="list-style-type: none"> • 6 hours per day, when operating for 50 hours or more per week OR • 60% of the time, when operating for less than 50 hours per week
60 – 80 children*	Must employ or engage a full-time or full time equivalent early childhood teacher, or have an early childhood teacher in attendance for: <ul style="list-style-type: none"> • 6 hours per day, when operating for 50 hours or more per week OR • 60% of the time, when operating for less than 50 hours per week. <p>Additionally from 2020, the service must employ a second early childhood teacher or suitably qualified person in attendance for:</p> <ul style="list-style-type: none"> • 3 hours per day, when operating for 50 hours or more per week OR • 30% of the time, when operating for less than 50 hours per week <p>These requirements do not apply if the service has 60 to 80 approved places, and employs or engages a full time or full time equivalent early childhood teacher at the service, and employs or engages a second early childhood teacher or suitably qualified person for half the hours or full time equivalent hours at the service.</p>
More than 80 children*	The service must employ or engage a full-time or full time equivalent early childhood teacher, or have an early childhood teacher in attendance for: <ul style="list-style-type: none"> • 6 hours per day, when operating for 50 hours or more per week OR • 60% of the time, when operating for less than 50 hours per week. <p>Additionally from 2020, the service must employ a second early childhood teacher or suitably qualified person in attendance for</p> <ul style="list-style-type: none"> • 6 hours per day, when operating for 50 hours or more per week OR • 60% of the time, when operating for less than 50 hours per week <p>These requirements do not apply if the service has more than 80 approved places, and employs or engages a full time or full time equivalent early childhood teacher at the service, and employs or engages a second full time or</p>

Number of children	Early Childhood Teacher Requirement
	full time equivalent early childhood teacher or suitably qualified person at the service.
More than 80 children*	<p>The service must employ or engage a full-time or full time equivalent early childhood teacher, or have an early childhood teacher in attendance for:</p> <ul style="list-style-type: none"> • 6 hours per day, when operating for 50 hours or more per week OR • 60% of the time, when operating for less than 50 hours per week. <p>Additionally from 2020, the service must employ a second early childhood teacher or suitably qualified person in attendance for:</p> <ul style="list-style-type: none"> • 6 hours per day, when operating for 50 hours or more per week OR • 60% of the time, when operating for less than 50 hours per week <p>These requirements do not apply if the service has more than 80 approved places, and employs or engages a full time or full time equivalent early childhood teacher at the service, and employs or engages a second full time or full time equivalent early childhood teacher or suitably qualified person at the service.</p>
* Saving provisions apply in NSW - see regulation 272	

In attendance means being physically present at the service, and is carrying out education and care activities including one or more of the following:

- Working directly with children (included in ratios)
- Planning programs
- Mentoring, coaching or supporting educators
- Facilitating education and care research
- Performing the role of educational leader

If an Early Childhood Teacher is absent from the service because of short-term illness or leave (for a period of up to, but not exceeding 12 weeks), the teacher may be replaced by an educator who holds an approved diploma qualification, or a qualification in primary teaching.

All leave conditions applying to TAFE NSW personnel apply to TAFE NSW Children's Centres educators.

4.18 First Aid Qualification

All staff in TAFE NSW Children's Centres are required to hold a current first aid certificate approved by WorkCover NSW specifically relating to first aid and emergency care of children.

First aid training has to be updated every three (3) years. Training may be organised by the college and may be costed to the Staff Training and Development budget.

The names, location and telephone numbers of college First Aid Officers are to be displayed in the Children's Centre. It is not appropriate for Children's Centre staff to be assigned as college First Aid Officers as they cannot leave the children's centre to attend to accidents because the staff to child ratio in the centre must be maintained.

4.19 Vaccinations

The Early Childhood Director should ensure that all educators have had vaccinations against childhood diseases (diphtheria, tetanus, whooping cough, polio, measles, mumps and rubella). Children's centre educators should seek advice from their doctor in relation to a varicella vaccine (chickenpox) and have their rubella antibody status checked before employment. It is recommended that children's centre educators receive a DTP a vaccine (diphtheria, tetanus, whooping cough) as a booster provided they have previously received a full course of vaccination for diphtheria and tetanus. Adults should receive another immunisation for tetanus and diphtheria at around the age of 50 years.

Hepatitis A vaccine is recommended for child care educators, particularly those who care for children who are not toilet trained. Hepatitis B vaccine is not recommended for children's centre educators because of the low risk of exposure. The National Occupational Health and Safety Commission Consensus Statement on Hepatitis B and the Workplace states 'Vaccination should be offered by employers to those people working in occupations where there is a risk of exposure to human blood or body fluids'. Reimbursement for immunisation against hepatitis may be available through the TAFE campus.

Workers compensation cover automatically applies to all TAFE NSW staff, full time, part time, casual and volunteer. Workers compensation applies for illness contracted from contagious children in the centre

4.20 Working Conditions

TAFE NSW Children's Centre educators with teaching qualifications and employed against specific positions (Early Childhood Director and Early Childhood Teacher) are employed under the TAFE Commission of NSW Teachers in TAFE Children's Centres Enterprise Agreement 2016. The conditions of this Agreement also flow on to the position of Early Childhood Director.

All other educators (Early Childhood Officer and Advanced Child Care Worker) are aligned to the TAFE Commission of NSW Administrative, Support and Related Employees Enterprise Agreement 2016.

4.21 Staff Records

The Early Childhood Director at the Children's Centre must maintain staff records which contains information about:

- The Nominated Supervisor and copies of their relevant qualifications (or progress towards those qualifications) and working with children checks

Personal particulars of other educators and staff, and copies of their relevant qualifications (or progress towards those qualifications) and working with children checks

- The designated educational leader
- Details of volunteers and students.

In addition, other records are required that are more like an educators roster or time sheet. These records include:

- Record of educators working directly and indirectly with children
- Record of access to early childhood teachers, including when the teacher worked directly with children
- Record of each date and times a volunteer participates in the service
- The name of the responsible person at each time that children are being educated and cared for by the service.

4.22 Working Hours

Full time staff are employed on a 38 hour week as outlined in the TAFE Commission of NSW Teachers in TAFE Children's Centres Enterprise Agreement 2016 and 35 hour week as outlined in the TAFE Commission of NSW Administrative, Support and Related Employees Enterprise Agreement 2016.

Planning and documenting assessment for children's learning is to be incorporated into primary contact staff work schedules. The TAFE Commission of NSW Teachers in TAFE Children's Centres Enterprise Agreement 2016, Section 11.1.1 allows a minimum of five hours per week non-contact time for programming, record keeping, administration and interaction with parents for full-time Early Childhood Directors and two hours per week non-contact time for Early Childhood Teachers.

Early Childhood Educators and classifications other than Early Childhood Teachers, who are responsible for the preparation, implementation and/or evaluation of a developmental program of an individual child or group, and subject to operational needs of the Centre, may be allocated non-contact time per week (previously a minimum of 2 hours per week) to undertake these duties as outlined in the TAFE Commission of NSW Administrative, Support and Related Employees Enterprise Agreement 2016, Schedule C – Classification Descriptions and Definitions, Clause 5 – Childcare assistant, Clause 6 – Advanced Childcare Worker, and Clause 7 – Early Childhood Officer .

4.23 Insurance

TAFE NSW Children's Centres do not have a separate insurance policy. All participants in any approved TAFE NSW program or activity are covered by its standing as a self-insurer. TAFE NSW staff, carers and children have their interests protected by Crown Representation (liability of staff) and the standing as a self-insurer (accidents to children and staff). This applies whether a child is injured on TAFE NSW premises, in TAFE NSW - rented accommodation, or while on an excursion. TAFE NSW maintains responsibility as a self-insurer. TAFE NSW also maintains a Certificate of Currency for Public Liability.

4.24 Workers Compensation

Workers compensation cover automatically applies to all TAFE NSW staff, full time, part time, casual and volunteer. Workers compensation applies for illness contracted from contagious children in the centre.

4.25 Meeting National Quality Standards

National Quality Standards	
4.1.1	Staffing arrangements The organisation of educators across the service supports children's learning and development.
4.1.2	Continuity of staff Every effort is made for children to experience continuity of educators at the service.
4.2.1	Professional collaboration Management, educators and staff work with mutual respect and collaboratively, and challenge and learn from each other, recognising each other's strengths and skills.
4.2.2	Professional standards Professional standards guide practice, interactions and relationships.

4.25.1 National Regulations

Regulation 118: Educational Leader

Regulation 122: Educators must be working directly with children to be included in ratios

Regulation 123: Educator to child ratios – centre based services

Regulations 126: Centre based services – general education qualifications

Regulations 272 Requirement's for early childhood teacher – Centre based

Regulations 131: Requirement's for early childhood teacher – centre based services 25 to 59 approved places

Regulation 136: Early childhood teacher illness or absence

Regulation 136 First aid qualifications

4.25.2 Early Learning Framework

Outcome 1: Children have a strong sense of identity

Outcome 2: Children are connected with and contribute to their world

Outcome 3: Children have a strong sense of wellbeing

Outcome 4: Children are confident and involved learners

Outcome 5: Children are effective communicators

5 Education Program and Practice

5.1 Diversity and Equity

The purpose of this procedure is to state how our educators will create positive learning environments and guide experiences for each child in partnership with their families.

Educators acknowledge each child's advocacy in learning ensuring that each child has the opportunity to learn and grow through play based experiences and interests.

Our educators will observe children and facilitate their learning, providing each child with an individualised portfolio by documenting their learning throughout the year.

Children and their families will be encouraged to participate in the ongoing process to promote engaged learning and acknowledging that successful learners have a sense of family, community, culture and place.

Our Centres nurture a culture of learning through reflective practice that drives continuous improvement and focuses attention on quality outcomes for our children and families.

Our Educational Leader will work with educators to provide curriculum direction and to ensure children achieve educational outcomes.

Our educators will:

- work closely with children and families to generate ideas for the curriculum
- The curriculum is based on the Australian approved learning framework EYLF, children's interests, spontaneous experiences and family and community consultation.
- Be familiar with community resources and appropriate professionals to seek advice and to refer parents if early intervention is recognised as valuable to a child's wellbeing. When a child is acknowledged as living with a disability or requiring additional support, our educators will work with other professionals to support the child's continuity in learning and development while attending the Centre.
- Ensure that each child's learning and development is extended and guided by educators, based on children's interests, strengths and enquiry.
- Value each child's achievements and learning.
- Role model positive behaviours that encourage attentive listening and empathy towards others.
- Respect and nurture the different perspectives of children and families encouraging a positive understanding of differing values, cultures and lifestyles within our community.
- Guide and support children's play to recognise bias and prejudice - including unfair behaviour and negative comments.
- Explore inclusion and diversity with children. This may occur through spontaneous discussions, lived experience and when the opportunity arises. These realities may include racial and cultural diversity, gender diversity, developmental diversity and disability, stereotypes, and other forms of prejudice.
- Implement and imbed sustainability practices and initiatives into the Centre's educational program, practice and service delivery. This may include reduce, reuse, recycle programs, environmentally friendly cleaning practices, waste free lunches, gardening, composting, cycle of food education and respect for earth and its inhabitants. Water and energy conservation and waste management practices are part of daily practice.

The curriculum cycle will extend and support children's portfolios of learning. This may include learning stories, observations and interpretations of learning, documentations and projects, forward planning, critical reflections.

Individual centres will determine the way in which they plan and program for their learning communities. The weekly program will be displayed in the room. Our practice will assist in assessing each child's planning for their growth and learning. Our educators will evaluate the program on a regular basis to ensure children reach their full potential.

Our educators will:

- Consider and encourage each individual child to participate fully in the Centre program.
- Recognise that routines provide valuable learning opportunities
- Encourage creativity in all experiences throughout the Centre curriculum.

Educators will scaffold children's learning through a wholistic play based approach Children's learning opportunities will include maths, science, literacy, numeracy, social and emotional regulation and exploration, self-help skills, creative arts, environmental awareness, active play, digital literacy, social justice and global citizenship.

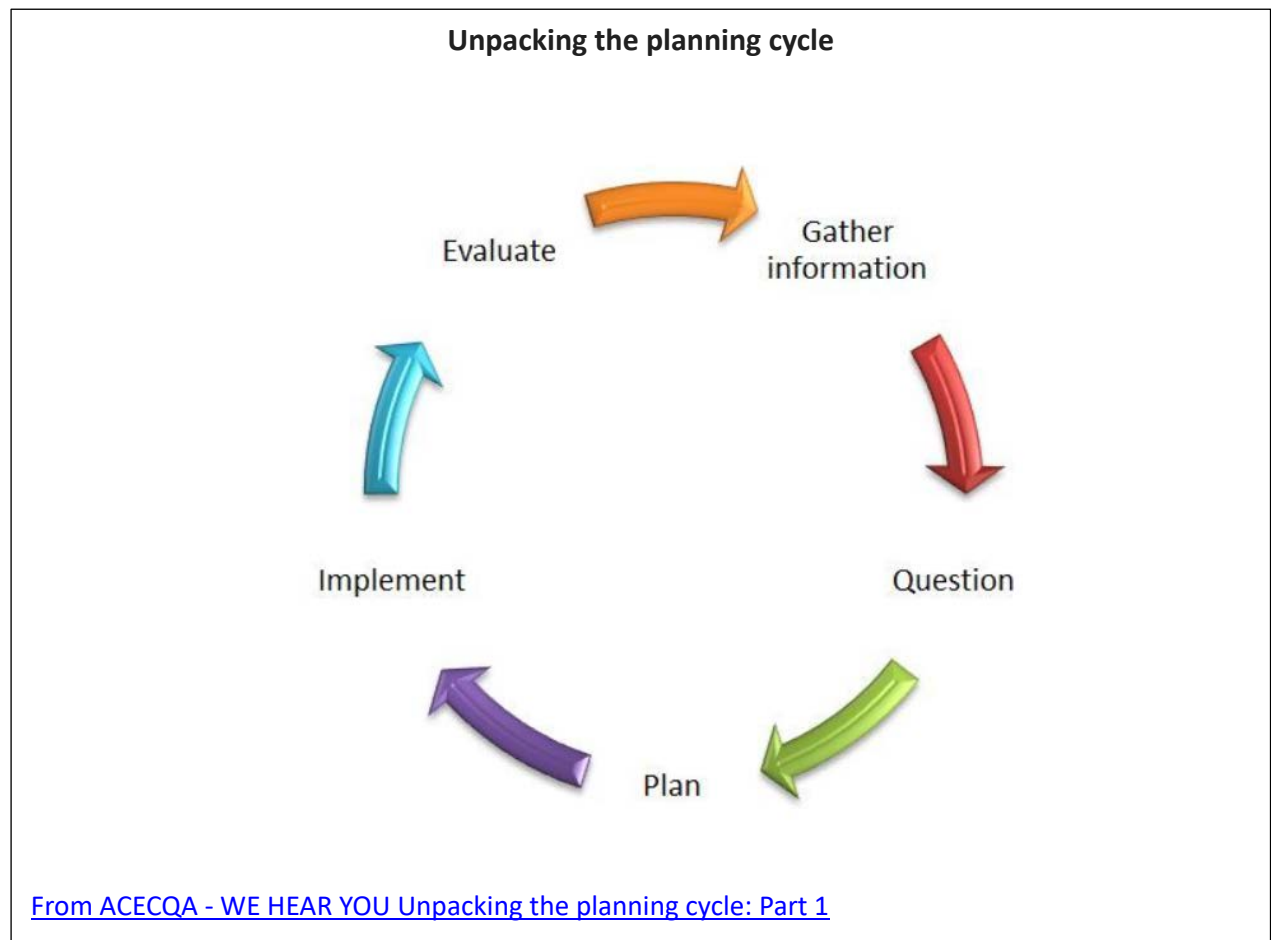
These concepts will be supported and extended through the following learning experiences:

- Construction which includes block play and building, sculpture, cubby making, use of loose parts.
- Dramatic play which includes role play, drama, small world play, superhero play, puppet play.
- Story telling including books, group times, discussions, music and drama.
- Nature as the third teacher which includes gardening, fossicking, mud play, classification of plants, mini beasts, birds and animals; composting, worm farming and harvesting food, looking at weather and experiencing the seasons and research.
- Routines including mealtimes, sleep and rest, arrival and departures, toileting and transitions.
- Fundamental movement skill development including running, kicking, jumping, hopping, balls skills through active play.
- Creative Arts including painting, drawing, sculpture, drama, dance, photography and music.
- Cooking.
- Sensory play including water, sand, mud, playdough and clay.
- Games.
- Risky Play including climbing, superhero play, child created obstacle courses, moving parts to create playscapes and involving children in risk assessments and the development of rules.
- Encourage positive inclusive behaviours that acknowledge difference as a positive aspect of individuality, creating a sense of belonging for all children and families.
- Encourage children to work together to talk about issues, generate ideas and solve problems. Inclusive behaviours and practices should occur in a social context throughout the day.
- Will work with families to provide learning experiences within the curriculum that are relevant to each child's tailored to their specific needs, home language, culture, religion caregiving practices that reflect the family.

5.2 Planning and Assessment

Educators will ensure their approach to planning and assessment for individuals and groups of children has the potential to enhance their learning, development and wellbeing.

Planning and assessment is a continuous cycle which informs our practice and is based on observations of children's play, interactions and relationships.



The national curriculum Early Years Learning Framework guides our practice and outlines five learning outcomes for children as well as practices and principles to guide educators.

Planning and Assessment is continuous and follows the planning cycle from the EYLF.

This may take the form of:

- Documentation which provides a record for children and educators to reflect and plan and to share experiences with families. Documentation is displayed to inform families about the learning process including experiences, problem solving, conversations, and extended projects. It is expressed in a way that is clear, easily understood and respects children's work.
- Evidence of children and family voices, contributions and comments
- Evaluation that is used to inform future planning for individual children, forms a basis for planning appropriate learning experiences, and provides a record for use in communication with parents.
- Critical reflection will be undertaken by educators regularly to analyse the effectiveness of the planning and assessment cycle for children and families.

Educators are allocated non-contact time for planning and assessment. Childfree time for planning and documenting assessment for learning is incorporated into primary contact staff work schedules.

The TAFE Commission of NSW Teachers in TAFE Children's Centres Enterprise Agreement 2018 provides ECDs who are responsible with the programming, record keeping, liaison with parents and outside agencies and administrative duties a minimum five hours per week of non-contact time.

The TAFE Commission of NSW Teachers in TAFE Children's Centres Enterprise Agreement 2018 provides ECTs who are responsible with the preparation, implementation and/or evaluation of a developmental program for an individual child or group of children with a minimum two hours per week for the purposes of planning, preparing, evaluating and programming activities.

