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Evacuation of the School/Early Learning Centre
Fire Exits and Assembly Points
Cyclone Procedures Guide
Form – Record of Incident/Accident
Head lice scratching for answers (FAQ’s)
Head lice Management Guidelines
Treating and controlling Head lice
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Observation Form
Local Excursion Form
Out of School Excursion Form
SECTION 1

GENERAL

POLICIES
1.1 PHILOSOPHY

The elements of Belonging, Being and Becoming are the foundations on which our philosophy rests. These three elements ensure that children are able to engage meaningfully in activities which enable them to fulfil their potential knowing that they are loved and valued for who they are.

The Practices, Principles and Outcomes outlined in the Early Years Learning Framework support the elements of Belonging, Being and Becoming.

- We believe that children are confident, capable and resourceful learners, able to construct their own knowledge of the world around them.

- We believe that every child is an individual with unique interests, strength and abilities.

- We believe each child has the right to feel safe in his and her environment.

- We believe that a play-based curriculum empowers children to make choices, promotes positive peer relationships and provokes thoughts, questions and imagination.

- We believe routine times are integral part of the child's learning experience and take into account their home and cultural background.

- We believe all children should be given equal opportunities to explore and play within their environment regardless of age, gender, culture or ability.

- We believe families are the first and foremost educators of their children. We encourage families to be active participants in the centre. Through sharing of
culture, ideas, knowledge and differences we develop a partnership with each child which is critical and beneficial to the child’s learning and development.

- We believe that as an educator we must work together, share knowledge and experiences for the best outcomes for our students.

- We believe that documentation is a way to record children’s thinking and learning. It shows a child that their work has value and is a powerful medium for sharing with a family.

- We believe that learning empowers us to do our work well and are committed to undertake professional learning.

Reviewed: August 2012
Policy Due for next review August 2012

1.2 POLICY STATEMENT ON CONFIDENTIALITY

The Sacred Heart Early Learning Centre protects the privacy and confidentiality of individuals by ensuring that all records and information about individual children, families, educators and management are kept in a secure place and are accessed by or disclosed only to those people who need the information to fulfil their responsibilities at the service or have a legal right to know.

Sacred Heart Early Learning Centre has an obligation, as a service provider, to demonstrate a respect for the rights of each individual service user to privacy and confidentiality.

There are two instances in which information can be released without consent:
1) Where there is a legal or statutory requirement.
2) When there is an emergency where the parent/guardian cannot be contacted to give consent.

Such instances will require consultation with the Director. The parent/guardian concerned must be informed of the release of any information as soon as possible.
All personal files and records are confidential, must be stored in a confidential manner and accessed only be designated educators.

Implementation
Every employee, management committee member and member of the operating body is provided with clear written guidelines detailing:

- what information is to be kept confidential
  - what confidential information they may have in order to fulfil their responsibilities and how this information may be accessed
  - who has a legal right to know particular information
- Confidential conversations that educators have with parents, or the Director/Co-ordinator has with educators, will be conducted quietly away from others
- Personal forms and information must be stored securely (e.g. in a locked filing cabinet in the Early Learning Centre/School Office)
- Information about educators will be accessed only by the Director/Co-ordinator or the individual educator
- All matters discussed at committee meetings must be treated as confidential
- No member of educator may give information on matters relating to children to anyone when that information has been obtained in the course of employment at the Centre. However, educator must give such information to a court of law if subpoenaed to do so. Notwithstanding these requirements, confidential information may be exchanged in the normal course of work with other educators at the Centre for the proper operation of the Centre and the wellbeing of users and educators.
- Educators will protect the privacy and confidentiality of other educators by not relating personal information about another educator to anyone, either within or outside the Centre.
- Students/people on work experience/volunteers will not discuss educator/children or families at the Centre outside the Centre, nor will they ever use family names in oral, recorded or tutorial information without the express written permission of the parent/guardian.

The following records for each child are confidential and must be kept in a secure and accessible place:
- personal details (name, address, date of birth)
- relevant medical details (if any)
- relevant custody details (if any)
- details of people authorised to collect children from the program
- forms for signing in and out of children at the beginning and end of programs
- name, home and work address and phone numbers of parents/approved persons
- name, address and phone numbers of people who may be contacted in an emergency
- name, address and phone number of the child’s doctor
- authorisation to seek emergency medical, hospital, and ambulance services (or the chosen alternative of the parents/approved person)
- any special needs or considerations relating to the child’s medical needs/excursion needs
• authorisations to administer medication, and details of medication administered
• written authorisations to take children outside the service (e.g. excursions).

Sacred Heart School Privacy Policy
Date: June 2009
Reviewed date: August 2012 or sooner if changes to relevant legislation occur.