The TAFE Commission of NSW Administrative, Support and Related Employees Enterprise Agreement 2016 sets out conditions for Child Care Assistant, Advanced Childcare Worker, Early Childcare Officer.

5.3 Transitions to school

- Educators recognise and value the need to provide appropriate support and encouragement to children and families in their transition to school. An effective transition program focuses on establishing relationships between children, families, Centre educators, school staff, and the community. All educators are crucial to the effectiveness of the transition process. When children realise they have the support of each group, starting school can be a positive and exciting experience.
- Our educators' strategies for effective transition to school include:
- Establishing positive relationships between children, parents and educators;
- Facilitating each child's development as a capable learner;
- Ensuring the transition program is well planned and effectively evaluated;
- Ensuring the transition program is flexible and responsive;
- Developing a transition program based on mutual trust and respect;
- Ensuring the transition program relies on shared communication between participants;
- Considering and evaluating the reduction of sleep time through the daily program;
- Ensuring the transition program considers the relevant aspects of the community, and of individual families and children within the community.
- The [NSW Transition to School Statement](#) is a practical and simple tool designed to make it easier for information to be shared between families, early childhood services and schools. It summarises the child's strengths, identifies their interests and approaches to learning, and suggests ways these can be supported.

Also see on Collaborative Partnerships with Families and Communities, [Transitions](#) in this document.

5.4 Education for Sustainability

To make education for sustainable development part of daily practice through the Children's Centre, staff are encouraged to develop an environmental management plan. This plan will assist in the adoption of positive behaviours and practices which protect the environment and contribute to environmental sustainability. Staff and children are encouraged to respect and care for the environment and to recognise their impact on the environment.

The centre should aim to implement environmentally sound practices including the use of recycled products, alternative cleaning agents, reducing the use of toxic chemicals, air drying all washing, water conservation and careful waste management. The program should incorporate reusing, recycling,

composting, gardening (especially edible plants), and the care of animals where possible. Families are encouraged to assist by providing waste free lunches.

Centre Directors are encouraged to liaise with their Region/Campus Environmental Officer to develop and review strategies and to gain assistance in developing their environmental management plan.

5.5 Inclusion

- 'Inclusion is a quality practice, where environments and programmes are planned to ensure the meaningful participation of all children. Inclusive Practice is actively seeking solutions and strategies to address barriers to including all children'. Sourced: inclusionagency.nswact.org.au
- The Early Childhood Director and educators will endeavour to ensure the environment and all resources are jointly accessible to all children. Staff should Educators model positive behaviours and create a learning environment that develops a sense of belonging for all children and families.
- Educators will promote positive inclusive behaviours that acknowledge difference as a positive aspect of individuality, creating a sense of belonging for all children and families.
- 'Diversity recognises that people have different ways of thinking, knowing and living; different cultural backgrounds, family structures, religions and abilities. Each child and family is unique and each bring with them their own values, beliefs and perceptions when they enrol in Children's Centres'. Sourced: inclusionagency.nswact.org.au
- The Early Childhood Directors and centre educators will develop a Strategic Inclusion Plan (SIP) to ensure all children are valued participating members of the centre to ensure that all children meet their potential and are engaged in all aspects of the curriculum. The SIP will be updated regularly by educators and families for planning and assessment and may include the support of the Inclusion Support Agency.
- Appropriate professionals and agencies may be sought to support children, families and educators if early intervention is recommended. Professionals may visit children and families within the centre to support both the child and the educator team. This may be in the form of therapy for the child, educator support and training and family support.

5.6 Excursions

Excursions may be arranged for the children. TAFE NSW Children's Centres *Excursion Consent Form* must be completed by educators and signed by parents/guardians before children can be taken out of the TAFE campus on an excursion.

Excursions within the campus can be authorised by parents/guardians each twelve months (usually calendar year) to ensure that visits to campus facilities or teaching sections, campus grounds and for evacuation practice or real event.

A risk assessment must be carried out for an excursion before permission is sought.

The risk assessment must identify and assess risks that the excursion may pose to the safety, health or wellbeing of any child being taken on the excursion, and detail strategies for minimising and managing those risks.

If the excursion is a regular outing on campus and a risk assessment has previously been conducted, a further risk assessment is not required unless the circumstances of the outing have changed. It is useful to use the campus map along with the risk assessment to identify the proposed route of the destination.

The risk assessment must consider:

- The proposed route and destination for the excursion.
- Any water hazards and risks associated with water based activities.
- The method of transport.
- The number of adults and children involved in the excursion.
- Given the risk/s posed, the number of educators or other responsible adults that is appropriate to provide supervision and whether any specialised skills are required to ensure children's safety.
- The proposed activities.
- The likely length of time of the excursion.
- The items that should be taken on the excursion.

The nominated supervisor/Early Childhood Director will ensure children do not leave the children's centre except in accordance within the above guidelines and Regulation.

Advance planning for excursions:

- A risk assessment must be developed before undertaking an excursion.
- Educators will consider whether it reflects children interests and learnings of the group.
- Ensure all parents/guardians are notified in advance and are aware of the required risk assessment conducted.
- Ensure parents/guardians must sign a TAFE NSW Children's Centres *Excursion Consent Form*.
- Parents/guardians may be invited to accompany the group of children. Parents/Guardians or other assisting adults must hold a current Working with Children Check (WWCC) and a copy must be retained at the centre.
- For excursions outside of the campus, please ensure you notify the person responsible for the campus at the time as well as your line manager.
- Educators will ensure that they follow the [Medical Conditions procedures](#) and the child(rens) Medical Management Plan.

Centres can refer to the [Guide to the National Law and National Regulations, ACECQA, Chapter 4 Operational Requirement, section 2.13 Excursions](#).

Excursion notices are to be stored until the child reaches 25 years.

5.7 Meeting National Quality Standards

National Quality Standard	
1.1.1	<p>Approved Learning Framework</p> <p>Curriculum decision making contributes to each child's learning and development outcomes in relation to their identity, connection with community, wellbeing, confidence as learners and effectiveness as communicators</p>
1.1.2	<p>Child-Centred</p> <p>Each child's current knowledge, strengths, ideas, culture, abilities and interests are the foundation of the program</p>
1.1.3	<p>Program Learning Opportunities</p> <p>All aspects of the program, including routines, are organised in ways that maximise opportunities for each child's learning.</p>
1.2	<p>Practice</p> <p>Educators facilitate and extend child's learning and development</p>
1.2.1	<p>Intentional Learning</p> <p>Educators are deliberate, purposeful, and thoughtful in their decisions and actions</p>
1.2.2	<p>Responsive Teaching and Scaffolding</p> <p>Educators respond to children's ideas and play and extend children's learning through open-ended questions, interactions and feedback</p>
1.2.3	<p>Child Directed Learning</p> <p>Each child's agency is promoted enabling them to make choices and decisions that influence events and their world</p>
1.3	<p>Assessment and Planning</p> <p>Educators and coordinators take a planned and reflective approach to implementing the program for each child</p>
1.3.1	<p>Assessment and Planning Cycle</p> <p>Each child's learning and development is assessed or evaluated as part of an ongoing cycle of observation, analysing, learning, documentation, planning implementation and reflection</p>
1.3.2	<p>Critical Reflection</p> <p>Critical reflection on children's learning and development, both as individuals and in groups, drives program planning and implementation</p>
1.3.3	<p>Information for Families</p> <p>Families are informed about the program and their child's progress.</p>

5.7.1 National Regulations

Part 4.1 Educational program and practice

Regulation 73 Educational programs

Regulation 74 Documenting of child assessments or evaluations for delivery of educational program

Regulation 75 Information about educational program to be kept available

Regulation 76 Information about educational program to be given to parents

5.7.2 Early Learning Framework

Outcome 1: Children have a strong sense of identity

Outcome 2: Children are connected with and contribute to their world

Outcome 3: Children have a strong sense of wellbeing

Outcome 4: Children are confident and involved learners

Outcome 5: Children are effective communicator

6 Educators Interaction with Children

6.1 Relationships between educators and children

When children develop strong and positive relationships with the adults around them they feel safe, and are more able to explore their world and to interact with others. Respectful and equitable relationships are the vehicles through which children learn. Educators who are committed to nurturing and guiding young children create an atmosphere of trust, security, and comfort. Each child will develop a unique style of relating to others and social environments, and with a supportive social environment, will be more likely to develop relationships.

For children to be able to successfully learn and develop, they need to feel the confidence that comes from having a strong sense of who they are. Children find this confidence through the interactions that they have with those around them. Whether it is while talking, playing or working together on an artwork, children need to know that those around them accept them, respect them and value them.

To provide this confidence, educators will promote and celebrate difference amongst children, such as gender, cultural or racial differences or disabilities. Educators will also be careful to celebrate the individual qualities that children may display so that they learn that their individuality is valued by others.

6.2 Positive educator to child interactions

Our educators will nurture a child's confidence by supporting them in their attempts to be independent and even to take (carefully supervised) risks. It's in this way that children develop resilience and a sense of self-reliance.

Our educators will be careful to foster a close relationship with children so that they can explore new possibilities confident in the knowledge that a caring grown-up is close at hand.

Our educators will also encourage children to accept and value the differences in others. This can be achieved through games such as role playing and storytelling. Activities where children collaborate with each other are important too as they encourage cooperation. Educators provide children with opportunities that promote difference and set children on the right track for social success.

The transition to school life and other social challenges in the future will be made all the more easier when a child has been encouraged to develop a strong sense of identity and care and empathy towards others.

Our Educators will aim to develop each child's awareness of socially acceptable behaviour, safety and the rights and needs of others.

Our educators are:

- Considerate.
- Respectful.
- Culturally sensitive.
- Caring and friendly.
- Communicating positively at children's eye level.
- Listening attentively and respond appropriately.
- Encouraging positive attitudes.
- Encouraging friendships between children of opposite sex.

- Treating all children equally and try to accommodate their individual needs, they respect diversity of background
- Interacting authentically and genuinely.

Careful questioning is a skill our educators use in order to increase learning through interactions. Questioning should be open ended, provocative, show lateral thinking and can lead thought in a direction. Children's responses should respond to authentically. An important part of children learning is for their ideas to be considered.

Encouragement and assistance are important tools that our staff to use with children rather than force or direction. Children often need to be motivated to participate.

Children should be allowed to try things for themselves without adult assistance when appropriate e.g. dressing, toileting, pouring. Children should be given opportunity to solve problems about their play and other issues for themselves.

6.3 Dignity and the rights of the child

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. 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.

Our educators promote the dignity and rights of children by:

- Using positive language, gestures, facial expressions and tone of voice used when redirecting or discussing children's behaviour.
- Responding promptly to children's aggressive or bullying behaviour.
- Being patient, gentle, calm and reassuring even when children strongly express distress, frustration or anger?
- Reflecting the information received from families, other professionals and resource agencies.

6.4 Relationships between children

Our educators observe how individual children approach and interact with peers and adults. Our Educators develop strategies to assist children to form healthy attachments, relationships and friendships. These observations and strategies are also discussed and shared with colleagues, families and children.

Children's individual ability to connect with others and build relationships will vary greatly. The range of children's personalities and social skills plays an important part in the way they relate to others.

Our educators observe the following ways children develop relationships with peers:

Children under three:

- Use nonverbal gestures such as body movements, facial expressions and vocal sounds to make contact such as reaching out, cooing and crying.
- Show the first signs of kindness and empathy with both adults and other children.
- Begin to respond to the feelings and needs of others.
- Begin to explore relationships while developing a strong sense of identity and agency.

- Explore and develop language skills for a variety of social functions.

Preschool children:

- Generally show more interest in playing with others than by themselves.
- Start to engage in structured games and play involving rules negotiated with others.
- Form friendships with children of a similar age.
- Develop social skills and competence via understanding the perspectives of others and rights and responsibilities within groups.

6.5 Collaborative learning

For children who are preschool age or under, our educators minimise the number of times children transition to different groups during the day. Moving children multiple times throughout the day can affect children's sense of belonging to a group, their wellbeing and opportunities for developing and extending play. When making decisions about children's grouping throughout the day, the best interests of children should be the primary consideration.

6.6 Self-regulation

Self-regulation is one of the most important skills to be learned in the early years. Children who can self-regulate are able to manage their arousal, their emotions and their behavior which allows them to benefit from learning opportunities.

Our educators adopt a positive emphasis towards guiding children's behaviour, helping children to understand what to do rather than what not to do. This will reinforce the "*what to do concept*" as well as encouraging independence, self-esteem and positive relationships with others. The child's individuality including age, disability and cultural background must be taken into account when considering acceptable behaviour.

Our educators hold high and positive expectations of children in regard to behaviour and all areas of their growth.

Our educators and families have access to positive behaviour resources including:

- Copies of current publications in regards to behaviour guidance and current legislation.
- Parent library containing publications regarding current behaviour guidance for parents to borrow where possible.
- Access to child development texts.
- Centre will include educator development in this area
- Staff should already have knowledge about ages and stages of child development, be undergoing training in this area or have access to child development texts.

6.7 Our Practices

All behaviour from children is a form of communication. There are no right or wrong behaviours with children as they are developing individuals learning about the world, exploring social situations and the cause and effects of their behaviour on others. When we listen to the behaviour of children without judgement we are learning more about them as individuals.

Supplementing verbal communication is often beneficial in guiding behaviour. Using *Makaton* (basic sign language) and visual supports (photo's, *compic*) can help communication and ease frustration based behaviours.

Our Educators:

- Will be knowledgeable about the socio-cultural context of all children to understand how and why they will interact as a group. This is achieved through collaboration with parents and team discussions as each adult may see a situation differently and have a perspective to bring.
- Know about how children learn. Gardner's multiple intelligences can give insight into different ways children learn e.g. kinaesthetic learners may need a greater physical energy release to learn, visual learners may respond well to signs and symbols.
- consider the probable cause of behaviour in each situation – these may include:
 - speech/hearing problems
 - high activity level
 - busy, cluttered environments
 - not enough space
 - anger and frustration
 - boredom
 - desire for attention
 - imitating behaviour of others
 - tiredness
 - excitement
 - jealousy
- Maintain experiences that are meaningful and interesting to the children considering their interests and cultural background. A balance of active and quiet experiences is required.
- Ensure environment is positive for children. They convey respect, ownership by children and trust. Environments and programs that are decided by adults remove children's power and control in their own learning and can result in inappropriate behaviour.
- Allow children moments of cooperative ownership of space and shared decision making where educators have planned materials and purposeful interactions with individuals or groups of children.
- Plan flexibly based on children's interests and responses which can alleviate behaviour problems giving children more control over the directions of their learning.
- Provide sufficient space, materials and clear limits to support positive behaviour. Using good quality materials instils a sense of respect and trust in children. Children may need to be shown how to use new materials. Children have the right to explore and use all resources and have the responsibility to treat it with respect. Some children may require more time and attempts at this.
- Consider that by removing the material or the child, they are then not having the practice to use it appropriately, a better strategy is to ensure an adult is present alongside to guide, possibly reducing the group size while this occurs.
- Involve children in setting limits with play, discussing children's rights to play without being hurt, the right to have a turn etc. empowers children and fosters self-regulation in solving their own conflicts.
- Discuss social justice issues with children like sharing, fairness of gender in play, exclusion and empathy for others feelings is a foundation of positive guidance.
- Acknowledge children's feelings of anger, frustration, jealousy, excitement and discussing positive ways to express these without infringing on others rights e.g. we can debate and argue and disagree without anger and aggression but with respect, we do not all have to agree.

- Explores strategies for dealing with social situations through storytelling, puppetry and role play. The way educators communicate and interact as a team forms an invaluable role model for children to see teamwork, negotiation, flexibility and empathy.
- Adjust strategies to meet the child/ren's needs. Different children require different strategies. Strategies will change over time and according to the context in which behaviour occurs. This requires constant evaluation of guidance techniques i.e. not sticking to something when it's not working but also giving strategies enough time to have effect. Often behaviour will escalate when new approaches are introduced and staff and families should support each other through this process and decide an appropriate length of time to persist.
- Use positive language should be used that encourages children to reflect about themselves for themselves, not always relying on the external approval of adults. This will encourage self-regulation of behaviour and natural consequences.

Examples of praise which promote adult approval	Examples of acknowledgement which encourage self-regulation
<ul style="list-style-type: none"> • Good boy/girl • That's nice, great, beautiful • I love it • Well done • I like those shoes, clothes • Good work • Good listening, packing away • You make me sad, happy, angry <p><i>These quickly become overused, empty, meaningless clichés and focus on the adult</i></p>	<ul style="list-style-type: none"> • I've seen you take lots of time to do that • What do you think about your work/behaviour? • How do you think your friend feels about that? • Would you like to do it again? • You seem to be proud of that; would you like to hang it up in the room? • Let's look and see which one you like best • It's so much quicker when we all help • Maybe you can show your friend how you did this <p><i>Acknowledge process rather than the product. Compare to other work or behaviour they have done before</i></p>

Our educators:

- Will empower children to resolve their own conflicts and problems with one another's behaviours by engaging with children and asking key questions children can discover for themselves how their behaviour impacts on others. This is a most effective natural consequence.
- Won't engage in any of the following inappropriate practices. No form of corporal punishment, immobilisation, force feeding or punishment intended to humiliate or frighten the child is to be used by staff.
 - Corporal Punishment means: Smacking, pushing, dragging, pulling, grabbing with force, shaking, etc. It is any physical act towards a child that is carried out in anger or frustration.
 - Humiliation means: Labelling a child - naughty, shy, silly, bad etc; belittling unrealistic expectations stated like "why don't you grow up", "act your age" "stop being silly", etc; singling out a particular child, talking about children while they are present, degrading language, force feeding or denying food
 - Frightening means: Isolation, threatening, shouting, tone of voice and body language which reinforces the adult's power over the child.

- Will endeavour to practice relaxation techniques at group time to calm the group and develop individual stress relieving techniques, e.g. Yoga, storytelling, guided relaxation.
- Our educators also:
 - Attend regular staff meetings to discuss issues.
 - Maintain detailed documentation on children.
 - Collaborate with parents and other staff.
 - Refer to other agencies when appropriate.
 - Acknowledge stressful times and situations and provide support for each other and try to alleviate these times.

6.8 Group Interaction:

For children who are preschool age or under, the service should also minimise the number of times children transition to different groups during the day. Moving children multiple times throughout the day can affect children's sense of belonging to a group, their wellbeing and opportunities for developing and extending play. When making decisions about children's grouping throughout the day, the best interests of children should be the primary consideration.

6.9 Challenging Behaviour and Biting

There are many reasons why a child may bite or show extreme behaviour that may injure others or themselves; language/communication difficulties, frustration, anger, age, life contexts. In protecting and advocating the rights of all children the following strategies will be implemented. The following strategies are helpful for any extreme behaviours.

6.10 Prevention Strategies

- Provide adequate levels of equipment and materials to prevent unnecessary frustration.
- Encourage development of language and other forms of communication as behaviour is a form of communication.
- Provide experiences which are interesting and challenging to the children.
- Try to change the situations which appear to trigger the behaviours.
- Through daily interactions staff can demonstrate and reinforce appropriate behaviours.
- Distract or redirect children who may be in a situation that triggers the behaviour.
- Maintain fluent communication with the child's family to be aware of behaviour.

6.11 Procedure when it occurs

Comfort and treat the child who has been hurt first, if possible another staff member should treat the child who has done it. It is important to remember that hurting another child can be frightening for the child who has done it and s/he may also need comforting.

6.12 First Aid Procedure for Serious Bite Injury

IF THE SKIN HAS NOT BEEN BROKEN	IF THE SKIN HAS BEEN BROKEN
<ul style="list-style-type: none">• Apply cold compress and move in small circles over the affected area, for maximum of a few minutes• Complete an accident report• Inform parents on arrival and ensure parents sign the report	<ul style="list-style-type: none">• Wash the area with warm soapy water, ensure gloves are worn.• Cover with a dressing• Complete an accident report• Contact parents immediately, check immunisation status of the child for Hepatitis B. If the child has not been immunised for Hepatitis B, advise parents to seek further medical opinion within 72 hours.• Ensure parents sign accident report on arrival• Encourage the child who has bitten to rinse and spit with water.

Ensure that all staff on the day are informed of the incident and what action was taken.

6.13 Strategies for interacting with a child who has bitten/injured

- Our educators will remain calm. The reaction by educators to an incident should be related to the abilities of the children involved.
- Depending on the child's development and frequency of behaviour it may be appropriate to show strong disapproval of the extreme behaviour. Explain that it hurts and is not acceptable. Use eye contact, voice and body language to emphasise the point.
- It may be appropriate to show the child the injury/bite and explain how the child feels to foster empathy for others.
- When children show emotions that are out of control sometimes they may need to be held to help them regain control. This can be done in many ways and carers should be careful not to injure themselves. Professional advice is recommended whenever a child shows extreme behaviours.
- Where possible, our educators will remove the cause of the behaviour and or distract, redirect and guide the child.
- Work with the child on how to use resources and interact with peers appropriately.
- Give the child choices "You can either...or..."
- If the child repeatedly displays the behaviour continuously then;
 - Other professionals can be sought for advice and parents referred to e.g. special education, family support services, speech pathologists. [Inclusion Support Program](#) may be available to assist Centres. The [Inclusion Support Program](#) assists child care services to include children with additional needs in child care. Parents should be involved in developing guidance strategies that can be used at home and at the centre. If such plans are developed all staff should be informed and follow these. The strategies should then be evaluated weekly and adjusted as required.
 - It may be necessary to be close to a child to anticipate and intervene before the behaviour occurs minimizing injury to other children. 'Shadowing' children can often have negative results as children can feel the presence of such close surveillance and may act out as attention seeking or from annoyance.
 - Developing an ABC chart where each incident is recorded ;
 - A- Antecedent (what happened before the bite/ behaviour)
 - B- Behaviour (what the child did)
 - C- Consequence (what happened after).

- Analysing these records can provide staff with clues as to why the behaviour is occurring e.g. certain times of day when the child is hungry, tired, group size is too large, no interest based experiences etc.
- Temporary withdrawal of the child who has bitten frequently may be advised after consultation with family, staff, management and any other professionals involved. This period of withdrawal may show whether issues relating to attendance at the centre are causing the biting behaviour. Other forms of child care may be recommended e.g. family day care where the group sizes are smaller.

6.14 Strategies for dealing with the child who has been bitten/injured

Our Educators:

- Will comfort and discuss why the child might have hurt without responding in a way that might be interpreted as rewarding the behaviour. The child may be too upset for this and might be more appropriate to deal with this later.
- Discuss feelings like anger, sadness, hurt, frustration, and embarrassment at these times as well as in daily program.
- Give the child advice on defensive strategies e.g. being assertive, “STOP, that hurts”, telling a teacher straight away, other consequences e.g. not wanting to play with the child who has bitten. These social consequences need close guidance by staff to ensure the safety of all children and respecting their rights to opportunities for positive interactions and negotiated conflict.

Biting is a very invasive injury and the child’s family may need close support and understanding of their feelings. This includes active listening, referring them to this policy and any other up to date information to increase their knowledge. Families may be made aware on enrolment that biting is a possibility when children are in group situations. Families should know that biting is normal and not a reflection of parenting.

In respect of the right to confidentiality, when contacting the family of the child who has been injured, staff are NOT to disclose the name of the child who has bitten/injured or any other relevant information including gender. Staff should take care not to discuss the incident in front of other children or parents.

6.15 Inappropriate reactions to an injury caused by another child

- Under no circumstance is a caregiver, parent or other individuals to injure a child, encourage a child to injure or force a child who has injured to injure themselves. All persons observed or suspected of harming a child in this way will be reported to the Child Protection helpline 132 111 as per existing child protection guidelines.
- All staff members observed or suspected of harming a child in this way will be reported to the College Director who will advise on Institute process and reporting to Employee Performance and Conduct Directorate (EPAC)
- Neither should staff yell, humiliate, frighten or isolate a child.
- Staff should not disclose to parents the name of the child that has injured another. This is highly confidential information.

6.16 Meeting National Quality Standards

National Quality Framework	
5.1	<u>Relationships between educators and children</u> Respectful and equitable relationships are maintained with each child.
5.1.1	<u>Positive educator to child interactions</u> Responsive and meaningful interactions build trusting relationships which engage and support each child to feel secure, confident and included.
5.1.2	<u>Dignity and rights of the child</u> The dignity and rights of every child are maintained.
5.2	<u>Relationships between children</u> Each child is supported to build and maintain sensitive and responsive relationships
5.2.1	<u>Collaborative learning</u> Children are supported to collaborate, learn from and help each other.
5.2.2	<u>Self-regulation</u> Each child is supported to regulate their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts.

6.16.1 National Regulations

Regulation 73: Educational Program

Regulations 74: Documenting child assessments or evaluations for delivery of educational program

Regulations 76: Information about educational program to be given to parents

Regulation 115: Interactions with Children

Regulation 156: Relationships with groups

6.16.2 Early Years Learning Framework

Outcome 1: Children have a strong sense of identity

Outcome 2: Children are connected with and contribute to their world

Outcome 3: Children have a strong sense of wellbeing

Outcome 4: Children are confident and involved learners

Outcome 5: Children are effective communicators

7 Collaborative partnerships with families and communities

7.1 Supportive relationships with families

Respectful relationships with families are developed and maintained and families are supported in their parenting role.

The aim of this procedure is to encourage families to actively participate in the care and education of their children through collaboration in decision making.

Upon orientation educators are dedicated to building strong relationships with families to support their needs in the care and education of their children.

Building partnerships is a long term goal that develops through relationships of trust and respect, a commitment to on-going communication and shared decision making. In this way families can participate in program development and centre operations, enriching the service provision.

In recognition that all families are busy not only while their children are at the centre but also when they leave, our educators should ensure involvement is not an added pressure for families. The centre provides opportunity for families to participate and collaborate within the centre community in a way that is flexible and suits them best.

All staff have a major role in ensuring participation as they have the most contact with families. Our staff ensures open communication with all family members to create feelings of trust and to build relationships.

Our staff understands that some families may require a more active approach to participation due to varying levels of confidence, literacy, and cultural diversity. Special efforts should be made to encourage shared information

7.2 Engagement with services

Families are supported from enrolment to be involved in the service and contribute to service decisions.

Families are welcome visitors in the children's centre at all times. Parents, family members and grandparents are invited from enrolment to be involved and contribute to the program in various ways, through participating in daily experiences, sharing lunches and being invited to various social events throughout the year. Families are consulted in the review process of all centre policies, procedures and philosophy.

The Early Childhood Director is respectful of families studying need and personal circumstances. They will ensure:

- The centre offer a variety of ways in which families may be involved in and contribute to the service if they choose to.
- Families are informed about the centre's program through daily conversation, occasional parent evenings, regular newsletters, bulletin boards, frequent notes, telephone calls, and other similar measures to promote mutual respect and understanding;
- That a Family Handbook/ orientation is to be offered to the family upon each child's enrolment - Children's Centre policies, centre requirements and family expectations are to be discussed at this time

- All policies are to be made available to all families on request, or if the need arises;
- Families are involved and consulted in policy development and evaluation and must be informed of any changes to policy immediately they occur;
- That family/staff discussions of each child are held on a regular basis as it is essential to relate the child's progress, accomplishments, and any difficulties at home and at the centre;
- All families are made aware that individual developmental records are kept on their child/children and the form these take - these records must be made available to families on request and at regular intervals throughout the year for parents to discuss with a staff member;
- That the family and other professionals involved with the child and are encouraged, asked and supported to comment on and contribute to the child's developmental records and goals;
- Staff and families communicate regarding home and centre child-rearing practices in order to minimise potential for conflicts and confusion - there is acceptance and appreciation of differences in perspectives;
- Consistency - children's home routines will be followed through in the centre as closely as possible - any concerns with, or changes to this routine must be discussed with the family - ultimately, staff are to respect parents' needs and differences;
- Confidentiality of information;
- A verbal and written system is established for sharing day to day happenings that may affect children - changes in a child's physical or emotional state are regularly reported as a two-way process;
- The children's program is designed so there are opportunities for families and community involvement.

7.3 Parents views are respected

The expertise, culture, values and beliefs of families are respected and families share in decision-making about their child's learning and wellbeing.

The best experiences for children happen when their cultural identity, background and strengths are celebrated and respected within the Centre community and is embedded in our everyday practice. In relation to children and families diversity, including family structure, cultural and linguistic diversity and Aboriginal and Torres Strait Islander families, each family's cultural values, beliefs and traditions are valued and respected through an inclusive and welcoming environment.

Our educators relationship with each family is unique in many ways and features:

- Mutual trust
- Open, respectful communication
- Empathy
- Openness to others' views, values and perspectives
- Shared decision making
- Clarity about roles and responsibilities
- Appreciation of each other's knowledge and experience
- Willingness to negotiate and compromise
- Commitment to resolve tensions and conflicts
- Shared aims or goals—what is best for the child

7.4 Families are supported

Current information is available to families about the service and relevant community services and resources to support parenting and family wellbeing.

Regular information and resources are shared with families on an ongoing basis to educate and extend family knowledge on relevant topics in relation to children and parent wellbeing. Each Centre has a family library consisting of publications relating to subject areas such as child development, parenting, recreation, health and fitness - the library should also contain publications translated into various languages.

Families are supported by sharing local community events such as school orientation evenings and information sessions to prepare families during transitions.

Our educators provide support to ensure families;

- Feel valued and respected
- Better understand their child's learning and development
- Feel supported and empowered in their role as parents
- Are comfortable to ask questions or express concerns
- Understand more about the role of educators
- Have increased confidence in the service
- Families can network and support each other through

7.5 Collaborative partnerships

The Centre endeavours to focus on families and communities uniting around a shared vision for children and working together to achieve goals.

Collaborative relationships are built in an environment of mutual respect, trust and honesty, established through effective communication and strengthening each other to feel capable and empowered.

7.6 [Transitions](#)

Continuity of learning and transitions for each child are supported by sharing information and clarifying responsibilities.

The transitions from home to early childhood education and onto school are important milestones for both children and families. The transition into school is especially significant as "readiness" for school is predictive of long-term academic and occupational achievement.

In Australia, the transition to school is likely to be more challenging for children from financially disadvantaged families, Indigenous families, families with children who have a disability, and culturally and linguistically diverse (CALD) families. Children from these backgrounds are also less likely to attend an early childhood education and care service before they start school.

Individual enrolment meetings with each family occur as a method of sharing information and building relationships.

The orientation involves a tour of our centre including:

- Each child's environment, room, locker, and communication pocket
- The kitchen and food storage procedure
- A discussion of any specialised care or concerns for the child e.g. medications, allergies, therapy
- Discussion about the child and families language diversity
- The sign in area and the arrival and departure procedure
- Location of sunscreen and the procedure for application
- Nappy change room and the nappy change procedure
- Location of the centre/room program and evaluation
- An example of children's developmental records
- Family library
- Information pamphlets, newsletters, brochures
- New families are introduced to the educators
- Assisting children to understand the routines and practices of our Centres by inviting the child visit the facility for a couple of hours for a few days before they child starts care.

TAFE NSW Children's Centres provide a booklet to parents/guardians outlining the services provided and stating the responsibilities and requirements expected of parents. These include:

- Discussion on the centre's philosophy
- Central policies and procedures of the centre including:
 - open door policy/phoning centre to check on child
 - fee structure and policy
 - opportunities for parental involvement
 - arrival/departure of children processes and protocols
 - collection of children processes and protocols
 - suitable clothing
 - illness and administration of medication
 - fees (security deposit, service fee and day fee), Child Care Benefit, fee payment procedure including invoicing/receipting
 - sun safety
 - rest/sleep
 - nutrition
 - positive guidance
 - emergencies procedures
 - protection of children and young people
 - priority of access and waiting list policies
 - confidentiality of records
 - complaints/concerns/grievances
 - occupational health and safety including safety checks

Our staff will assist parents with transitioning the children to school by:

- Discussing school readiness with the parents
- Centres will determine (in consultation with parents) whether to provide a Transition to School statement. The [NSW Transition to School Statement](#) is a practical and simple tool designed to make it easier for information to be shared between families, early childhood services and schools. It summarises the child's strengths, identifies their interests and approaches to learning, and suggests ways these can be supported.

7.7 Access and Participation

Effective partnerships support children's access, inclusion and participation in the program.

Partnerships with families contribute to building a strong, inclusive community within the service. Continuous, honest and open two-way communication with educators assists families to feel connected with their children's experience in education and care and helps them develop trust and confidence in the service. Shared decision making with families supports consistency between children's experiences at home and at the service, helping children to feel safe, secure and supported." Guide to the National Quality Standard (3) ACECQA (2011), p.148 Family participation at the Centre is an important part of making the service a true part of the community and creating an environment that is welcoming and inclusive and supports a sense of belonging for children, families and educators.

Our educators will:

- Welcome and facilitate family participation and open communication in the service by encouraging families to engage with their children's education and care. Families are invited to assist with projects and attend social gatherings.
- Where possible Parent Committee meetings will be held at the discretion of the director.
- Values the input of families, educators and the wider community to help create service that meets the needs of the children who attend the service.
- Encourage open communication through the enrolment and orientation process, policy review, feedback forms, the daily program, documentation, formal and informal meetings, emails and conversations. Where possible families are encouraged to participate in Parent Committee meetings.
- Inform families about the processes for providing feedback and making complaints.
- Be available for families at pick up and drop off times to pass on important messages and information about their child's participation in the education and care program.
- Encourage families to be involved in the education and care service and the program through feedback, visiting the service, bringing in items from the home environment and giving feedback on children's emerging interests and needs.
- Promote continuous open and honest two way communication with families to assist them to feel connected with their children's experiences in the education and care setting and to develop families' trust and confidence in the education and care service.
- Value parents as the first and most important educator in their child's life, seeking to share the parent's understandings, knowledge and preferences for their child and seeking to balance individual needs with practice in the education and care service.
- Recognise that because families, and parents in particular, are often busy with many competing priorities, they will need to consider a range of strategies to build and maintain relationships with each family.

- Make documentation available to families and prepare documentation in a way that is readily understandable to the parents of the child and to other educators.

7.8 Community Engagement

The service builds relationships and engages with its community.

Building strong, collaborative relationships with families can be challenging. The benefits for the child, their family, the service and the wider community outweigh the challenge

TAFE children's Centres aim for:

- the TAFE setting to become a hub for families within the community
- children to participate actively in their local community through excursion to local libraries, school and community service visits i.e. hospital visits, Aged Care facilities and local

Most TAFE NSW Children's Centres are situated on TAFE NSW campuses and all educators and families are part of a learning community. Our educators are committed to ensuring children's learning at the Centre is integrated and interconnected with their learning at home and in the TAFE community.

Our educators believe that children's learning and wellbeing is enhanced when the Centre, families, community organisations and individuals develop links, share information and work in collaboration. We provide opportunities for families to meet with other families encouraging friendships and supportive relationships.

7.9 Students on Practical Placement

TAFE students may be placed in the TAFE NSW children's centre for practical experience. Students from other educational institutions and early childhood services may also be considered for placement. Placements will be organised to ensure minimal disruption to the children's program and the ongoing smooth running of the centre. They also provide a sense of the Centre as part of the broader education community where it is situated.

Throughout the placement students are expected to maintain a professional manner and observe strict confidentiality at all times. The availability of the centre for field work is a privilege and students must remember that at all times they are a guest of the centre.

The following guidelines are to be observed:

- All students on work placement must complete a TAFE NSW Children's Centre Student/Volunteer Agreement, [Working With Children Check \(WWCC\)](#). These must be completed prior to attending TAFE NSW children's Centres.
- The completion of the TAFE NSW Children's Centre Student/Volunteer Agreement and [WWCC](#) is administered by the course workplace supervisor of the person undertaking the practical training;
- Prior to the commencement of each semester, each course workplace supervisor will confirm in writing that all people undertaking practical training as part of an educational or vocational course in departmental workplaces have all the required documentation and are not a prohibited person.
- Placements will be made in consultation between the Early Childhood Director and the course workplace supervisor;
- There should be only one student on block placement per room at any one time;
- Students must read and follow centre policies, and function as a team member;

- Social conversation between students and parents is encouraged, but the exchange of information concerning children's development is the responsibility of the educator/Early Childhood Director;
- As a team member the student is responsible to all staff of the centre as instructed by the Early Childhood Director;
- At the start of practical field placement, the student will discuss educational institute objectives/requirements with the Early Childhood Director;
- Before implementation, all practical experiences must have approval provided by the educator.