1.3 Environmental Protection

Considerations

The Sacred Heart Early Learning Centre is concerned and aware of the limitations placed on our environment and the need to ensure that as "stewards of creation" we promote and model the need to care for it.

Children Need
a) A clean and healthy environment in which to grow and learn
b) Education about environmental protection

Parents Need - information about environmental protection and how they can promote this at home

Educator Need
a) Information about environmental protection
b) Environmentally friendly products at

The Centre
Management - it is important that the Centre be seen to be upholding society's concerns for environmental protection

Policy Statement

The Sacred Heart Early Learning Centre will make every effort to protect the environment within the Centre itself, ensuring the health of children, parents and educators and also within the broader world environment to do its part to safeguard a clean and healthy world for us all.
How policy will be implemented (Specific Policies & Procedures):
* Themes in relation to environmental protection will be included in the children's activity program and in the day to day operation of the Centre.
* Wherever possible the use of environmentally friendly products will be encouraged at the Centre.
* All rubbish will be disposed of in an environmentally friendly way and products recycled whenever possible.
* The Centre will become involved in projects which promote environmental protection.

1.4 POLICY STATEMENT ON EQUAL OPPORTUNITY

The Sacred Heart Early Learning Centre is committed to the principles of Equal Opportunity in relation to community access to the service and the appointment of educator. Individuals will be treated with respect regardless of their gender, race, religion, age, impairment or disability, marital status, pregnancy, sexuality, political conviction, family responsibility or family status. The Centre will actively promote the positive aspects of diversity and encourage acceptance and appreciation of individual differences.

IMPLEMENTATION
• The Centre will keep up-to-date information regarding Equal Opportunity legislation, multicultural policies and gender equity policies, which will be made available to educators, parents and management committee members.
• Equal Opportunity principles are an integral part of the Centre’s daily programs and routines. Children will be given positive experiences which encourage equal opportunity. Programs will be culturally inclusive and will actively include opportunities for the children to experience and value diversity of culture, gender roles, ability/disability and/or impairment.
• Educators will respect individual children and their families and treat them accordingly. They will take into account individual differences in language, attitudes, abilities, assumptions and expectations in the activities they provide and promote active participation of all children.
• Children who have a disability will not be discriminated against and will have access to the Service where:
  - a place exists
  - they meet the required priority of access guidelines
  - the child can be cared for within existing or available resources.
  - The Director will liaise with ECA to access SUPS/ SNS funding and special programme support for students with a disability.
• All educators will be selected and employed according to equal opportunity guidelines. Applicants with a disability who apply for advertised positions will be assessed according to the selection criteria and will not be discriminated against because of their disability.
• Where the community the service serves comprises a substantial number of children of a particular ethnic group; management will actively seek support and include a suitable worker from that group at the service.
• No child, parent, educator or potential educator will be excluded from the Service due to living with HIV/AIDS and information will be kept confidential.

Sources:
Equal Employment Opportunity - NT Government (Feb 2009)
Sacred Heart Primary School Equal Employment Opportunity 2009
Reviewed: August 2012

1.4.1 CHILDREN WITH SPECIAL NEEDS

Children who have a disability will not be discriminated against and will be afforded access to the Centre where:
• A place exists
• They meet the required priority of access
• The centre’s resources are able to adequately care for the child.

Experiences for children with special needs are implemented as part of the daily program and children with special needs are integrated into the general program.

Other children are actively encouraged to accept and support children with special needs.

There is thorough, ongoing observation and evaluation of a child’s progress, which is used as a basis for further individualised planning and teaching in consultation with parents.
Resource people visit regularly to work with children with special needs.

Resource people are consulted regularly to revise and update the planning for children with special needs.

Sacred Heart Early Learning Centre is committed to equal opportunity in recruiting and maintaining employment for people with disabilities. The Director will ensure a policy of equal opportunity in employment and support the right of people with a disability to have fair and equitable access to employment opportunities and benefits.

Sources:
Early Childhood Intervention N.T Government

Children’s Inclusion Support Services N.T Government

Investing in Our Children by Lynn A karoly 7th December 2007

Reviewed: August 2012
1.5 **OCCUPATIONAL HEALTH SAFETY POLICY**

We operate under the Catholic Education Council OHS& W policy. A copy is attached in Appendices and is also available from the School Office. A training program is organised approximately 12 monthly to ensure educators and committee members can identify:

# key elements of the OHS&W Act
# the Services health and safety procedures and policies
# safe and healthy workplace practices
# how to report hazards
# how to contribute to safe work practices and procedures.

Sacred Heart Early Centre is committed to preventing injury and illness amongst employees, children and the wider community. To achieve this, the Centre will:

**Procedures**

- Implement systems and procedures to ensure compliance with statutory requirements (Work Health Act) and Centre standards.
- Develop and implement the appropriate training and education programmes.
- Provide safe and healthy working conditions.
- Discontinue operations, which pose unacceptable risks to employees, children and the wider community.
- Require all employees to exercise personal responsibility for their own safety and to cooperate in preventing harm to others.
- Minimise risks by continually monitoring the environment and the way in which educators interact with it.
- Controlling known risks by informing all educators, isolating the hazard and bringing the hazard to the attention of the centre's Co-ordinator.
- Manage chemical hazards by storing chemicals in a cupboard that is locked, placing signs on the door warning about the chemicals present, ensuring chemicals are out of reach of children.
- Work towards preventing infection by encouraging educators and children to wash their hands before and after eating, after using the toilet and after any messy play or contact with bodily fluids.
- Address environmental hazards such as sun exposure by ensuring educators participate in the Sun Smart Policy and are encouraged to wear a hat and sun cream when outside. Sunscreen is freely available to all educators.
- Encourage educators to familiarise themselves with the centre's policy for emergencies and to understand the steps that need to be undertaken in the event of an emergency.

**Manual Handling**

- Educators are encouraged to use their common sense and not take unnecessary risks when handling large/heavy objects. When lifting a
child or object weighing more than 15 kilos, educators are required to seek assistance.

- Manual handling and correct lifting/back care training procedures will be available throughout the year.
- Educators must never twist whilst lifting.
- When educator lift a child or object they should not stretch over and lift, but lean close and raise as close as possible to their body.
- Educator should transfer heavy items to smaller containers where possible to reduce weight.
- Early Childhood Educators should:
  o Kneel or sit where possible rather than bend down
  o Avoid lifting children

Employee Physical injury / illness sustained whilst at work

- Any injury sustained at work must be reported within 24 hours to the immediate supervisor and recorded in the School Accident / Incident Book in the Front Office of the School.
- Any physical injury of a significant nature that may have immediate / future implications for workers compensation must be seen and assessed by a medical practitioner of choice.
- Where the employee requires leave due to the injury / illness, the employee is to notify the Director or Co-ordinator.
- The centre recognises that stress can be hazardous to an employee’s health.
- Where an incident of employee stress is deemed to be severe by the Co-ordinator and/or the Director, the employee will be given a rest break for a period of time to be negotiated between the Director and the employee.
- Should an employee’s stress continue a long term plan will be put in place which may include changing the employee’s shifts and/or encouraging the employee to seek counselling.
- Where the employee seeks workers compensation, the Director is responsible for coordinating the processing of claim forms, rehabilitation (if necessary).

Immunisation

Educators are encouraged to be immunised against all childhood illnesses or infectious diseases such as Hepatitis A and B.

Holy Family Early Learning Centre will meet the cost of such immunisations if necessary.

Source: Work Health Act
Catholic Education Office

Review Date: June 2008 Next review date: June 2009
Policy reviewed: August 2012 Next review date: August 2013
1.6 Multicultural and anti bias policy

Multicultural and Anti Bias Policy
Sacred Heart Early learning Centre recognises Australia is a multicultural society made up of people from a variety of ethnic backgrounds. We aim help foster an awareness and acceptance within each child of other cultures through integrating multiculturalism and antibias into program. The program activity attempts to counter much of the missing formation about different cultures that leads to racism and bias. It is important that cultural awareness be integrated through the program.

Implementation
- This can be done at a basic level through books, music, singing, play equipment, pictures/posters
- Parents from non-English-speaking backgrounds will be invited and encourage to contribute knowledge of their own culture to enhance the program.
- Where possible and if requested information for parents to be translated in to their own culture to enhance the program.
- Where the possible and if required information for parents to be translated into other language
- Educators from non Anglo- Australian cultures to share their knowledge with other educators and parents.
- Where the possible the mix of cultures background of educators should reflect the community which the centre is based. if this community is mainly Anglo Australian it is of benefit that at least one member at educator comes from a no Anglo- Australian background to reflect Australian society and allow children access to richness of other cultures background.
- All the educators are encouraged to attend in-services training on antibias and multicultural programming for centre.

All activities in the centre will be checked to ensure that negative discrimination and bias images of particular cultures be avoid.

✓ A child is not required to do anything inappropriate, having regard to the child's family and cultural values, age and physical and intellectual development.

SOURCE:
www.earlychildhoodaustralia.org.au
www.facs.gov.au/childcarehandbook

REVIEWED: August 2012
REFERENCE MATERIAL HANDOUTS & FORMS
SECTION 2

MANAGEMENT POLICIES
2.1 POLICY STATEMENT FOR OPERATION OF SACRED HEART EARLY LEARNING CENTRE

The quality of care for children, good relationships among educators, the confidence of parents and the reputation of the Service all depend on the professional running of the Service. This policy aims to provide clear guidelines to parents and educators on the procedures necessary for this to occur.