7.10 Volunteers

Volunteer workers may assist in TAFE children's centres for specific purposes and within the guidelines outlined below:

- All volunteers must complete a TAFE NSW Children's Centre Student/Volunteer Agreement, before working at the Centre.
- Volunteers that **are not** parents or guardians of children attending the Centre will also require a [Working With Children Check](#).
- Volunteer workers are **NOT** to be involved in providing intimate personal care (e.g. bathing or toileting) for disabled children.
- Selection and inclusion of volunteers in the centre must be approved by the Early Childhood Director, and the Manager Operations and Regional Support as administrator of the provider.
- As evidence of suitability, volunteers are required to show proof of identity and to provide two referees who may be contacted by the Early Childhood Director;
- Volunteers are to be supervised by centre staff at all times and never left in sole control of children;
- Volunteers will have set hours and days of attendance and specified tasks as agreed/approved with the Early Childhood Director;
- Volunteers will be given a list of their responsibilities while assisting in the centre;
- Centre policies and procedures relevant to the volunteer's work are to be made available to volunteers so that they have an understanding of the relevant policies and procedures when they sign the Volunteer Agreement;
- In particular, volunteers must be made aware of the importance of confidentiality of any information acquired regarding the organisation, staff and clients of the centre;
- Volunteers may be terminated by the Early Childhood Director at any time for inappropriate conduct.

	National Quality Standards
6.1	<p><u>Supportive relationships with families</u></p> <p>Respectful and equitable relationships are maintained with each child</p>
6.1.1	<p><u>Engagement with the service</u></p> <p>Families are supported from enrolment to be involved in the service and contribute to service decisions.</p>
6.1.2	<p><u>Parent views are respected</u></p> <p>The expertise, culture, values and beliefs of families are respected and families share in decision-making about their child's learning and wellbeing.</p>
6.1.3	<p><u>Families are supported</u></p> <p>Current information is available to families about the service and relevant community services and resources to support parenting and family wellbeing</p>
6.2	<p><u>Collaborative partnerships</u></p> <p>Collaborative partnerships enhance children's inclusion, learning and wellbeing</p>
6.2.1	<p><u>Transitions</u></p> <p>Continuity of learning and transitions for each child are supported by sharing information and clarifying responsibilities</p>
6.2.2	<p><u>Access and participation</u></p> <p>Effective partnerships support children's access, inclusion and participation in the program.</p>
6.2.3	<p><u>Community engagement</u></p> <p>The service builds relationships and engages with its community</p>

1.1 National Regulations

Regulation 76: Information about educational program to be given to parents

Regulation 157: Access for parents

7.11 Early Learning Framework

Outcome 1: Children have a strong sense of identity

Outcome 2: Children are connected with and contribute to their world

Outcome 3: Children have a strong sense of wellbeing

Outcome 4: Children are confident and involved learners

Outcome 5: Children are effective communicators

8 Children's Health and Safety

1.1 Purpose

The purpose of this policy and procedure is to state how our Centres will safeguard and promote the health of children that attend the Centre; and how our Centres will minimise risks and protect children from harm, injury and infection.

8.1 Health

Children's health and safety is about more than just their physical wellbeing; it also refers to their whole welfare. Our early childhood educators think about more than practical health and safety issues in their day-to-day work. They also recognise that children will have differing emotional support needs and therefore deal with each child differently, respecting their individual life contexts.

A strong sense of wellbeing is fundamentally connected to children's sense of belonging, being and becoming. When children feel well, happy, secure and socially successful they are able to fully participate in, and learn from, the daily routines, play, interactions and experiences in their early childhood setting.

Our centre promotes children's wellbeing by clearly include a focus on basic practices such as supervising children adequately, ensuring the safety of equipment and the environment, good hygiene and safe sleep procedures, managing illness and injuries effectively and meeting children's nutritional needs. They also allow flexibility to respond to individual need.

8.2 Sleep, Rest and Relaxation

Effective sleep and rest strategies are important factors in ensuring a child feels secure and is safe at a service.

Approved providers, nominated supervisors and educators have a duty of care to ensure children are provided with a high level of safety when sleeping and resting and every reasonable precaution is taken to protect them from harm and hazard.

Our educators working with infants will follow safe sleeping practices to reduce the risk of Sudden Infant Death Syndrome (Red Nose) and fatal infant sleeping accidents. Parents will also be advised of the recommendations of [Red Nose](#) (formerly SIDS and Kids). Regular checks on sleeping infants are performed and recorded by our educators.

Educators will:

- Respect that children have different sleep, rest and relaxation needs. Children of the same age can have different sleep patterns, which nominated supervisors and educators need to consider within the service. As per Standard [2.1 \(element 2.1.2\) of the National Quality Standard](#), each child's comfort must be provided for and there must be appropriate opportunities to meet each child's sleep, rest and relaxation needs.
- Communicate with families to ensure that each child's individual needs for sleep or rest is provided for to suit the child on an individual basis.
- Services should consult with families about their child's individual needs and be sensitive to different values and parenting beliefs, cultural or otherwise, associated with sleep and rest.
- Ensure every child is dressed appropriately and comfortably when sleeping. Where necessary, restrictive clothing be removed.

Ensure that the physical environment is safe and conducive to sleep. This means providing quiet, well-ventilated and comfortable sleeping spaces. Wherever viewing windows are used, all children should be visible to supervising educators.

To reduce the risk of SIDS our educators will:

- Place babies on their back to sleep from birth, unless directed otherwise by the child's medical practitioner;
- Sleep babies with face uncovered;
- Ensure babies are dressed in lightweight clothing for sleep. singlet and nappy in warm weather, lightweight jumpsuit in cool weather under a wrap/bedding;
- Prevent babies from wriggling down under bedclothes by:
 - place babies at the bottom of the cot,
 - firmly tuck bedding in at the bottom;
- Keep cots free of pillows, cot bumpers, quilts, duvets, doonas, lambskins and soft toys;
- Use light bedding for example such as a thermal blanket.

To reduce the risk of accidents our educators will:

- Ensure dangling cords, strings and mobiles are away from the reach of infants and children;
- Ensure heaters, fans and electrical appliances are kept well away from the cot and sleeping children;
- Ensure soft sleeping places where the face may become covered are not be used for toddlers and infants; - pillows, cushions, tri-pillows, beanbags and couches are inappropriate;

If a child arrives at the Centre asleep in a pram, the parent must inform an educator. The child will be closely supervised by an educator or placed in a cot (*there may be occasions where children are asleep in prams to meet their individual needs. Educators will closely supervise children sleeping in prams. This is always done with the goal to transition children into cots*).

8.3 Clothing Guidelines

Children need to be suitably dressed for indoor and outdoor activities and conditions. They need to feel comfortable and be safely and appropriately dressed for all activities, seasons, and weather conditions.

Parents are encouraged to dress their children appropriately, according to their age and development, while attending the centre. Sensitive consultation is required when considering cultural aspects of clothing.

Our educators encourage children to dress and undress independently.

Parents and guardians are asked to dress their child in clothes that allows them to practice and develop their self-help skills. Our educators will ask parents/guardians to consider the following:

- Clothing that is easy to get on and off (particularly for toileting),
- Shoes which are supportive, non-slip and fasten with Velcro rather than laces or buckles;
- Avoiding overalls, clothing with difficult buttons, buckles and braces;
- Clothes that provide sun protection for outdoor play
- Long sleeved shirts,
 - longer shorts and skirts,

- sun safe hats such as wide brimmed of at least 6cm, legionnaire or bucket hats with a deep crown and brim size of at least 5 cm;
- Clothes that are easy care and washable and suitable for messy play,
- Lightweight clothing for sleep.

As children may be very active while attending the centre parents are encouraged to:

- Avoid clothes which may restrict movement, get tangled, or cause tripping during play;
- Avoid clothes which are too small or large as they will restrict movement;
- No thongs, backless shoes, and slippers which may be dangerous for activities such as climbing and running and jumping.
- Provide closed toe sandals in warmer weather. Sandals with a broad heel base for increased stability.
- Provide closed footwear in colder weather, boots or sneakers. Leather shoes are preferable because they are durable and can breathe.

Parents are asked to provide spare clothes including underwear for children of all ages. A warm jumper or jacket is required during winter. Raincoats and rain hats are recommended for wet weather. All clothes, shoes and underwear should be clearly labelled.

References:

[red nose saving little lives](#) website, SIDS Safe Sleeping resources, accessed 3 August 2019

www.acecqa.gov.au/safe-sleep-and-rest-practices, ACECQA, accessed 3 August 2019

<https://www.startingblocks.gov.au/other-resources/factsheets>, Starting Blocks, accessed 3 August 2019

8.4 Health Practice and Procedures

8.4.1 Immunisation

Our educators understand that:

- Immunisation is used to minimise the risks, complications and spread of vaccine preventable diseases.
- Immunisation protects the person who has been immunised, very young children who cannot yet be immunised, and people who have not responded to vaccine, by increasing the general level of immunity and minimising the spread of infection.
- Immunisation programs in Australia have been very successful in controlling and reducing the number of cases of serious diseases.

There are particular requirements of Children's Centres under the [Public Health Amendment \(Vaccination of Children Attending Child Care Facilities\) Bill 2013](#) and under the [Public Health Act \(2010\)](#) in relation to vaccine preventable disease.

To comply with legislation our educators will ensure:

- **To only enrol children** where a parent/guardian has provided **at least** one of the following documented evidence of the child's immunisation status (at the time of enrolment):
- A **current ACIR Immunisation History Statement** that shows that the child is up to date with their scheduled immunisations.

- A **current ACIR Immunisation History Form** on which the immunisation provider has certified that the child is on a recognised catch-up schedule.
- An **ACIR Immunisation Exemption – Medical Contraindication Form** certified by an immunisation provider for a child who cannot receive one or more vaccine(s).

The [NSW Public Health Act 2010](#) states that from 1 January 2018 children who are unvaccinated due to their parent's conscientious objection can no longer be enrolled in early childhood education.

Children who were enrolled in the Centre prior to 1 January 2018 are not affected by the changes requirements.

In some cases a mix of these documents may be provided. For example, a child may have a combination of up-to-date vaccinations for their age together with an exemption for a medical contraindication to one particular vaccine. The educators may receive the required information from parents or from another service, where the child was previously enrolled.

NSW Personal Health Record (Blue Book), a GP letter or an overseas immunisation record **cannot be accepted**.

Our educators will:

- Maintain an immunisation register for each child and make that register available for inspection by the Public Health Unit. Records will be retained in for a period of three (3) years from when the child ceases to attend the Centre.
- Maintain an immunisation register for each child. This will be readily available for inspection by the Public Health Unit should the situation arise. Records will be retained in the centre for a period of three (3) years from when the child ceases to attend the Centre.
- Regularly review and update each child's register when the each child reaches
 - the age of six (6) months, twelve (12) months, eighteen (18) months; 4 Years
- Provide reminders to parents and carers if immunisation is overdue
- Inform parent of the [National Immunisation Program Schedule](#) that lists vaccines that are provided free by the Australian Government
- Will inform parents that to be eligible for [Child Care Subsidy](#) children who are under 7 years old must provide up-to-date approved immunisation documentation
- Inform parents: to be eligible for the Child Care Subsidy immunisation, children must be immunised according to the standard vaccination schedule, be on an eligible catch-up vaccination schedule, or have an approved exemption from the immunisation requirements. There is a short immunisation grace period, which provides some flexibility for families to meet the vaccination requirements where they may have missed or forgotten a scheduled vaccination.

Should a child transfer to another service, a copy of the child's immunisation documentation must, if requested, be provided to:

- The parent/guardian for enrolment at the new early childhood service, or
- The new early childhood service where the child is due to enrol

In the event of an outbreak of a vaccine preventable disease at the centre, non-immunised children will be required to remain at home for the duration of the outbreak, after consultation with the NSW Health Public Health Unit.

If a child, educator or visitor to the centre has a vaccine preventable disease our educators will:

- Inform the local Public Health Unit (PHU);
- Inform in writing, or request the PHU to inform in writing, all families, educators and regular visitors that an outbreak of the particular infectious disease has occurred;
- Seek advice from the PHU on exclusions;
- Follow instructions of the PHU inform in writing anyone who is excluded, giving the reason and length of exclusion period.

 **Note: The Hub Works Portal has the capabilities to meet these requirements**

8.4.2 Sick Children

Our educators will not accept a child into care if they are not well enough to participate in normal activities, or require special attention because of ill health.

If a child becomes ill, our educators will:

- Make the child comfortable and keep the child away from the main group of children, for example, they could lie on a floor cushion or mat in a corner of the room where our educator can still comfort and supervise the child.
- Contact the parent or carer to collect the child, if the child does not recover within a reasonable time and is considered unable to participate in normal activities, or requires special attention.
- Contact the parent or carer if the child requires medical aid or medication.

When caring for an ill child, our educators will manage the chain of infection:

- Reminding the child who is coughing or sneezing to cough or sneeze into their elbow. If the child covers their mouth with their hands, ask them to wash their hands and/or hand sanitiser.
- If our educators wipe a child's nose they will dispose of the tissue in a plastic-lined rubbish bin and then wash their hands and/or hand sanitiser.
- If they touch a child who might be ill, they will avoid touching other children until they have washed their hands and/or hand sanitiser.

8.4.3 Infectious diseases

The NSW Health [Public Health Act 2010](#) requires that certain infectious medical conditions be notified to public health authorities in NSW Diseases to be notified include diphtheria, measles, mumps, tetanus, pertussis (whooping cough), poliomyelitis, Rubella (German measles).

If a child is suspected of having an infectious condition, our educators will:

- To the best of their ability keep the child isolated from other children - make sure the child is comfortable, and is supervised by an educator;
- Contact the child's parents or carer or guardian; if they are unavailable, the emergency contacts listed on the enrolment form;

- Inform the parents or guardian of the child's condition, or suspected condition, and ask that the child be picked up from the centre immediately or as soon as possible;
- Ensure all bedding, towels, clothing and materials which have been used by the child that day are washed with neutral detergent and water - these articles should be washed separately and, where possible, aired in the sunshine to dry;
- Ensure all contact toys are separated and washed;
- Ensure all eating utensils are separated and washed;
- Notify the local [Public Health Unit \(PHU\)](#) by phone if a child, educator, or regular visitor to the centre is suspected of having an infectious disease and follow their instructions.
- Notify centre line manager, approved provider, [the PHU and follow PHU instructions](#) and the TAFE NSW WHS Incident Notification Hotline.

[See Staying Healthy preventing infectious diseases in early childhood education and care services page 71](#)

8.4.4 Infection Control

Infections with or without illness are common in children. Those in care are exposed to a large number of children who may be contagious without recognisable symptoms. In this way infections are transmitted and infectious diseases are spread. While it is not possible to prevent the spread of all infections and illnesses, strict hygiene and infection control methods can minimise the risks and reduce illness.

Many illnesses have early, non-distinctive symptoms such as a fever, which may appear a few days before the recognisable symptoms, such as rash, become obvious.

All bodily fluids, blood, faeces, urine and children's mucous membranes such as the nose, mouth or genital area are considered to be infectious, even when the child appears perfectly well.


Washing with neutral detergent or soap and water and wearing gloves when required is the most effective way to control the spread of disease. Educators are required to wear gloves when changing nappies and cleaning up all spills of human or animal waste such as blood, faeces urine and vomit. Gloves should be disposed of with due care and thorough hand washing should be practiced as described on [page 81](#).

8.4.5 Clean first, then disinfect

It is more important to make sure that all surfaces have been cleaned with detergent and warm water than to use a disinfectant. If you do need to use a disinfectant, remember that the disinfectant will not kill germs if the surface has not been cleaned first.

To kill germs, any disinfectant must:

- Have enough time in contact with the surface to kill the germs (as per the manufacturer's instructions)
- Be used at the right concentration
- Be applied to a clean, dry surface
- Be effective against those particular germs.

 **Note that you should only use bleach for cleaning up small to large blood spills. Bleach is stronger than other disinfectants and can inactivate blood borne viruses.**

Disinfectants such as 'Milton', are to be used as outlined in [see Staying Healthy preventing infectious diseases in early childhood education and care services page 26 -27.](#)

Bleach is to be used as prescribed in [Staying Healthy preventing infectious diseases in early childhood education and care services page 50.](#)

 **Note:** *Additional cleaning by Campus contracted cleaners occurs after hours.*

8.4.6 Quarantine (Exclusion from Centre)

Child that have a contagious illness will not be able to attend the Centre. The aim of exclusion is to reduce the spread of infectious disease.

Different exclusion periods will apply for differing conditions. Our educators will comply with the exclusion periods recommended by the National Research Council in [Staying Healthy preventing infectious diseases in early childhood education and care services](#), (5th edition, June 2013, page 17 and 18) or advised by the [Public Health Unit \(PHU\)](#).

A child who has respiratory infection, vomiting, diarrhoea, any vaccine preventable disease, an untreated transmissible skin infection, or any other infectious disease will be excluded from the Centre.

If a child has had vomiting or diarrhoea within the last 48 hours, has been on antibiotics for less than 24 hours, or has had a temperature above 38°C prior to arrival, the child will not be accepted into the children's centre. For some conditions that cause diarrhoea (such as Campylobacter, Salmonella and Giardia), children may be able to return 24 hours after the diarrhoea has stopped.

It should be noted that in the case of gastroenteritis and respiratory illness, Early Childhood Directors and Educators are encouraged to seek advice from their local PHU.

Early Childhood Directors should not be unduly influenced by a doctor's letter which allows a child back into care if there is any doubt that the child's condition fulfils the criteria for return to care. Sometimes different doctors make different diagnosis for children in the same Centre with illnesses that appear similar. Early Childhood Directors should consult with the Public Health for their region if there is any query about exclusion.

Our educators will have access to:

- Translated information that can be provided to parents and carers from the [Multicultural Health Communication Service](#), NSW Health

8.4.7 Informing Families of Infectious Conditions

Our educators will:

- Advise parents that it is their responsibility to assist in minimising the risk of spreading infectious diseases by inform the Centre immediately if any member of their family has an infectious condition.

If there is an incident of Infectious condition our educators will:

- Advise parents via the Hub Works Portal, email and/or phone,
- Immediately inform parents of any common infectious condition occurring in the Centre by educators placing appropriate signs in the most visible positions. These signs must also include symptoms of the

condition, exclusion time from the centre for any infectious persons, and the need for a medical clearance before returning to the centre, if applicable.

References:

[What are immunisation requirements](#) – Human Service website, accessed 3 August 2019
[National Immunisation Program \(NIP\)](#) is the Australian Government funded schedule, accessed 3 August 2019
[Strengthening vaccination requirements for child care](#)- NSW Health, accessed 3 August 2019
[Infectious Disease Section](#), NSW Health, accessed 3 August 2019
[Disease Notification](#), NSW Health, accessed 3 August 2019
[Staying Healthy preventing infectious diseases in early childhood education and care service](#), NHMRC, accessed 3 August 2019

8.5 Administration of Medication Procedure

At times, Centre educators are asked to accept the responsibility of administering medication to children with health problems, for the care and management of illness, or for medical emergencies.