IMPLEMENTATION

Orientation of new parents and children
When parents/carer seek enrolment at the Early Learning Centre they, and their child/ren, will meet with the Director to discuss the Centre’s philosophy in relation to the needs of both child and parent/carer needs. A visit to the Centre is part of the initial interview and one of the educators will spend some time showing them around and answering further questions. This enables parents/carers to see the facility first hand and ask questions about what they see and how their child may fit in. Following this parents are invited to fill out an application for enrolment.

Enrolments

* Enrolments will be accepted according to the Commonwealth Government 'Priority of Access' Guidelines. An enrolment form must be completed by each enrolling family. On enrolment parents will be given a "Parent Information Book".

* If a place is not immediately available at SHELC the family may be put onto a waiting list.

* Enrolment forms will be updated annually or when a family’s circumstances change, to ensure information is current and correct. Enrolment information will be kept in a confidential file. Access to this information is available only to the Director, Service Educators, Parent and Commonwealth Officers.

* Committee members’ or educator’s children may not be given priority of access.

* Exclusion of children from SHELC may occur after all other avenues of communication and support have been exhausted and when:
  * Professional advice confirms a child is in psychological danger as a result of an unusually prolonged inability to settle into care away from the parent/guardian, or
  * A child puts the majority of children at risk through inappropriate Behaviour (see policy on Behaviour Management)
Prior to enrolment at the centre the Director or assistant Director conducts an interview with the parent / care-giver. The parent and child are shown over the Centre, introduced to educators and the child may be encouraged to spend some initial time there whilst the parent is shown around the school. Parents are provided with an enrolment package that includes:

- SHELC Parent Handbook
- Enrolment Form
- Immunisation Advice
- Dental Health Service Form
- Enrolment checklist see

Parents are required to return the enrolment form and relevant documentation to the Early Learning Centre a minimum of one week prior to commencement day.

Delivery / collection of children:

It is the responsibility of the parent / guardian to hand the child to an educator and signs the child on to the “Attendance Sheet”. There is a similar requirement that the time the child leaves the Centre must also be recorded in the book, together with the signature of the person collecting the child and educators advised.

Authority to administer medication:

No emergency medication is administered without the verbal or written permission of the parent. Verbal permission can only be given over the phone if a child has suddenly fallen ill. An “Authorisation by Phone to give Medication to a Child” form must be completed by an educator and signed by the parent at the end of the day.

Parents are required to make daily entries on a “Record of Administration of Medication” form, recording the name, type of medication, dosage and times to be administered. Parents must also sign each daily entry and the educator will also sign the form when administering the medication.

For children with ongoing conditions (eg asthma) a “Long Term Medication Authority” form can be completed. This form needs only to be filled out once by the parent and allows educator to continue to administer medication over a period of time.

Only the Director or qualified educator as instructed are permitted to accept and administer medication to a child.

Parents are to sign and acknowledge that medicine has been administered.
Payment of fees:
Fees are charged according to the days parents have booked. Fees are to be paid two weeks in advance. The office is open late every Friday. Fees may be paid by cheque, cash, direct debit or credit card and can also be paid over the phone.

Change to Bookings:
Parents wishing to change their booked days must complete a "Notice to Change Days" form. Parents must receive a "Conformation of Changed Days" form from the centre before the child may attend at the different times.

Waiting List:
The centre has a wait list which is updated on a regular basis. Initially an application must be filled out by the parents. Once the application form has been filled out, the details are added to the waitlist. Parents have the responsibility to update their details on the waitlist every two months. If contact between the parents applying and the centre is not maintained, the applicant may be removed from the waitlist.

Priority on the wait list is given to siblings of children in the centre and the school. The director reserves the right to vary wait list priorities.

Notification of children on holidays / sick leave:
Written notification of holidays is required at least two weeks in advance. Parents are required to inform the centre when their child is absent due to illness. A doctor’s certificate is required to ensure Allowable Absence days are not used.

Notification of End of Care
Written notification is required two weeks or more prior to the child’s last day.

Clothes / personal belongings:
Parents are requested to clearly mark all articles of clothing, footwear and any other items provided for their child.

Parents are requested to bring sufficient clothing for the day for their child.

Children are able to bring one item from home on Fridays for Show and Tell. At all other times, children are asked to keep items at home. Whilst all due care is taken by educators to ensure that personal belongings are kept safe and secure, responsibility is not accepted for any loss or damage at the Centre.
A Lost Property Box is located at the centre. Parents are encouraged to check this regularly. The box will be cleared at the end of each term and donated to charity.