Short term medications: These are medications that may be prescribed for a short period of time, such as antibiotics. Parents are to complete the *Medication Authority form – illness* when requesting that medication be given to their child. This form is to be completed by educators each time the medication is administered and signed by a parent or carers each day. The parents or carers are also to be informed that a new form must be submitted each week that medication is required.

Long term medications: These are medications that may be prescribed for long term conditions requiring administration over a prolonged period on a regular basis, such as Bricanyl.

Our educators will inform parents and guardians that any changes to the medication, and/or risk management for their child, will require an updated to the *Medication Authority form – illness*.

This *Medication Authority form – illness* is to be completed by educators each time the medication is administered and signed by a parent/guardian each day. A new form must be submitted each semester and/or if there is any change to the medication, such as when the dosage is altered.

Management of medical conditions such as Asthma, Diabetes and Anaphylaxis is important for the safety of the children at the service. Information about medical conditions will be obtained at enrolment through questions on the enrolment forms and the orientation process. Parents/guardians will be required to provide a Medical Management Plan from the child's medical practitioner that includes a Risk Minimisation plan.

Our educators will:

- Not administer any medication to a child unless prescribed by a medical practitioner for that child and accompanied by a medication authority form from the parent or guardian;
- Not administer unlabelled medication
- Only administer prescription medication to a child if it is presented in the container in which it was dispensed, labelled with the child's name, the prescribed dosage and the medicine's use by date
- Store medications in secure storage facilities that are inaccessible to children
- Store medication that requires refrigeration in a child resistant container in the refrigerator
- Ensure all medication is checked by two educators before being administered to the child

- Administer medications following hygiene procedures relating to hand washing for educators
- Will ensure self-administering children are supervised and follow hygiene procedures such as correct washing of hands before administering the medication. Where appropriate, our educators will wear protective gloves.
- Ensure a medication authorisation form is completed and signed by educators and parent/guardian for all instances of administering medication.
- Ensure that the parent/guardian is aware that they are to inform the Centre when any changes are required to the medication plan and/or risk minimisation for their child. Any change will require a new medication authorisation form to be completed by the parent or carer.
- Ensure all completed medication authorisation forms are retained in the Centre for at least two years, then placed in approved storage until the time when the child turns twenty five (25) years.

If the medication is a commercially available over-the-counter drug, cream or lotion:

- A medical certificate or letter from a medical practitioner that specifies the dose and frequency of administration for the child must accompany it
- A medication authority form must also accompany it from the parent or guardian;

When medication is to be administered in an emergency, our educators will seek verbal consent from parent or guardian. If a parent or guardian cannot be contacted our educators will contact a registered medical practitioner or emergency service.

The Early Childhood Director is to ensure a communication plan which is embedded in the child's Medical Management Plan is in place and current which informs all relevant educators and volunteers about the medical condition of the children in the Centre, the individual children's Medical Management Plans and the relevant Risk Minimisation Plans.

If the Early Childhood Director is not prepared to accept the medication provided by the parent, they should consult with their approved provider and may request a letter from a medical practitioner stating the child's name, the medication in question, the dose required and the period for which this dose will be required;

In the case of nappy rash cream: where the parent or guardian wishes educators to use a different medication to that used in the centre, they must provide the medication for use.

8.5.1 Panadol and other Paracetamol

Paracetamol is toxic to children when administered in an overdose. Current research strongly recommends that paracetamol should not be used as part of first aid. There is limited evidence that paracetamol is effective in reducing fever in a child compared to cooling the child and providing fluids. Advice suggests that paracetamol should be given only with a doctor's instructions.

The Early Childhood Director will

- Discuss options with parents and carers to determine whether paracetamol will be given to individual children. At enrolment parents/guardians are asked to identify whether or not they consent to the administration of paracetamol to their child should the child develop an acute fever (temperature above 38° Celsius) and all other methods to lower the temperature have failed (removal of excess clothing, lukewarm sponge bathing, and giving fluids).
- Contact the parent/guardian to collect the child as soon as possible and advise them to take the child to their doctor.

- Where possible obtain specific consent as to whether a dose of paracetamol should be given to the child.
- Follow guidelines in [Staying Healthy preventing infectious diseases in early childhood education and care service](#) page 33 -34 on medications to reduce fever.

When giving paracetamol to control high fever our educators will:

- Only give to a child if the parent/guardian has signed authorisation to administer paracetamol;
- Only administer paracetamol to a child who has a temperature above 38° Celsius and is in discomfort or pain;
- Give one dose of paracetamol in any situation (single dose disposable droppers or applicators are recommended);
- Complete an Incident, Injury, trauma and illness Record form;
- Retain completed paracetamol authorisation forms in the centre for at least two years, then placed in approved storage until the time when the child turns twenty five (25) years.

Our educators will **not**:

- Give paracetamol to children under the age of 1 month while at the Children's Centre. Children under 6 months of age with a fever over 38° are at risk of serious medical complications and should be referred for immediate medical assessment and treatment.;
- Give paracetamol for mild fever (under 38° Celsius), gastroenteritis or as a sedative;
- Administer 'cold or flu' or combined preparations.

References:

[Paracetamol Practice Guideline](#) – Sydney Children Hospital, accessed 3 August 2019

[Medications for children](#) – raising children network, accessed 3 August 2019

[Staying Healthy preventing infectious diseases in early childhood education and care service](#), NHMRC, accessed 3 August 2019

8.5.2 Caring for a Child with Acute Fever

The body's defensive response to a viral infection can produce a fever.

If a child feels like they may have a fever our educators will:

- Take a child's temperature, using a digital thermometer. Place it under the arm with the arm and elbow held against the child's body until the thermometer beeps. A normal temperature taken in this way is little over 36° Celsius, but remember that underarm temperature readings can underestimate temperature by up to 1° so readings over 37° Celsius should be monitored closely.
- Ensure that a child with acute fever (over 38°C) does not become dehydrated.
- Attempt to reduce the child's temperature by removing the child's clothing, but do not allow the child to become cold.
- Frequently encourage the child to drink small amounts of water.
- Contact the parent/guardian to collect the child as soon as possible and advise them to take the child to their doctor.

References:

[What are immunisation requirements](#) – Human Service website, accessed 3 August 2019
[National Immunisation Program \(NIP\)](#) is the Australian Government funded schedule, accessed 3 August 2019
[Strengthening vaccination requirements for child care](#)- NSW Health, accessed 3 August 2018
[Infectious Disease Section](#), NSW Health, accessed 3 August 2019
[Disease Notification](#), NSW Health, accessed 3 August 2019
[Fever](#) – Sydney Children’s Hospital Network, accessed 3 August 2019

8.5.3 First Aid Requirements

First aid training is required for all TAFE NSW Children’s Centre educators. This allows the centre to be prepared for first aid treatment at all times regardless of educator rosters, educator illness and annual leave.

The Early Childhood Director should have ongoing consultation with educators regarding the first aid procedures in the Centre at any particular time and protocols for managing first aid crises.

The Early Childhood Director will

- Have ongoing consultation with educators regarding who has major responsibility for the first aid procedures in the centre at any particular time and protocols for managing first aid crises.
- Ensure educators with a current first aid certificate are to administer first aid.
- Ensure the Centre has at least two first aid kits, one for the centre and one mobile kit for excursions; (the number of children and the proximity of rooms will be taken into consideration to ensure the required number of kits).

The kits must be checked regularly and the contents replenished. Use-by-dates on all items should be checked and replaced at the review. TAFE NSW Children’s Centre’s should liaise with educators at team meetings to develop a schedule for review and replenishment of first aid kits.

A supply of ice or cold packs should always be kept in the freezer for use on bruises and sprains.

Wall charts showing expired air resuscitation and external cardiac compression procedures are to be displayed in prominent positions in each playroom and in the outdoor playground. TAFE NSW Children’s Centres are to have an up to date copy of an authorised manual of first aid.

8.5.4 First Aid Procedure

At no time will assistance or first aid be refused to any child. All educators will administer first aid that is within the scope of their first aid qualification. For example, when dealing with external bleeding.

Staff should always minimise the risk of infection from contact with bodily fluids such as blood by taking the suggested following precautions:

Our educators will:

- Have access to a first aid kit on site and a portable first aid kit will be available for authorised off-site activities and for emergency evacuations.
- Early Childhood Director liaise with Campus management, and/or Occupational First Aid Officer or the Workplace Health & Safety Committee to develop a schedule for review and replenishment of first aid kits.
- Ensure an up to date copy of an authorised manual of first aid is available.
- Minimise the risk of infection when performing Expired Air Resuscitation, by using a pocket mask with a one-way valve.

- Will undertake an approved and current first aid training.

References: <https://www.acecqa.gov.au/qualifications/requirements/first-aid-qualifications-training>

When dealing with external bleeding our educators will:

- minimise the risk of infection from contact with bodily fluids such as blood by:
 - Use disposable gloves when dealing with blood, urine or faeces;
 - Wash hands before and after administering first aid;
 - Washing with soap and warm water any body parts that come in contact with blood;
 - Place wastes contaminated with blood in a plastic bag and seal for disposal;
 - Wipe down any bloodied areas with cold tap water and wash with neutral detergent and water;
 - Thoroughly wash any instruments used in first aid and soak in a bleach solution for 30 minutes;
 - If another child comes into contact with blood, urine or faeces, wash any area that has been in contact thoroughly with soap and warm water.

8.5.5 Substance First Aid Action Plan

Many chemical products are routinely used in children's centres and are potentially hazardous by ingestion, inhalation or skin contact.

Some potentially hazardous common substances include cough medications, paracetamol, eucalyptus oil and vaporiser oils. If poisoning or potentially hazardous ingestion, inhalation, skin or eye exposure occurs:

- Seek medical advice immediately; or
- Call the Poisons Information Line – Phone: 13 11 26; or
- Call an ambulance – Phone: 000.

If a child or adult is injured by a chemical, substance or equipment

- Implement emergency medical and first aid procedures;
- Immediately notify the relevant authorities - TAFE NSW WHS Hotline **1800 316 600** and complete a TAFE NSW WHS Incident Notification Form;
- Complete and lodge an Incident, injury, trauma and illness form as soon as possible.

8.6 Accident Prevention and Risk Minimisation

Accidents are often directly related to the child's growth and stage of development. Educators should be aware of the particular hazards recognisable in each stage, and take all precautions necessary to prevent accidents. Equipment for play and exploration is to be setup according to the child's age and ability and to be appropriately supervised by the educators.

It is the Educator's responsibility to increase parent/guardian awareness of accident prevention, and of their child's ability to learn safety habits at a very early age.

TAFE NSW Children's Centres must have approved earth leakage circuit breakers fitted to the main power box. Electrocutions are reduced by the use of circuit breakers, not prevented entirely. They should be tested on a monthly basis to ensure that they are still working (Need to check!). Power points must have protective shutters, or be fitted with protective plugs. Teach children to respect all electrical appliances. Do not use hand-held electrical appliances in wet areas.

Hot water from any outlet used by children at the centre must be regulated to keep the temperature of water below 43.5oC.

To mitigate accidents our educators will:

- Ensure cots provided by the Centre will comply with the requirements of the Australian/New Zealand Standard AS/NZS 2172:2003, Cots purchased after Jan. 2011 must comply with Australian/New Zealand Standard AS/NZS 2172:2010,
- Ensure Hot water from any outlet used by children at the centre must be regulated to keep the temperature of between 38 to 40.5oC.
- Ensure all household products and medications are to be kept in their original containers, and stored in cupboards not accessible to children - out of reach or with childproof locks;
- Ensure medication procedures are followed at all times;
- Ensure children are supervised in the kitchen area at all times;
- Never leave infants alone on change tables, in baths, in high chairs, or while eating;
- Ensure children must remain seated whilst eating and babies are supervised at all times when having a bottle;
- Never drink hot liquids near children, only in child-free areas;
- Avoid water on floors and mop up any spills immediately, particularly in the bathroom area and the lunch area;
- Never leave plastic bags within reach of children;
- Choose safe toys with the age of the child in mind – avoiding toys with small removable parts for infants;
- Check toys regularly, and repair or discard any broken toys;
- Ensure all water play areas are be supervised by a educators at all times and will never leave buckets of water unattended;
- Ensure all playground equipment is checked daily for:
 - Stability;
 - Broken pieces;
 - Insect, spider and/or snake infestation;
- ensure all playground equipment is checked for the following:
 - Safety rails on platforms and equipment over 1.5 metres;
 - It should not be possible for a child to fall from any structure onto an object below;
 - Provision of clear landing places at the base of slides and climbing equipment;
 - Timber top edges should be rounded, and logs checked for splinters;
 - Ensure there are no projections on sliding surfaces;
 - Bolts should be counter-sunk;
 - Check equipment for stability and wear;
- Ensure wooden boards are to be cared for properly to avoid cracking. Ensuring that boards are never left out when not in use and that they are regularly oiled with recommended products;
- Provide shock absorbing surfaces under play equipment;
- Ensure all climbing equipment is supervised by an educator(s) while in use;
- Ensure any vertical railings in the centre are no less than 7cm and no more than 12.5cm apart;

- Ensure all playground equipment used has been chosen with child's ability in mind - it may be necessary to restrict younger children using certain climbing equipment;
 - Refer to recent safety standards when purchasing equipment – for example the Choice Guide to Baby Products, and where Australian Safety Standards approved items are available, these must be purchased in preference to others;
- Display Emergency Exit plan and complete quarterly emergency drills;
- Check centre fire extinguishers every six months and instruct all educators in their use.

References:

[Kidsafe](#) – Child Accident Prevention Foundation of Australia, accessed 3 August 2019

8.6.1 Cleaning Routines

All Educators are responsible for maintaining the cleanliness of the Centre, including all rooms, play surfaces, bedding, toys and equipment. All equipment and furnishings to be maintained in a safe, clean and hygienic condition and in good repair at all times.

Duty rosters ensure that cleaning regime is efficiently and effectively throughout the day and each week as per following table.

Daily Washing	Weekly Washing
<ul style="list-style-type: none"> • Bathrooms - taps, toilets, toilet flush devices, wash basins, door knobs; • Toys and mouthed objects; • Surfaces - tables, benches, chairs, highchairs, cots, beds; • Mattress covers and linen if used by different children daily; • All floors; • Mirrors and glass if required. • books should be inspected for dirt and soiling 	<ul style="list-style-type: none"> • shelving and toy storage units in playrooms; • door knobs; • bedding (if used by only one child); • children's dress up clothes; • other surfaces regularly touched by children • Soft toys should be washed as often as practical;

Our educators will:

- Wear gloves when cleaning;
- Use neutral detergent and water for general cleaning;
- Use colour coded sponges for each area (such as blue for general cleaning, green for the kitchen and food areas, yellow for cleaning infectious and isolation areas such as nappy change, red for toilets, bathrooms and dirty utility areas) and keep them separate;
- Wipe up spills immediately and clean work surfaces regularly;
- Ensure floors are dry before allowing access;
- Change cleaning items (sponges, cloths, solutions) regularly and immediately following the cleaning of blood or body fluids;
- Air dry; cleaning items after use;
- Store cleaning items in a locked area away from children.

- Clean dummies after each use and store dummies in individually labelled plastic containers out of children's reach;
- Ensure dummies are not shared;
- Ensure sandpits;
 - Are securely covered when not in use,
 - Are raked daily to remove sharp objects, insects, and rubbish,
 - Have sand contaminated by urine, faeces, or other matter is removed.
 - The remaining sand is raked over at intervals during the day and left exposed to the sun. Where extensive contamination has occurred, all sand will be replaced.
- Ensure children wash and dry their hands with soap and water after playing in the sandpit.

References: <https://www.kidsafensw.org/imagesDB/wysiwyg/Sandpits2017.pdf>

8.6.2 Environmentally Safer Cleaning

Chemical cleaning products may be a potential risk to health, possibly triggering conditions such as asthma, allergies, depression and poisoning. Young children may be at greater risk as their bodyweight is smaller, they absorb more contaminants due to a faster metabolism, and they are closer to the ground where they come into contact with the build-up of chemicals that settle there (Safer Solutions: Integrated Pest Management for Schools and Childcare Centres, Jo Immig, 2002).

Research has shown that the most effective cleaning method is warm soapy water. Other non-toxic cleaning products include bicarbonate of soda, liquid castile soap and vinegar (though the vapours may be a problem for some). The use of microfibre cloths is recommended as they remove dirt and moisture effectively using just water and elbow grease. Strong spray surface cleaners are unnecessary as most grime can be lifted from surfaces with microfibre or warm soapy water. Our educators are encouraged to evaluate their cleaning practices and trial safer cleaning products and procedure.

8.6.3 Dangerous Substances and Equipment

All dangerous substances such as harmful cleaning materials (e.g. detergents, disinfectants, vinegar, tea tree oil, bi-carb soda, lemon juice and essential oils) medications, and poisonous and hazardous substances such as gardening or pest control treatments are to be kept out of reach and labelled with a description of their contents and directions for use.

These substances, including those requiring refrigeration, and any first aid equipment are to be kept in secure storage facilities that are inaccessible to children. Any dangerous tools, equipment and objects which pose a hazard to children are to be kept in secure storage facilities that are inaccessible to children. All storage facilities are to be clearly identified as containing hazardous goods.

8.6.4 Bulk Storage

When chemicals or dangerous substances are to be used our educators will:

- Choose the least hazardous chemical or product;
- Choose products with child resistant lids or caps;
- Ensure they are stored in their original containers with labels; (For chemicals bought in bulk see Bulk Storage Policy for storage and labelling).
- Ensure containers are not reused and are properly discarded when empty;
- Ensure educators follow the manufacturer's instructions for use, storage and first aid;
- Ensure educators use personal protective equipment

- Keep Material Safety Data Sheets (MSDS) with substances or in a location where educators have immediate access to them in an emergency;
 - The MSDS contains risk and safety information about the properties and uses of a substance,
 - The MSDS of a chemical or product will provide educators with enough information to decide if the material is safe to use, and if so, how to use it;
- Ensure all educators are aware of the safety and first aid information in the MSDS including the use of protective clothing (gloves, aprons, goggles, masks) if necessary;
- Some TAFE NSW Children's centres may be required to provide additional copies or updates to meet institute emergency or safety requirements.

References:

[fresh green clean](#) website, accessed 3 August 2019

8.6.5 Sharps Disposal

If sharps or waste products are found in the grounds of the centre staff are to redirect children to another location and notify the Early Childhood Director. Disposable gloves and plastic tongs should be used to remove sharps to a suitable container for disposal. Wash hands and tongs following disposal. Notify security of the incident.