Quality Improvement Plan and Assessment and Rating System
The centre participates in the QIP scheme. Parent and educators questionnaires will be sent out before accreditation commences. Parent comments and suggestions are always welcome. Policies and procedures are constantly reviewed and revised as necessary.

Parental involvement in Centre:
Parents are urged to participate in the life of the Centre.
Also parents / guardians are:
• encouraged to stay with their children initially in the morning particularly if / when separation is an issue
• Invited to join in excursions to such places as children's concerts, fire station, museums etc.
• encouraged to attend the Centre for special occasions
• Invited to participate in the Sacred Heart Sub-Committee of Sacred Heart Primary School Education Board.
• Encouraged to participate in whole school community events.
• Encouraged to participate in the program for their child and the group as a whole.

Refusal of Care
Parents may be refused care for their child for one (1) or more days if:
• Fees are not paid regularly.
• Their child's behaviour is so disruptive that other children's safety is jeopardised.
• They are abusive to other children in the centre, other parents or members of educators.

Exclusion
Infectious children or adults are not permitted to enter the centre until they have been cleared by the exclusion policy.

Sourced Catholic education Office
Early Childhood Policy and regulations, Department of Education and training
Reviewed December 2009

Fees
Fees will be reviewed in light of the budget annually. The Director, in consultation with the School Board, the CEO and other CEO ELCS, sets the fee level. Parents will be given at least two weeks notice of any fee increase.
Fees may be paid to the Book Keeper on a weekly or fortnightly basis by cash, cheque, Centrepay, credit card or electronic transfer. A dated receipt will be provided for each payment.
Hours/ sessions of care will be recorded.
Details of a family’s fees and accounts will be confidential and stored appropriately.
Families may access their own account records at any time, or particulars of fees will be available in writing to parents upon request.

Parents should tell the service of their child’s inability to attend as soon as this is known.
Failure to do this may incur the day’s fees.
It is parents’ responsibility to have their eligibility for Childcare Assistance assessed by Centrelink.
Childcare Assistance will be deducted from fees in accordance with Department of Families, Housing, Community Services and Indigenous Affairs (FaHCSIA) requirements.

The service will keep parents informed about Childcare Assistance and Childcare Cash rebate by:
- advising new families to apply for assessment
- having application forms to distribute to families
- reminding families of the need and encouraging them to reapply for reassessment when required
- charging full fees when a parent does not have a current Assessment Notice.

All documentation relating to Childcare Assistance and Childcare Rebate will be kept for the specified period of time and made available to Commonwealth Department Officers on request.
Parents with overdue fees will be encouraged by the Director/ Co-ordinator to discuss any difficulties they may have in meeting payments and to make suitable arrangements to pay.
If this is not done, or the agreed arrangements are not kept, the following procedure will apply:
- after two weeks overdue a letter will be forwarded to the parent, advising that their child’s place may be cancelled if the account becomes three weeks overdue. The letter will include a reminder that parents are encouraged to discuss payment difficulties and make suitable arrangements to pay with the Director.
- after three weeks of non-payment, if no arrangements to pay have been made, or if made, not kept, the place will be cancelled.
2.2 STRUCTURE OF THE SERVICE

SERVICE DETAILS

Title:
- Registration: Sacred Heart Early Learning Centre
- Funding: Sacred Heart Early Learning Centre
  Provider No. 407 350 271B
- Unofficial: Sacred Heart

License Number: 532
License Capacity: 44

General information
Sacred Heart Early Learning Centre is a community based Centre, subsidised by the Commonwealth & NT governments.

Sacred Heart Early Learning Centre is a non-profit organisation working within the local council, and NT & Commonwealth statutes.

SH Early Learning Centre is currently licensed to provide care for 44 children at any one time.

SH ELC is managed by the Director who is accountable to Mr Michael Avery, Licensee and Director of Catholic Education. The Principal of the School is assisted by a School Board the day-to-day management is organised by the Co-ordinator. All parents are welcome and encouraged to attend our sub committee meetings.

Board Sub Committee membership:

A Board member elected from the parents of children attending Sacred Heart Early
Learning Centre, the School Bursar, the Co-ordinator, and the Principal as executive officer.

2.3 Structure of staffing

Licensee - Director of Catholic Education
Director/ School Principal Fulltime
Co-ordinator School Officer Level 3: Full Time
Early Childhood educators School Officer Level 1: Full Time
Teacher NT Catholic Teachers' Award: Position of Responsibility
Casual Relief Workers as required.

2.4 License Capacity
The centre is licensed for 44 children age 3-5 years.

2.5 Ratio
1 adult per 11 children

our educator will be suitably qualified and experienced to provide the high level of care that we demand.

2.6 Fee Structure
Following is the fee structure for children in the Centre’s care:
Full Time $300
Daily Rate $70
Half Day $40

2.7 Childcare Benefit
Childcare benefit is available through Centrelink.

Childcare benefit is Commonwealth Government scheme devised to assist all families in payment of childcare fees. For more information, please see the Director, Co-ordinator or visit your local Centrelink Office.

2.8 Hours of Service
SH Early Learning Centre is open Monday to Friday from 7.00am to 5.45 pm (excluding 2 weeks over Christmas/New Year and all NT Public Holidays).
2.9 DROP OFF AND COLLECTION OF CHILDREN POLICY

The person delivering/collecting the child to/from the centre must be at least 16 years of age. Parents/ carers are asked to sign their children in/ out on the sheet provided at the reception desk.

No child shall be released from the Centre for collection by a person other than the parent or guardian without prior notification being given to an educator. This may be given verbally in the morning and will be recorded in the educator communication book so that all educators are aware. Educators will request identification if the collector is unknown to them.

Late or non-collection of children

Whenever possible, the parent should ring the Service to advise they will be late to collect their child. A parent is regarded as being late when they arrive to collect their child after 5.45pm minutes closing time. A late collection fee ($1 a minute per child) will be charged if the child is not collected by closing time at 5.45pm. Special circumstances eg, Traffic accident or vehicle breakdown will be given in relation to administration of late fees. When a parent is continually late arriving at the service to collect their child, the Director will discuss options with the parent.

If a child or children have not been collected by 6.00pm

1. Educators will attempt to contact parent / guardian / emergency contact, to ensure collection of the child or children, whilst ensuring their well-being or safety.

If a child or children have not been collected by 6:30pm

1. The person in charge will contact the Co-ordinator/Director.
2. If all efforts to contact the above have failed, the Co-ordinator/Director or person in charge may notify the police.
3. The police will be informed that the child or children have not been collected.
4. The police will be asked to assist the centre by helping to locate the parents / guardians or emergency contacts.
If a child or children have not been collected by 7.00pm

1. After all attempts have been made to contact parents, the Director or Co-ordinator may contact the Department of Family and Community Services after Hours by phone. The Director will explain that there is a 'child in need of care', requesting that the child or children be collected from the Centre and taken into temporary custody. This may be done in consultation with the Police.

2. Department of Family and Community Services will be informed that the Police have been alerted and are assisting.

3. The Police will be informed that Department of Family and Community Services will be collecting the child or children from the Centre.

4. After the child has been collected by FACS, a note will be taped to the front door indicating the phone number and address to where the child has been taken. The Director's phone number will be included on the note.

5. Educators shall complete an incident report.

In the instance of families continually collecting their child or children after 5.45pm the procedure will be as follows:

1. Educators will remind the parents of the closing time whenever parents are late.

2. Educators will raise the matter with the Director who will contact the parents to resolve the problem with them. The Director may invoke a $1.00 per minute late fee if the situation continues.

2.10 POLICY STATEMENT ON FINANCIAL MANAGEMENT

Responsibility for financial planning and management of the SH Early Learning Centre lies with Director. A Sub Committee of the School Board assists with the coordination.

IMPLEMENTATION

- The School Finance Officer supported by a book keeper will be responsible for ensuring financial transactions are properly completed and recorded
- The School Finance Officer will be responsible for payment of educators wages fortnightly according to appropriate Award entitlements, ensuring all payments are made
- The School Finance Officer supported by a book keeper, will be responsible for the day-to-day financial management of the service including the payment of bills, petty cash, collection and banking
Copies of all financial records will be kept for a minimum of seven years and will be available for inspection by Commonwealth Department Officers. Financial records must be maintained to enable compliance with:

- Any agreement with the Commonwealth of Australia in respect of Recurrent Grants for After School Hour Care Services
- Any requirement in the agreement in respect of Childcare Assistance funding and Childcare Cash Rebate.

2.11 PARENT/ EDUCATORS COMMUNICATION

Parents are encouraged to ask educators about the time their children have spent at the Early Learning Centre. If a parent is unhappy or happy about a certain aspect of the Centre, or care given, they are encouraged to speak to the Director (see also Parent Grievance Procedures/ Conflict Resolution).

2.12 POLICY STATEMENT ON RECORD KEEPING

All records as required by Commonwealth and Northern Territory Departments are maintained. Current information is filed in a lock-up file in the Centre and information held in archives, is kept in a locked filing cabinet in the School Administration Area. Responsibility for holding Centre records and ensuring they are maintained will be the duty of the Director.