8.6.6 Food Handling and Storage

Parents/guardians provide meals for the children who attend the centre. TAFE NSW Children's Centre educators should provide advice for parents/guardians on the safe transport and storage at the centre with an emphasis on foods to be refrigerated. All perishable food brought from home is to be stored in the refrigerator. If the Centre's refrigerator space allows, children's lunch boxes may be stored in the refrigerator.

There are a number of ways food may become unsafe to eat:

- Touching it with unclean hands;
- Using dirty utensils;
- Allowing raw food (meat, fish, and poultry) to come into contact with cooked foods.

The effects of eating contaminated food vary widely, from an upset stomach, stomach pains, vomiting and diarrhoea. The more severe symptoms may cause health risks to pregnant women and young children.

Our Educators will:

- Ensure educators who change nappies, where possible, are not involved in food preparation on the same day;
- Always wash hands before preparing or serving food;
- Reheat food rapidly to above 70oC and checks with a food probe thermometer to ensure food has reached 70oC and hold at 70oC for 2 minutes;
- Hot food may be allowed to cool to be safe for children to eat but no longer than two hours,
- Return foods to the refrigerator as soon as possible,
- Return hot foods to the refrigerator as soon as they have stopped steaming,
- Store raw and cooked foods separately (even in the fridge);
- Not store uncooked food above cooked food in the fridge;

- Use separate utensils (including cutting boards, knives etc.) for raw and cooked food.
- Ensure refrigerator temperature should remain below 5oC.
- Ensure ready to eat food that has been at temperatures between above 70oC for:
 - A total of less than 2 hours, must be refrigerated or used immediately
 - Total of 2 hours or longer, but less than 4 hours, must be used immediately
 - **Total of 4 hours or longer, must be thrown out!**
- Ensure that all used utensils are washed.
- **Do not reheat milk or formula**

TAFE NSW Children's Centres will not prepare formula mixtures for children. Parents should supply sufficient pre-mixed formula for the child/ren.

References:

[Food Safety Tips for Childcare Centres](#) - NSW Food Authority, accessed 3 August 2019

[Food Safety – Allergies, choking and food handling](#) – Australian Department of Health, accessed 3 August 2019

[Food Safety Practices and General Requirements](#) – Food Standards Australia New Zealand, accessed 3 August 2019

8.6.7 Personal Hygiene

Working with children is a very demanding profession. Therefore, it is essential that educators take care of themselves and act as role models for children and parents.

Our educators will:

- Maintain a high level of personal hygiene and appropriate procedures when washing hands, toileting, and handling food;
- Cover any cuts on the skin of both educators and children;
- Avoid coming to work when unwell - any educator who is suffering from an infectious condition will be excluded from work.

8.6.8 [Hand Washing](#)

Frequent hand washing and effective hand drying are the most effective way of preventing the spread of disease. Hand basins will be kept exclusively for hand washing and will not be used for food and drink preparation, or other cleaning tasks.

Our educators, children and all visitors will wash their hands:

- On arrival at the centre;
- Before and after eating or handling food;
- Before preparing or cooking food;
- Before and after changing a nappy;
- After toileting;
- After cleaning up or any contact with urine, faeces, vomit, blood, or other body fluids;
- Before and after giving first aid;
- Before and after giving medication;
- After wiping a nose, yours or a child's;
- After playing outside or in a wading pool;

- After patting or touching animals;
- Before leaving the children's centre.

Posters promoting correct hand washing procedures will be placed in prominent positions above each hand basin.

The hand washing method used at our Centre is:

- Use liquid soap and running water;
- Rub hands vigorously while counting to ten (for ten seconds);
- Wash hands all over including backs of hands, wrists, between the fingers, and under the fingernails;
- Rinse hands while wet counting to ten;
- Do not touch taps, use a paper towel to turn taps off;
- Press dry hands with a new disposable towel or an individual cloth towel.

8.6.9 Infants Hand washing

Infants need their hands washed as often and as thoroughly as older children do.

Infant Hand Washing Method:

- If the infant can stand at a small hand basin, wash their hands the same way you wash your own hands.
- If the infant cannot stand at a hand basin, wash their hands with pre-moistened disposable wipes, then dry thoroughly.

8.6.10 Dental Care

Looking after children's first teeth is important for their health and for strong, healthy second teeth. Healthy teeth are important to growth and development and essential for speech and maintaining facial structure.

The biggest cause of decay in children's teeth is putting them to bed with a bottle of juice, a sweet drink, or milk. Allowing babies to suck these bottles frequently throughout the day can also cause decay.

Good dental health is a component of overall general health and wellbeing.

Oral health education is incorporated in our children's program.

To promote good oral health in young children our educators will:

- Talk to children about baby teeth, losing their teeth, the role of dentists, and provide dental experiences through role-play with resources.
- Provide advice to parents/guardians and have current information available on child oral health including the development of children's teeth, care of children's teeth and good nutrition.
- Encourage families to support the Centre's dental care education program at home.
- Have available emergency and referral information of where to seek appropriate dental care for children.

References:

[Dental care for pre-schoolers](#) – raising children network, accessed 3 August 2019

8.6.11 Nappy Changing

Meeting the needs of children by providing clean nappies and a safe and hygienic place for changing children is a basic need that is important for children's comfort and happiness.

Napping changing and toileting rituals are also valuable opportunities to promote children's learning, meet individual needs and develop strong relationships with children. Having their needs met in a caring and responsive way builds children's sense of trust and security.

Our centre have appropriate hygienic facilities available for nappy changing, including adult hand washing facilities.

Our nappy change area includes a change bench, steps, preferably two change mats, contaminated waste disposal unit or closed foot pedal bin, sanitary facilities for storing soiled clothes, hand washing facilities, and poster of nappy change procedure.

Our nappy change facilities are designed and maintained in a way that facilitates supervision of children at all times, while having regard to the need to maintain the rights and dignity of the children.

Our educators understand that hygienic procedures for nappy changing are critical to reducing the risks and spread of diseases transmitted by faeces and urine. Such diseases are more likely to spread between children and educator through changing and handling soiled nappies.

Our educators will practice effective hygiene by utilising the [Staying Healthy in Childcare](#) practices when changing a nappy to reduce the spread of infection. These are:

1. Wash and dry hands before putting on gloves.
2. Place paper (paper towel, greaseproof, computer paper) or individual vinyl sheet on nappy change mat or bench;
3. Put on gloves,
4. Remove the nappy and place in the nappy bin,
5. Remove any soiled or wet clothing,
6. Clean the child's bottom,
7. Remove the paper towel and put in the nappy bin,
8. Put the gloves in the nappy bin,
9. Remove the gloves, peeling them back from the wrist and turning them inside out, as they are removed, do not allow skin to touch the outer contaminated surface, and put gloves into bin.
10. If a child requires specific cream, place clean paper towel under the child's bottom. Put on clean gloves. Place a suitable amount of cream on the glove and spread onto the child's bottom. Remove the paper towel and place it in the nappy bin. Remove the gloves and place in a nappy bin.
11. Place a clean nappy on the child,
12. Dress the child,
13. Wash and dry their hands and your hands,
14. Return the child to the play area,
15. Clean the nappy change mat and area with neutral detergent and warm water. Then rinse and dry,
16. Then effectively wash and dry your hands.

Our educators will also:

- Clean the nappy change mat after each nappy change with neutral detergent and water (warm if possible), using a paper towel or baby wipe if required. Put the paper towel into the bin or cloth into a laundry bag designated for bottom cloths for washing. If faeces or urine has spilled onto the bench clean with neutral detergent and water (warm if possible), wipe and leave to dry.
- At the end of a nappy changing session or at the end of the day wash the change mat with neutral detergent and water (where possible), wipe and leave to dry in the sun where possible.

8.6.12 Toileting

Toileting should be flexible and responsive to children's needs. There should be ongoing consultation between centre educators and parents to support consistency of toileting practices between the home and the centre including cultural or religious practices.

Children who are toilet trained are actively encouraged to be responsible for their own toileting and hand washing. Younger children are guided by educators to use the toilet when required and at regular times throughout the day. Children are offered assistance with toileting when required. Educator's model and encourage children to adopt hygienic practices such as flushing the toilets and washing hands effectively.

Our educators respond to children's attempts at toileting in a relaxed and positive way. If accidents occur our respond sensitively and clean up any soiling without fuss.

If a child requires cleaning after toileting our educators will:

- use gloves and toilet paper or baby wipe if required;
- dispose toilet paper in the toilet,
- dispose wipes in a nappy bin or bagged and binned
- place any soiled clothes in a sealed container for washing or returning to the parent;
- older children may be washed while standing in the shower;
- remove gloves and wash hands after cleaning;

8.6.13 Toilet Training

Most children are not ready to be supported to use the toilet before 18 months to two years of age. The timing of toilet training is a parent's choice with input from centre educators.

Our educators will work with parents regarding children's readiness for toilet training to develop a consistent approach reflecting family routines and cultural practices. Toilet training takes time and there should be no hurry to have children trained.

When a child has started toilet training, the child should wear pull up nappy pants until they get used to going to the toilet.

Our educators will:

- Encourage parents to dress their children in clothes which can be easily removed by a child.
- Ask parents to pack several pairs of underpants and spare clothes to deal with the inevitable accident.
- Encourage and support children who are toilet training ensuring a positive experience.
- Assist child to use the toilet and help them to wash and dry their hands afterwards.

- Place soiled clothes in a sealed bag or container, and store in an inaccessible place to children, for families to take home.
- Not wash soiled clothes at the centre as this may contribute to the spread of germs. If a child requires cleaning after toilet training follow the procedures of the hygiene guide in Toileting above.

References:

[Changing a nappy without spreading germs](#) – Australian Government National Health and Medical Research Council, accessed 3 August 2019

[Toileting and Nappy Changing Principles and Practices](#) – ACEQA, accessed 3 August 2019

[Toilet training](#) – Women's and Children's Health Network, Parenting and Child Health, accessed 3 August 2019

[Toilet training](#) - raising children network, accessed 3 August 2019

[Staying Healthy preventing infectious diseases in early childhood education and care services](#), 5th edition, updated 2013, section 3.2.2 page 47; accessed from the National Health and Medical Research Council website 3 August 2019. [Toilet training, Parenting and Child Health, accessed from the Children, Youth and Women's Health Service Parenting and Child Health website August 2019](#)

8.7 Nutrition

TAFE NSW Children's Centres do not provide meals. Meals are provided by parents and guardians.

Our Centre is required by legislation to ensure the provision of healthy foods and drinks that meet the requirements for children according to the *Australian Dietary Guidelines*. Our educators will provide information to families about nutrition, and promote healthy eating habits for young children to positively influence their health and wellbeing.

Our Centres recognises the importance of healthy eating for the growth, development and wellbeing of young children and is committed to promoting and supporting healthy food and drink choices for children in our care. This policy/procedure 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 educators understand the learning potential for children during snack/meal times and recognise that this activity deserves as much attention to detail and planning as any other activities.

Young children are acquiring new skills and learning about the world around them and this includes establishing healthy eating habits. 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.

A key part of learning about and adopting healthy lifestyles involves children seeing these modelled positively and enthusiastically by the important people in their lives

Our Centre 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.

Our Centre recognises that the right to breastfeed is protected under federal and state legislation, and we will meet our legal obligations.

Healthy eating guidelines:

- Exclusive breastfeeding is recommended, with positive support, for infants until around six months. Continued breastfeeding is recommended for at least 12 months – and longer if the mother and baby wish.
- If an infant is not breastfed, is partially breastfed, or if breastfeeding is discontinued, use an infant formula until 12 months of age.
- Introduce suitable solid foods at around six months.
- Make sure that food offered to children is appropriate to the child's age and development, and includes a wide variety of nutritious foods consistent with the Australian Dietary Guidelines.
- Provide safe water in addition to age-appropriate milk drinks. Infants under the age of six months who are not exclusively breastfed can be offered cooled boiled water in addition to infant formula.
- Plan mealtimes to be positive, relaxed and social.
- Encourage children to try different food types and textures in a positive eating environment.
- Offer an appropriate amount of food, but allow children to decide themselves how much they will actually eat.
- Offer meals and snacks at regular and predictable intervals.
- Ensure that food is safely prepared for children to eat – from the preparation stages to consumption.

Our educators will:

- Ensure safe drinking water is available at all times.

- Incorporate nutritional education into the program.
- Provide information to families to promote healthy eating and advice on the minimum quantities of food to be provided for children in care.
- Discuss the relationship between nutrition; physical fitness and good health with children through posters, brochures, newsletters, and resources.

Our educators will encourage families to provide meals and snacks which are:

- Based on current standards and recommendations;
- Appropriate to the child's age;
- Safe, 'food safe' and with reduced risk of choking;
- Of a variety and quantity to satisfy the child's appetite and interests;
- Transported to the centre in suitable containers within safe temperatures (less than 5oC or over 60oC).

Our educators will provide a positive and healthy eating environment by:

- Presenting food in an attractive manner, following safe food handling procedures;
- Ensuring meals are relaxed, pleasant and timed to meet the needs of the children;
- Encouraging independence and social skills at meal times;
- Educator acting as role models, maintaining good personal nutrition, and eating with the children at meals;
- Developing an awareness of family and cultural eating patterns and related food values;
- Never using food as punishment or reward;
- Communicating with parents/guardians about their child's food intake and reporting any concerns.

References:

[Caring for Children birth to 5 years](#) – NSW Health, accessed 3 August 2018

[Nutrition for under 5s](#) – Munch and Crunch website, accessed 3 August 2018

[Eat for Health Educator Guide](#), retrieved from the National Health and Medical Research Council's website May 2013; accessed 3 August 2019

[Kids & Teens](#), and [Munch and Move Resources](#), Healthy Kids website, accessed 3 August 2019

8.8 Physical activity

Physical activities are integrated into the Centres daily program to create a foundation of movement and activity, which are carried by our children throughout the rest of their lives. Our educators understand that physical activity has a positive impact on motor skills, psychological well-being, cognitive development, social competence and emotional maturity

Our educators will:

- provide the opportunity for children to be active every day through a balance of planned and spontaneous physically active learning experiences (including everyday physical tasks), in the indoor and outdoor environments
- Ensure time is planned daily for safe, supervised floor-based play for the healthy development of infants (birth to 1 year).
- Aim for toddlers (1 to 3 years of age) and pre-schoolers (3 to 5 years of age) to be physically active every day for at least two hours while at the Centre, spread throughout the day.

- Foster the development of a range of Fundamental Movement Skills - including running, galloping, hopping, jumping, leaping, side-sliding, throwing, catching, striking, kicking, underarm rolling and stationary dribbling.
- Ensure physically active experiences are play based, varied, creative, and developmentally appropriate and cater to a range of abilities and interests.
- Ensure all physically active experiences are safe by providing an appropriate environment - ensuring all equipment is developmentally appropriate and well maintained and supervision is constant.
- Adopt a participatory approach to physically active experiences offered to children and emphasise fun and participation rather than competition.
- Encourage children to be accepting of the different physical skills and abilities of other children.
- Encourage educators to actively role model to children appropriate physical activity behaviours and enjoyment of being physically active.

References:

[Caring for Children birth to 5 years](#) – NSW Health, accessed 3 August 2019

[Physical Activity for under 5s](#) – Munch and Crunch website, accessed 3 August 2019

[National Physical Activity Recommendations for Children 0-5](#) - Australian Government Department of Health, accessed 3 August 2019

8.8.1 Small Screen Activity

Our educators will limit the amount of time children spend engaging in sedentary small screen recreation and sedentary behaviour.

Our educators will:

- Limit the amount of time children 2 to 5 years of age spend sitting and watching television and using electronic media (DVDs, computer and other electronic games) to less than 30 minutes per day at the Centre if at all.
- Ensure that infants, toddlers and pre-schoolers are not sedentary, restrained, or kept inactive, for more than one hour at a time, with the exception of sleeping.
- Ensure that children younger than 2 years of age do not spend any time watching television or using other electronic media (DVDs, computer and other electronic games) while at the Centre.
- Limit experiences involving small screen use to an educational component, including movement.
- Discuss with preschool aged children the role of small screen time in their lives and support them in making healthy choices about their use of small screen recreation for both education and recreation.
- Encourage educators to model appropriate small screen behaviours to the children.
- Monitor all sedentary behaviours that children may be engaging in at the Centre and encourage the promotion of physical activity as necessary (In accordance with the national recommendations).

References:

[Service policy](#) – Healthy Kids – NSW Health, accessed 3 August 2019

8.9 Supervision

Children need safe and secure environment to thrive. Effective supervision is integral to creating environments that are safe and responsive to the needs of all children. Effective supervision helps to protect children from hazards or harm that may arise from their play and daily routines and allows educators to engage in meaningful interactions with children.

Our educators are always aware of the physical environment of the child care program.

Our educators:

- Conduct regular safety checks of the premises and equipment to remove hazards.
- Position equipment and arrange the environment to allow educators to supervise children's play, rest and toilet areas.
- Are aware and know the children in their care – knowing each child's range of skills, interests, ability to interact with others and developmental stage. Knowledge of children helps teachers to monitor and enhance skills that promote children's positive behaviour.
- Ensure they can see all of the children in their care. Our educators position themselves to be aware of the entire environment and to see as many children as possible. All children are monitored by sight or sound at all times.
- Regularly supervising and observing the child's involvement and engagement in the play and other experiences.
- Will redirect children to prevent unsafe behaviour. Children are redirected to other areas/ activities when unsafe behaviour is imminent or occurs. This technique helps ensure the safety of all children.
- Ensure supervision for all children in areas that are near equipment where injury may occur whilst still promoting their advocacy.
- Will engage in meaningful interactions with children to promote learning during play and routine times.
- Implement consistent supervision strategies and not perform other duties while responsible for the supervision of children.
- Are aware of the importance of communicating with each other about their location within the environment.

8.10 Sun Protection

Australia has the highest rate of skin cancer in the world. Research has indicated that young children and babies have sensitive skin that places them at particular risk of sunburn and skin damage. Exposure during the first 15 years of life can greatly increase the risk of developing skin cancer in later life. Early Childhood Services play a major role in minimising a child's UV exposure as children attend during times when UV radiation levels are highest.

This process is written to meet the minimum standards for Sun Smart registration. Along with all TAFE NSW Children's Centres policies it will be reviewed annually. Our ECDs and educators will regularly monitor and review how effectively they implement their sun protection policy.

8.10.1 Rationale

Australia has the highest rate of skin cancer in the world. Skin cancer, including melanoma and non-melanoma, is the most common cancer in Australia.

Exposure to ultraviolet (UV) radiation in childhood is a major risk factor for the development of skin cancer in later life. By implementing a best-practice Sun Protection Policy, our Centres can help protect our

educators and children from UV radiation and teach children good sun protection habits from an early age to reduce their risk.