2.12.1 Early Learning Centre Records:
- An enrolment record of each child
- Persons authorised to collect a child or release them from the program
- Persons not allowed to collect or remove a child from care
- Daily attendance records
- Medication records
- Immunisation Records
- An Incident/Accident Record
- Death of a child records

2.12.2 The Early Learning Centre will maintain copies of the following:
- Copy of relevant Territory Regulations and Handbook
- Copy of Commonwealth Child care Handbook
- Relevant Award
- Early Learning Centre Operating Plan
- Early Learning Centre Emergency Procedure
- Application for leave forms
• Incident/Accident Report forms

2.12.3 Records to be maintained at the Centre include:
• Medication records
• Daily Attendance records
• Excursion notices
• Educators communication book
• Parent communication book
• Child Care Assistance records
• Enrolment records
• Waiting list
• Developmental Assessment
• Fortnightly accounts
• Weekly receipts

All Incident/Accident/Illness Reports are kept until the child reaches 24 years of age as per National Minimum Standards. Children's records are kept at the centre whilst the child is attending. Records are then transferred to the schools archives and are kept for seven years. The Incident/Accident/Illness Reports are transferred to the archives annually.

2.12.4 Educators records to be maintained by school administration include:
• Current Tax Declarations
• Superannuation Applications
• Time sheets
• Leave Applications
• Doctors certificates
• Pay records
• Duty statements
• Letters of employment
• First Aid Certificates
• Fire Awareness Training Certificates

On terminating employment with Early Learning Centre, employees may be provided with a certificate of service upon request. The document provided will include:
• Period of employment
• Position held
• Educators development
• Training received.
The Sacred Heart Early Learning Centre - has a duty to keep adequate records about Educators, parents and children in order to operate responsibly and legally. The service will protect the interests of the children and their parents and the educators, using procedures to ensure appropriate privacy and confidentiality.

IMPLEMENTATION
- The Centre’s orientation and induction processes will include the provision of relevant information to educators, children and parents about which records will be kept, how they will be kept, and how long they will be kept.
- Records must be kept by the Centre, as listed in NT Guidelines for Childcare, clear guidelines on which people have access to which particular records will be given to management committee members, educators and parents. These will be available at all times at the service (see Confidentiality policy).

As the bulk of Early Learning Centre records have links with most of the agencies listed, it is recommended that all records be retained for a minimum of 7 years

<table>
<thead>
<tr>
<th>AGENCY</th>
<th>NUMBER OF YEARS</th>
</tr>
</thead>
<tbody>
<tr>
<td>DEET</td>
<td>7 years</td>
</tr>
<tr>
<td>Department of Health</td>
<td>3 years (from date of last entry)</td>
</tr>
<tr>
<td>Centrelink</td>
<td>2 years</td>
</tr>
<tr>
<td>Australian Taxation Office</td>
<td>5 years (from end of financial year)</td>
</tr>
</tbody>
</table>

2.13 POLICY STATEMENT ON GRIEVANCE PROCEDURES BETWEEN PARENTS/CARERS & EDUCATORS

The SH Early Learning Centre fosters positive and harmonious relationships. Solutions are sought to all disputes, issues or concerns that affect the operation of the service in a fair and prompt manner.

IMPLEMENTATION

It is essential that matters be investigated until the complainant is satisfied with the outcome.
1. Discuss the problem with an educator or the Co-ordinator.
2. If this is unsatisfactory make an appointment to speak with the Director.
3. If the problem still hasn’t been resolved write the grievance down in letter form to the Director.

4. The complainant may also choose to contact the Education and Care Services NT on (08) 8999 3541

**Grievances dealt with by the Co-ordinator**

- These are usually minor and can often be dealt with “on the spot” during the course of the day.
- At all times the Co-ordinator is to display a fair and sympathetic attitude toward the complainant. Complainant is to be assured that total confidentiality will be maintained.
- Clarify with the complainant, as accurately as possible, the facts of the grievance.
- Record accurately everything that is spoken of and confirm with the complainant.
- Interview in an impartial manner other persons who are involved with the grievance (other educators, parents, etc.)
- Provide the opportunity for other persons to fully respond to or provide input into the grievance issue.
- If the grievance is substantiated, explain the reasons for this finding to both parties. Decide on immediate and appropriate steps to prevent the behaviour / incident from recurring.
- If the grievance is not substantiated, explain the reasons for this finding to both parties. If the complainant is not satisfied with the outcome of the discussion, they are encouraged to pursue the grievance with the Director.