Sun protection times are a forecast for the time of day UV levels will reach 3 or above. At these levels, sun protection is recommended for all skin types and the policy areas should be implemented. In NSW, UV levels are high enough (UV 3 or above) to damage unprotected skin most months of the year.

UV levels are particularly high during the summer months and highest in the middle of the day. UV levels and daily sun protection times can be accessed Via the [SunSmart App](#) or [Cancer Council Australia's](#) home page to determine sun protection requirements.

8.10.2 Aim

This sun protection policy has been developed to protect all children and staff from the harmful effects of ultraviolet (UV) radiation from the sun.

8.11 Outdoor Activities

All sun protection measures will be considered when planning excursions and incursions. Our educators will:

- Check UV levels and daily sun protection times are used to plan daily activities and ensure a correct understanding of local sun protection requirements.
- Ensure sun protection practices are planned, organised, understood and available, children are on excursions all.
- Outdoor activities are set up in shaded areas. Shade options will be provided, maintained and promoted to the children.
- Ensure play-based learning activities are set up and moved throughout the day to take advantage of shade patterns.
- Children without hats will remain protected from the sun. For example, play in the shade, stay inside on the veranda, or be provided with a spare hat.
- will encourage parents to ensure that their children wear clothes that provide sun protection for outdoor play as stated in [8.3 Clothing Guidelines](#).

8.11.1.1 Sunscreen

- Our educators and children will apply SPF30+ (or higher) broad-spectrum water-resistant sunscreen 20 minutes before going outdoors and reapply every 2 hours.
- Permission to apply sunscreen is included in our enrolment process. Where children have allergies or sensitivity to the sunscreen, parents are asked to provide an alternative sunscreen.
- Sunscreen is stored in a cool, dry place and the use-by-date monitored. The sunscreen meets AS/NZS 2604:1998 and have an AUSTL number.

8.11.1.2 Babies

- Babies under 12 months will not be exposed to direct sunlight and will remain in dense shade when outside.
- Babies clothing, hat and shade positioning are checked regularly to ensure they continue to be well protected from UV.
- Educators will not apply sunscreen to babies under 6 months, it is not recommended due to their sensitive skin.

8.11.1.3 Education and Information

- Sun protection is incorporated regularly into learning programs. Children understand why sun safety is important and learn how to take effective sun protection actions e.g. hat wearing, accessing daily UV levels.
- Our sun protection policy, procedures, requirements and updates are made available to staff, families and visitors. Sun protection information and resources are accessible and communicated regularly to families.
- All parents/families are informed of the sun protection policy including appropriate hat, clothing and sunscreen requirements as part of the enrolment process.

Sun protection information will be promoted to educators, families and visitors. Further information is available from the Cancer Council website www.cancercouncil.com.au/sunsmart.

8.11.1.4 Role Modelling

Sun Safety is everyone's responsibility. By being role models our educators will lead the way with their own sun safety, and inspire our children to be SunSmart when they step outside.

Our educators will act as role models and demonstrate sun safe behaviour by:

- Wearing a sun safe hat
 - Broad-brimmed hats with a brim size of at least 7.5 cm) for adults
 - Bucket hats with a deep crown a brim size of at least 6 cm for adults
- Wearing sun safe clothing
- Applying SPF30+ (or higher) broad-spectrum water-resistant sunscreen 20 minutes before going outdoors.
- Using and promoting shade.
- Wearing sunglasses that meet the Australian Standard 1067 (optional).
- Discussing sun protection with children and demonstrating a positive and proactive approach to the management of sun protection in our Centres.

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

For information on shade see [7.2.5 Outdoor space](#)

References:

[Health, safety and wellbeing](#), National Quality Standard, Professional Learning Program, accessed 3 August 2019

[Vitamin D](#): What you need to know, raising children website, accessed 3 August 2019

[Sun protection](#), Cancer Council, accessed 3 August 2019

[UV and Sun Protection, Bureau of Meteorology](#), accessed 3 August 2019

[Sun protective hats, SunSmart](#), accessed 3 August 2019

8.12 Road Safety

Children depend on adults to keep them safe as road users. Centres are to provide education for children, families and staff on road safety matters. Appropriate signage should be used at entrances and exits to the centre.

Families should be made aware:

- That children aged up to at least 10 years should be closely and actively supervised by an adult in the road traffic environment which includes footpaths, roads, car parks, unfenced yards and driveways;
- That children aged up to 8 years of age should hold an adult's hand in the road traffic environment; ² children should never be left alone in cars, it places them in danger, including heat exposure; it is illegal.
- Of traffic hazards around the children's centre, in particular:
 - As children enter and exit cars;
 - When walking on or across access roads;
 - walking in and around car parks;
 - Ensuring centre gates are properly closed.
 - Dangers due to heat exposure and suffocation of children being left in the cars alone. It is illegal to leave the child alone in the car

Staff should familiarise children with the key road safety messages:

- Always hold a grown-up's hand, if one is not available, hold a pram, bag or clothes; always cross the road with a grown-up;
- Always buckle up your seatbelt;
- Always leave your seatbelt buckled up in the car;
- Always get in and out of the car 'safety door', the rear left hand side door of the car; the rear door closest to the kerb, footpath or gutter and away from the road.

8.13 Water Safety

Water play fosters learning in all developmental areas. It provides opportunities for children to:

- Experiment with math and science concepts, strengthen their physical skills, advance their social and emotional skills, and enhance language development.
- Begin to understand and experiment with concepts such as more/less, same/different, many/few, empty/full, before/after, greater than/less than, and counting.
- Develop eye/hand coordination through pouring, squeezing, stirring, painting, scrubbing, and squirting. Children strengthen their gross motor skills by running, dodging water drops, and hopping through a sprinkler. They widen their sensory experiences as they put their hands in different textures (gritty, squishy, and slimy) and different temperatures (warm, cool, and cold).

Written authorisation must be obtained from a parent/guardian before a child enters a pool of water on the premises of the TAFE NSW Children's Centre. Any paddling pool in the centre must be emptied immediately after use and stored away or covered to prevent collection of water.

Educators will ensure:

- Children are closely supervised during 'water play' at all times and be within arm's length where possible.

- Educators will tip water out on gardens and grass after use.

Children will not be taken on excursions to learn to swim or for the purpose of learning water safety.

8.14 Pets

Pets help children from a young age to learn to care for other living things. They can teach a sense of responsibility, caring and tolerance. Pets offer many opportunities for developing observation skills and basic natural science experiences.

If educators wish to keep pets in the TAFE NSW Children's Centre, the Early Childhood Director should check with the TAFE Animal Welfare Policy for requirements and responsibilities of caring for animals in TAFE NSW.

All decisions in relation to keeping pets should be made in consultation with centre educators and parents. Parents and educators should be aware that there are diseases, minor and serious, which pets can pass on to humans.

The risks of catching these diseases can be reduced if care is taken to teach children and adults about pet hygiene.

The following procedures will be followed if a pet is kept in the children's centre:

- Children are to be supervised when having contact with animals;
- Children and adults must always wash their hands thoroughly after handling pets, especially before touching food;
- Food for humans should be protected from pets at all times;
Pets will be kept off tables where food is served and kitchen benches at all times;
- All new pets will be examined by a vet and given appropriate immunisation;
- All pets will be given an annual vaccination and examination by a vet;
- Dogs and cats are to be given appropriate worm control medication as required;
- Pets won't be allowed, as far as possible, to excrete in areas where children play - any faeces will be picked up and disposed of on a daily basis;
- Pets will be examined on a weekly basis for the presence of fleas or other external parasites, and the appropriate treatment used to control any present - fleas can build up in large numbers over summer, and their bite can be quite irritating to children and pets;
- Don't let children handle sick pets - if a pet is unwell or has a skin infection, seek the advice of a vet immediately;
- Seek advice from a vet if you wish to include Australian native animals, birds, or reptiles as pets - they are sometimes infected with diseases which can be dangerous to humans;
- Enclosures should be kept in a clean state at all times.
- Children should not be allowed to play with animals while animals are eating
- Don't let children put their faces close to animals
- Make sure that children wash and dry their hands after touching animals.

The following should also be considered before purchasing a pet for the centre:

- who is to be responsible for the care of the pet on weekends and during centre closure times;
- Allergic reactions - some children may have to animal hair or saliva;
- Damage - a pet could do to the play area - hooved animals are not suitable pets to have in a playground.

TAFE NSW must comply with the [NSW Prevention of Cruelty to Animals Act](#). The main activities involving animals in the children's centres are routine care of animals and observation of behaviour. Animals are a privilege that comes with responsibilities. Educators and children must:

- Treat animals with care and respect;
- Treat animals humanely and avoid any cruel behaviour;
- Think about why and how animals are being used;
- Make sure good use is being made of the opportunity for learning

References:

[NSW Prevention of Cruelty to Animals Act](#), NSW Acts, accessed 3 August 2019

TAFE Animal Welfare Policy, TAFE NSW intranet, accessed 3 August 2019

8.15 Smoking

Smoke is not permitted in any TAFE NSW buildings, enclosed area or on TAFE NSW grounds. This includes all buildings, gardens, sports fields, cars and car parks, other than those clearly defined areas on TAFE NSW campuses. (Refer to [Smoke Free Environment Act 2000](#)). Children's centre educators are not permitted to smoke within sight of the children.

8.16 Alcohol

No alcohol is to be consumed within the perimeter of the TAFE NSW Children's Centre at any time when the service is being provided to children.

Educators, and volunteers must not consume alcohol or be affected by alcohol that may impair their capacity to provide education and care to children at the Approved Service.

8.17 Incident and Emergency Management

Early childhood services have a duty of care to the children, educators, volunteers, students, visitors and all attending the facility. It is also a requirement under the [Work Health and Safety Act 2011](#) that employers provide a healthy and safe environment for all persons who access the service's facilities and/or programs.

Centres are to have access to the Campus Emergency Management Plan (EMP) including the Children's Centre specific references within the Emergency Management Plan (EMP) as part of their everyday 'best practice' operations.

8.17.1 Medical Conditions

Management of medical conditions such as Asthma, Diabetes and risk of Anaphylaxis is important for the safety of the children at the service. Information about medical conditions will be obtained at enrolment through questions on the enrolment forms and the orientation process and medical management plans will be updated annually.

The Early Childhood director will ensure appropriate management of each child's medical condition by:

- Asking Parents and guardians to provide a Medical Management Plan from the child's medical practitioner as part of the enrolment process. Families will be informed that a child cannot commence at the centre without a Medical Management Plan completed and signed by a medical practitioner.
- Developing a Risk Minimisation plan in consultation with the parents/guardians that is informed by the medical management plan that ensures:
 - Any risks relating the medical condition are assessed and minimised,
 - If relevant, safe food handling practices are developed and implemented,
 - If relevant, parents and guardians are notified of any allergens that may pose a risk to their child and strategies developed to minimise the risk,
 - All relevant educators and volunteers are able to identify the child, the medical management plan and the location of the child's medication,
 - The child does not attend the service without their medication.
- Developing a communication plan (documented as part of the risk minimisation plan) that outlines:
 - How relevant educators and volunteers are informed about the Medical Conditions Policy and each child's medical management plan and risk minimisation plan.
 - How Parents and Guardians may communicate any changes to the medical management plan and risk minimisation plan.
 - How relevant educators and volunteers are informed of changes to the medical management plan and risk minimisation plan.
- Ensuring all relevant educators and volunteers have read the medical management plan and are aware of where the plan and any emergency medication is located.
- Ensuring all relevant educators and volunteers have read and signed the risk minimisation plan and communication plan.
- Ensuring all relevant educators and volunteers have read the Medical Conditions Policy.
- Ensuring that parents and guardians of children with a medical condition are provided with a copy of the medical conditions policy.

The Early Childhood Director's will further ensure that:

- All children with long term medical conditions have up-to-date authorisation forms in the centre;
- The parents/guardians are aware of the requirement to provide authorisations forms, including any change to that medical management plan;
- Our educators and parents will annually review the medical management plan, risk minimisation plan and communication plan;
- All medications, inhalants, and/or epi-pens are provided by parents/guardians daily to be available and remain at the centre;
- If the child does not respond to the medication, depending on the severity of the condition:
 - An ambulance will be called immediately and the parent contacted, or
 - The parent will be contacted immediately to collect the child from the centre, or
 - Arrangements made to transport the child to the Emergency Department of the nearest hospital, should educator feel this is necessary;

- Educators are to complete an Incident, injury, trauma and illness form for a child each time emergency medication is administered and inform the approved provider;
- All Advice Incident, injury, trauma and illness form must be retained in the centre for at least two years, then placed in approved storage until the time when the child turns twenty five (25) years.

8.17.2 Anaphylaxis

Anaphylaxis is a severe and sudden allergic reaction. If an enrolling child is identified as being at risk of an anaphylactic reaction the educators of the centre may have to implement practical strategies to avoid the child being exposed to known triggers including excluding certain foods from the Centre. An *Action Plan for Anaphylaxis* (risk minimisation plan) must be completed by a parent or guardian in consultation with the child's doctor available @ [ASCIA Action Plans for Anaphylaxis](#) - Australian Society of Clinical Immunology and allergy website.

8.17.3 Asthma

Asthma is a long-term lung condition. People with asthma have sensitive airways in their lungs which react to triggers, causing a 'flare-up'. In a flare-up, the muscles around the airway squeeze tight, the airways swell and become narrow and there is more mucus. These things make it harder to breathe.

An asthma flare-up can come on slowly (over hours, days or even weeks) or very quickly (over minutes). A sudden or severe asthma flare-up is sometimes called an asthma attack.

If a child known to have asthma has a severe attack our educators will:

- Ensure there is an Risk Minimisation Plan for Asthma in place
- Call an ambulance immediately and follow the child's Risk Minimisation Plan until the ambulance arrives.

8.17.4 Epilepsy

Epilepsy is a neurological disorder and seizures are caused by a disruption of the electrical activity in the brain. Epilepsy is not necessarily a lifelong disorder. Some epilepsies are age related and can be outgrown, and up to 70% of people with epilepsy become seizure free with medication.

Sometimes specific events or circumstances can make seizures more likely. These are usually called seizure triggers. Recognising triggers can help to reduce or even avoid seizures. Some know triggers include lack of sleep, missed medication, fatigue, physical or emotional stress, hormonal changes and illness.

If a child known to have epilepsy has a severe episode our educators will call an ambulance immediately and follow the child's Medical Management Plan until the ambulance arrives.

8.17.5 Diabetes

Diabetes is a serious complex condition which can affect the entire body. Diabetes requires daily self-care and if complications develop, diabetes can have a significant impact on quality of life and can reduce life expectancy.

There are different types of diabetes; all types are complex and serious. The three main types of diabetes are [type 1](#), [type 2](#) and [gestational diabetes](#)

When someone has diabetes, their body can't maintain healthy levels of glucose in the blood. Glucose is a form of sugar which is the main source of energy for our bodies. Unhealthy levels of glucose in the blood can lead to long term and short term health [complications](#).

Links: [Anaphylaxis Resources](#) 1300 728 000
[Asthma Foundation of NSW](#) Helpline 1800 645 130
[Epilepsy Australia](#) Helpline 1300 852 853
[Diabetes Australia - NSW](#) Helpline 1300 342 238

References:

[Anaphylaxis Australia](#) – Anaphylaxis Australia, accessed 3 August 2019

[ASCIA Action Plans for Anaphylaxis](#) - Australian Society of Clinical Immunology and allergy website, accessed 3 August 2019

[Asthma Emergency](#) - NSW Health, accessed 3 August 2019

[Asthma Australia](#) - NSW Health, accessed 3 August 2019

[Epilepsy Australia](#) website, accessed 3 August 2019

[Diabetes Australia](#) Website, accessed 3 August 2019

8.18 Serious Accident, Illness & Incident Reports Incident, Injury, Trauma and Illness

In early childhood illness and disease spreads easily from one child to another, even when implementing the recommended hygiene and infection control practices. When groups of children play together and are in new surroundings accidents may occur. Our service is committed to preventing illness and reducing the likelihood of accidents through its risk management and effective hygiene practices

This policy and related policies and procedures at the service will be followed by nominated supervisors and educators of, and volunteers at, the service in the event that a child - (a) is injured; or (b) becomes ill; or (c) suffers a trauma.

The Nominated supervisor:

- Ensures the Notification of incident is completed via the NQA IT system website, in full and without delay or within 24 hours of the injury, illness or trauma.
- The TAFE NSW Children's Centre Incident, injury, trauma and illness form is completed and signed by the parents within 24 hours of the injury, illness or trauma.
- Any request from parents/guardians for a copy of the *Incident, injury, trauma and illness form* and accompanying documentation should be referred to the Approved Provider.
- *The Injury/Illness Reports* must be kept in the centre for at least two years, and then placed in approved storage until the time when the child reaches the age of 25 years
- Nominated supervisor ensures the parent or authorised nominee is notified as soon as possible and within 24 hours after the occurrence.
- Nominated supervisor will contact the TAFE NSW WHS Hotline and complete a TAFE NSW WHS Incident Notification Form, if required.
- A review of the incident should be conducted in consultation with the Centre's Line Manager and and/or WHS Committee to determine what can be learned from the experience and any strategies to be implemented to prevent a similar incident in the future. The details listed may be used to identify

emerging patterns of accidents which should be reviewed in relation to the grounds, equipment and programming.

- The delegate of the Approved Provider the Manager, Operation and Regional Support, Student Services must also be informed of the incident and procedures actioned.

If there is an accident, illness or injury requiring first aid, the following response procedure will be implemented:

- A current first Aid qualified educator will attend to the child and administer first aid to the child.
- Another educator will notify the nominated supervisor of the incident, illness or injury.
- Nominated supervisor/or educator will review child's medical information including any medical information disclosed on the child's enrolment form, medical management plan or medical risk minimisation plan before the first aid qualified educator attends to the injured or ill child or adult.
- If the illness or incident involves asthma or anaphylaxis, an educator with approved asthma or anaphylaxis training will attend to the child or adult.
- Educators not involved in the response to the injury, trauma or illness will supervise and care for the remaining children in an area away from the incident, illness or injury.
- If required, first aid qualified educator or nominated supervisor notifies and co-ordinates the ambulance.
- If required, first aid qualified educator or nominated supervisor notifies parent or authorised nominee that a child requires medical attention from a medical practitioner.
- If required, educator or nominated supervisor contacts parent or authorised nominee to collect child from service.

8.19 Emergency/Injury Procedures

The following procedures are to be followed if a serious injury or illness occurs which requires urgent hospital treatment:

- The educator holding a current approved qualification in first aid should take charge of treatment;
- Simultaneously a first aid qualified educator or nominated supervisor will call an ambulance - state the precise injury or condition and provides details of the Centre's location and closest cross street;
- contact parents/guardians and inform them of the situation as soon as possible;
- a copy of the child's enrolment form should be taken with the child to the place of treatment;
- Educators are to ensure that all children are adequately supervised at all times - if the child has to be transported to hospital, they must be accompanied by their parent/guardian, an educator, or another authorised emergency contact person. It is the Early Childhood Director's responsibility to ensure centre ratios are covered in the case of a educators member leaving the centre to accompany a sick or injured child to hospital;
- After the incident is under control, ensures the Notification of incident is completed in full via the NQA IT system website, as soon as possible but no more than 24 hours of the injury, illness or trauma.
- **Post incident:** Up-date the communication and risk minimisation plans, to reflect the injury, illness or trauma.
- Current first aid book/s are to be kept onsite close to one or more of the first aid kits.

8.20 Emergency Evacuation Procedures

In an emergency evacuation the priority for TAFE NSW Children's Centre educators is to ensure that all children under their care are evacuated in a safe and orderly manner.

Our Children's Centres as part of TAFE NSW will follow the TAFE NSW Procedure for Emergency Management which sets out how TAFE NSW will prepare for emergencies at our campuses, facilities and workplaces. It supports TAFE NSW commitments under the Work Health and Safety (WHS) Policy and TAFE NSW obligations to manage emergencies under the WHS Act 2011 and WHS Regulation 2017.

The TAFE NSW Procedure for Emergency Management sets out that planning for emergencies will occur at individual campuses or other facilities. Each TAFE NSW Campus will establish a local emergency management plan (EMP) and will test the EMP by conducting emergency response exercises, such as fire, and evacuation drills.

Our Early Childhood Directors will work with their campus Emergency Planning Committee (EPC) and the Emergency Control Organisation (ECO) to ensure that instructions on what must be done in event of an emergency and an emergency and evacuation floor plan is readily available at our Children Centre.

An emergency evacuation drill should be practised every three months for evacuation and every six months for lockdowns, as stated in the TAFE NSW Procedure for Emergency Management by all educators. Efforts should be made to include all children at least once a term/every three months.

To comply with the [Education and Care National Regulations](#), section 97 Emergency and evacuation procedures (3b), the emergency evacuation practice must be documented, such as on a proforma, or noted in the centre diary. The drills will be evaluated and amended as stated in the TAFE NSW Emergency Management Plan.

Extinguishers should be serviced every six months by approved service Campus contractors. All educators should be familiar with the use of fire extinguishers, and the identified Area Wardens has stated in the TAFE NSW Emergency Management Plan.

Emergency exit procedures must be displayed at each exit door. All educators, including relief educators, and parents/guardians must be made aware of the procedures.

To comply with the [Education and Care National Regulations](#), section 97 Emergency and evacuation procedures (3 ab), our Early Childhood Directors will work with their local Emergency Planning Committee to ensure a risk assessment is conducted to identify potential emergencies that are relevant to the Centre.

8.21 Emergency Numbers

To enable prompt action, the following should be displayed by each phone within the centre at all times:

- a list of emergency numbers;
- the street address of the centre;
- the nearest cross road to the centre;
- the access point for the centre

8.22 Ambulance Cover/Transportation of Children

Under no circumstances are educators to transport children by car. If there is an accident or serious illness requiring medical attention educators must ring for an ambulance to transport the child to hospital for treatment.

Children are to be accompanied by a trained educator member in the ambulance if a parent/guardian or an emergency contact person is unavailable. If a parent/guardian or an emergency contact person is unable to be contacted for the return trip to the centre, the educators are to ring a taxi to return to the Centre with the child.

8.23 Tragedy

A crisis such as a major accident or emergency situation occurring in a TAFE NSW Children's Centre will cause a great deal of stress to everybody connected to the centre. The Early Childhood Director will need to assess the situation and follow up on any areas of concern including the educators, children and parents/guardians.

If a tragedy involving a TAFE NSW Children's Centre family occurs outside the centre the following procedures may also be undertaken.

Follow-up if necessary

- call in relief educators to help care for children and to support educators;
- write a special note and give to parents/guardians;
- contact as many parents/guardians as possible particularly those of children who witnessed the incident;
- Contact Department of Education, Early Childhood Education and Care for assistance and support.

8.24 Minor Accident, Illness & Incident Reports

The accident, illness & incident reports needs to be completed by a witnessing educator accordingly as soon a child has a minor accident, illness or injury. All sections are to be completed and the parent is to be notified of the accident, illness and incident within 24 hours.

The nominated supervisor or a responsible person in charge of the day-today operation will also need to be notified.

However, any request from parents/guardians for a copy of the report and accompanying documentation should be referred to the Centre's Line Manager.

8.25 Child Protection

Specific policies and procedures apply to TAFE NSW staff in relation to child protection. Under the NSW Government program *Keep Them Safe: A shared approach to child wellbeing*, changes have been made to child protection legislation, and policies and procedures. This enhanced by the [ChildStory Project](#) under the broader framework of the Safe Home and Life reform.

All TAFE NSW staff are required to report risk of harm to children and young people under the age of 18 years. However, these changes have led to new definitions of harm as well as new procedures for mandatory reporting. Training for all aspects of child protection will be ongoing and it remains required that all TAFE NSW staff annually complete an update on child protection. This annual training will include identifying indicators of abuse, the mandatory requirement for all TAFE NSW staff to report suspected risk of significant harm and the procedures for making such reports.

The Early Childhood Director is the delegated workplace manager for the children's centre and requires additional training in mandatory reporting for supporting and protecting children and young people in TAFE NSW. Where allegations are against TAFE NSW staff in the area of harm or risk of harm to a child or young person, staff must report the matter to their workplace manager who will follow the TAFE NSW procedure for reporting such allegations.

It is mandatory for all educators of TAFE NSW Children's Centres to report suspected harm or risk of harm to children and young people.

The ECD consult the [Mandatory Reporter Guidelines \(MRG\)](#) to determine if the concerns reach the threshold for risk of significant harm. The MRG will provide a Decision Report explaining the MRG outcome based on the concerns stated an explanation of the next steps required. This report should be printed and save copy for Centre records. Depending on the result of using the MRG the ECD will either report to the Child Protection Helpline or E-Report or phone 133 627.

Where educators have reasonable grounds to suspect harm or risk of harm to a child a report must be made to the Early Childhood Director (or College/Campus Manager) if the ECD is unavailable.

In cases where allegations of suspected risk of harm to a child or young person are made against TAFE NSW employees, ECDs are required to inform the College/Campus Manager who will ensure that campus/ RTO processes are followed for a report to be made to the Employee Performance and Conduct Directorate.

In the course of their work, TAFE NSW staff have a duty to take reasonable care to protect children and young people against risks of harm within the context of TAFE NSW Children's Centres which should have been foreseen.

Educators are expected to:

- plan for a safe environment taking into account age, maturity and cultural factors;
- assess the levels of risk of harm of specific activities and develop and implement strategies to minimise risk;
- be aware of indicators of abuse and neglect in children and young people and report concerns about risk of harm;
- restrict the sharing of information to circumstances when it is required by legislation (e.g. Child Protection notification and case management), required by TAFE policy and guidelines or absolutely necessary for professional reasons, bearing in mind the child's right to privacy;
- participate in relevant training and development;
- Educate 3- 5 year old children to identify abusive and high risk situations and how to develop their own strategies for minimising risk and seeking help. These strategies for personal safety and protective behaviours may be incorporated into the children's program.
- Parents/guardians should be made aware of the **Child Protection Helpline on 132 111** (TTY 1800 212 936) for the cost of a local call, 24 hours a day, 7 days a week.
- All educators in TAFE NSW Children's Centres are to complete child protection training provided as part of the annual mandatory training.

8.26 Working with Children Check

All educators are responsible for applying for their own Working with Children Check.

In addition, the following people will also need a Working with Children Check:

- An approved provider or manager of an education and care service
- A responsible person of an education and care service.
- The Working with Children Check is valid for five years and during this time, cleared child-related workers are subject to ongoing monitoring. The Office of the Children's Guardian will remind workers to renew their Check three months before it expires.

- The Early Childhood Director must ensure a verified Working with Children Check is held with each educator's record at the Centre.

The Working with Children Check requirements your campus HR area must also keep records for every child-related worker (paid and unpaid). These records must contain each worker's:

- Full name
- Working With Children Check number
- Date and outcome of the Check verification

References:

[ChildStory Reporter website](#), 3 August 2019

[Mandatory Reporter Guide](#), 3 August 2019

[Working with Children Check](#), Office of the Children's Guardian Website, accessed 3 August 2019

[Child protection](#), Department of Education, website, accessed 3 August 2019;

8.27 Meeting National Quality Standards

National Quality Standard	
2.1.1	<p>Wellbeing and Comfort</p> <p>Each child's wellbeing and comfort is provided for, including appropriate opportunities to meet each child's need for sleep, rest and relaxation</p>
2.1.2	<p>Health Practices and Procedures</p> <p>Effective illness and injury management and hygiene practices are promoted and implemented</p>
2.1.3	<p>Healthy Lifestyle</p> <p>Healthy eating and physical activity are promoted and appropriate for each child.</p>
2.2.1	<p>Supervision</p> <p>At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard</p>
2.2.2	<p>Incident and Emergency Management</p> <p>Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practiced and implemented</p>
2.2.3	<p>Child Protection</p> <p>Management, educators and staff are aware of their roles and responsibilities to identify and respond to every child at risk of abuse or neglect</p>

8.27.1 National Regulations

Regulation 77: Health, Hygiene and safe food practices

Regulation 78: Food and beverages

Regulation 81: Sleep and rest

Regulation 82: Tobacco, drug and alcohol free environment

Regulation 83: Staff members and family day care educators not to be affected by alcohol or drugs

Regulation 84: Awareness of child protection law

Regulation 85: Incidents, injury, trauma and illness

Regulation 86: Notification to parents of incident, injury trauma and illness

Regulation 87: Incident, injury, trauma and illness record

Regulation 88: Infectious diseases

Regulation 89: First aid kits

Regulation 90: Medical conditions policy

Regulation 91: Medical conditions policy to be provided to parents

Regulation 92: Medication record

Regulation 93: administration of Medicine

Regulation 94: exception of authorisation requirement – anaphylaxis or asthma emergency

Regulation 95: Procedure for administration of medication

Regulation 96: Self-administration of medication

Regulation 97: emergency and evacuation procedures

Regulation 98: Telephone or other communication equipment

Regulation 99: Children leaving the education and care services premises

Regulation 100: Risk assessment must be conducted before excursion

Regulation 101: Conduct of risk assessment for excursion

Regulation 102: Authorisation of excursions

Regulation 103: premises, furniture and equipment to be safe, clean and in good repair

Regulation 106: Laundry and hygiene facilities

Regulation 112: Nappy change facilities

8.27.2 Early Learning Framework

Outcome 1: Children have a strong sense of identity

Outcome 2: Children are connected with and contribute to their world

Outcome 3: Children have a strong sense of wellbeing

Outcome 4: Children are confident and involved learners

Outcome 5: Children are effective communicators

9 Physical Environment

9.1 Design Facilities and Use

A well-organised learning environment has the potential to underpin good practice across all Quality Areas in the National Quality Standard and the five Learning Outcomes of the Early Years Learning Framework.

A well-organised environment is welcoming, consistent and predictable, and reflects the community in which it sits, thus providing a sense of place and purpose.

The physical Early Learning Environment needs to:

- Be vibrant and flexible so it can respond to the children and their changing needs, interests and abilities.
- Invite experiences, interactions, risk-taking, discovery, connections to nature, conversations, play and collaboration
- To maximise children's engagement and to create opportunities for inclusive relationships, your Centres to carefully consider physical layout and resources in the environment.

9.1.1 Campus Based Centres

The childcare options available are focused on meeting the needs of TAFE NSW students, and other parents, who are responsible for children aged from six weeks to six years and under. While the predominant type of care provided in TAFE NSW Children's Centres is long day care, other services may be provided depending on demand and capacity, as well as meeting the approval provisions:

Long day care: is available 8-10 hours per day for a minimum of 48 weeks per year. Parents supply appropriate needs such as morning and afternoon snacks and lunch, suitable bedding provided for rest periods.

Occasional care: may be available for short periods of the day on an irregular basis and possibly for extenuating and emergency situations.

Vacation care: may be available for school children aged up to 12 years during the TAFE NSW period where there is capacity within the Centre, it is within available resources including that the staff to child ratios are met, it is approved by the ECD and Campus Manager

9.2 Outdoor and indoor environment

Furniture and equipment must be maintained in a safe and clean manner and kept in good repair.

9.2.1 Fencing and security

Outdoor spaces used by children must be enclosed by a fence or barrier that is of such a height and design that children of preschool age and under, cannot go through, over or under it. Where possible, fencing should be designed to allow children to view the outside world. This enables children to make connections with the activities of their local community. The construction of the fence should be appropriate to any additional safety concerns.

Our educators ensure:

- Outdoor spaces used by children are be enclosed by a fence or barrier that is of such a height and design that children of preschool age and under, cannot go through, over or under it.

- Where possible our fencing allows children to view the outside world. This enables children to make connections with the activities of their local community.

9.2.2 Furniture, materials and equipment

Resources should be sufficient in variety and number to:

- Meet the range of interests, ages and abilities of children
- Avoid overcrowding and ensure that children do not have to wait for long periods to participate
- Minimise disputes over resources, materials and equipment.

The furniture should be deemed safe and appropriate to assist the minimisation of accidents and enhances the development of independence, confidence and self-esteem. Considerations include the surface, corners, weight and stability of furniture and equipment used.

Our educators will ensure that:

- Furniture and equipment is be maintained in a safe and clean and in good repair.
- Furniture is appropriate to assist the minimisation of accidents and enhances the development of independence, confidence and self-esteem. Considerations include the surface, corners, weight and stability of furniture and equipment used.
- Cots provided by the Centre comply with the requirements of the Australian/New Zealand Standard AS/NZS 2172:2003, Cots purchased after Jan. 2011 comply with the requirements of either the Australian/New Zealand Standard AS/NZS 2172:2010,

Our resources are be sufficient in variety and number to:

- Meet the range of interests, ages and abilities of children
- Avoid overcrowding and ensure that children do not have to wait for long periods to participate
- Minimise disputes over resources, materials and equipment.

9.2.3 Laundry and Hygiene facilities

Laundry and Hygiene facilities Children Centres must have laundry facilities on the premises or access to laundry facilities for dealing with soiled clothing, including access to hygienic facilities for storage prior to laundering or disposal.

9.2.4 Indoor space

Children Centres' premises must have an appropriate amount of unencumbered indoor space for each child being educated and cared for at the service.

9.2.5 Outdoor space

Children Centres' premises **Outdoor space has** an appropriate amount of unencumbered outdoor space for each child being educated and cared for at the service.

Areas such as thoroughfares, car parks and storage sheds are not counted as outdoor play space nor appropriate for children.

The Early Years Learning Framework states that *'The outdoor space is of equal importance as the indoor space in providing engaging experiences for children. Outdoor learning spaces are a feature of Australian leading environments, and offer a vast array of possibilities not available indoors'*.

Outdoor environments offer opportunities for learning through play, access to materials that stimulate investigation and reflection, as well as being enriched by natural resources and opportunities for children to connect with nature.

Our Centres outdoor spaces allow children to explore and experience the natural environment.

Natural elements include:

- Gardens where children can grow their own plants
- Sandpits and patches of dirt for digging
- A range of planting which provides resources such as gumnuts, seed pods, small branches, flowers and bark
- Aspects that acknowledge the local community and cultural context
- Small pits of pebbles, gravel, coarse sand and smooth river rocks
- Plants for picking and eating
- Plants that encourage birds, butterflies and insects
- Trees which provide shade
- Worm farms and compost areas
- Natural materials that will allow children to use all of their senses, experience and understand seasons and life cycles, and provide opportunities for open ended play.

Services should consider how to provide natural materials that will allow children to use all of their senses, experience and understand seasons and life cycles, and provide opportunities for open ended play.

Our Centres ensure outdoor spaces include shaded areas to protect children and educators from over exposure to ultraviolet radiation.

9.2.6 Ventilation and natural light

Exposure to the changing natural light during the day has positive benefits for both adults and children. Rooms used by children should have windows on external walls that allow the direct transmission of natural light.

Good ventilation can reduce the spread of infection and assists in providing a comfortable environment. Ventilation is important in cot rooms and bathrooms as well as main play rooms.

Natural ventilation might be provided by open windows and doors. If natural ventilation is not possible, the indoor space might be ventilated through the use of an air-conditioning system.

The Indoor spaces used by children at our Centres are:

- Be well ventilated
- Have adequate natural light
- Maintained at a temperature that ensures the safety and wellbeing of children.

9.2.7 Administrative space

Our Centre's administration provides opportunities for administration discussions with families and private conversations as well as administrative functions required to operate the centre.

The adequacy of the administrative area is determined by whether it achieves the desired outcome, that is, is there sufficient space available to carry out the administrative functions required to operate the service.

9.2.8 Campus Specific Requirements

Refer to Children's Centres Operational Manual section Children's Health & Safety

- Accident Prevention
- Bulk Storage
- Chemical Reduction
- Cleaning Routines
- Dangerous Substances and Equipment
- Emergency Evacuation Procedures
- Environmentally Safer Cleaning
- Food Handling and Storage
- Nappy Changing
- Pets in the Centre o Toileting

9.3 Meeting National Quality Standards

National Quality Standards	
3.2.1	Inclusive environment Outdoor and indoor spaces are organised and adapted to support every child's participation and to engage every child in quality experiences in both built and natural environments.
3.2.2	Resources support Play-based learning - Resources, materials and equipment allow for multiple uses, are sufficient in number, and enable every child to engage in play-based learning.
3.2.3	Environmentally responsible The service cares for the environment and supports children to become environmentally responsible.

9.3.1 National Regulations

Regulation 103: premises, furniture and equipment to be safe, clean and in good repair

Regulation 104: Fencing

Regulation 105: Furniture, materials and equipment

Regulation 107: Space requirements –indoor space

Regulation 108: Space requirements – outdoor space

Regulation 110: Ventilation and natural light

9.3.2 Early Learning Framework

Outcome 1: Children have a strong sense of identity

Outcome 2: Children are connected with and contribute to their world

Outcome 3: Children have a strong sense of wellbeing

Outcome 4: Children are confident and involved learners

Outcome 5: Children are effective communicators

TAFE NSW Children's Centres Policy Procedures

Date Naming Convention: 3 August 2019

TAFE NSW Student Services

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