**Grievances dealt with by the Director**

- These grievances are either of a more serious nature than those dealt with by the Co-ordinator, have not been dealt with to the satisfaction of the complainant, or involve the Co-ordinator.
- At all times the Director is to display a fair and sympathetic attitude toward the complainant. Complainant is to be assured that total confidentiality will be maintained.
- Clarify with the complainant, as accurately as possible, the facts of the grievance.
- Record accurately everything that is spoken of and confirm with the complainant.
- Interview in an impartial manner other persons who are involved with the grievance (Director, other educators, parents, etc.)
- Provide the opportunity for other persons to respond to or provide input into the grievance issue.
- If the grievance is substantiated, explain the reasons for this finding to both parties. Decide on immediate and appropriate steps to prevent the behaviour / incident recurring.
- If the grievance is not substantiated, explain the reasons for this finding to both parties. If the complainant is not satisfied with the outcome of the discussion, they are encouraged to pursue the grievance through appropriate channels, eg. Human Rights and Equal Opportunity Commission.
REFERENCE MATERIAL HANDOUTS & FORMS
SECTION 3

STAFFING POLICIES
# Staffing Qualifications and Experience

<table>
<thead>
<tr>
<th>Employee</th>
<th>Qualification &amp; Experience</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lindsay Luck</td>
<td>Bachelor of Education, Graduate Diploma (Religious Education)</td>
<td>Principal/Director</td>
</tr>
</tbody>
</table>
| Ivone Byrne       | Diploma of Children's Services  
Certificate 3 in Children Services  
Current Senior 1st Aid, Fire Awareness, Ochre care and Asthma Prevention Certificate  
17 years experience | Co-ordinator     |
| Dahlia De Guzman  | Diploma of Children's Services  
Certificate 3 in Children Services  
Current Senior 1st Aid, Fire Awareness, Ochre care and Asthma Prevention Certificate  
17 years experience | Early Childhood Educator |
| Emily White       | Certificate 3 in Children Services  
Current Senior 1st Aid, Fire Awareness, Ochre care and Asthma Prevention Certificate  
17 years experience | Early Childhood Educator |
| Nella Ewin        | Certificate 3 in Children Services  
Current Senior 1st Aid, Fire Awareness, Ochre care and Asthma Prevention Certificate  
2 years experience | Early Childhood Educator |
| Cynthia Ocampo    | Current Senior 1st Aid, Fire Awareness, Ochre care and Asthma Prevention Certificate  
4 years experience | Early Childhood Educator |
| Dorte Petersen    | Certificate III in Children Services  
Current Senior 1st Aid, Fire Awareness, Ochre care and Asthma Prevention Certificate  
3 years experience | Early Childhood Educator |
| Kirsty Ekins      | Ochre care  
2 months experience | Early Childhood Educator |
| Annie Taylor      | Unqualified  
Current Senior 1st Aid, Fire Awareness and Asthma Prevention Certificate  
2 years experience | Early Childhood Educator |
| Amy Thompson      | Bookkeeper  
Valid Police Check | Bookkeeper       |

**Current and reviewed:** August 2012
3.2 ROLE STATEMENTS

Code of Conduct Policy
The quality of education and care for children, good relationships amongst educators, the confidence of parents and the reputation of Sacred Heart Primary School all depend on the professional attitude and behaviour of all educators. This Policy aims to provide clear guidance to educators about the standards the school requires as a condition of employment.

Implementation of Policies

Educators are expected to support the policies and procedures of the school. Where educators believe any of the policies or procedures need to be changed, they should first discuss it with the Principal/Deputy or put on the agenda for educators meeting. In the meantime educators should continue follow existing policies and procedures.

It is the duty of educators to know and follow the school policies and procedures. Educator duties are described in the job descriptions. Educators should perform their duties to the best of their ability. If educators have trouble performing these duties to the required standard, they should seek assistance.

Educators are expected to comply with their legal obligations.

It is vital that our school be a healthy and safe environment for students, educators, parents and visitors. Educators must act in ways that do not endanger the health or safety of anyone, and should encourage healthy and safe behaviour in the children by setting a good example.

Implementation of Relationships

A happy school relies on effective teamwork and good relationships amongst educators. Educators are expected to assist good working relationships by treating each other with courtesy, honesty and respect. Any conflicts between educators should be aired in private, and not in front of children, parents or other educators. Educators should seek help from the Principal/Deputy if they are unable to resolve any conflict between themselves. Similarly, educators should treat parents and children with courtesy, honesty and respect. Children arriving or departing from class should be welcomed or farewelld by name. Educators should treat equally and as individuals regardless of gender, race, family background, culture, religion or beliefs. Educators will be sensitive to the rights and feelings of the children.

Implementation of Responsibilities

Educators are expected to maintain and improve their skills through participating in professional development opportunities.
Educators must observe confidentiality in all circumstances involving children, parents, educators and visitors. Educators must not discuss any child or parent with any other parent or visitor within or outside the school. In any situation where an educator is not sure if information is confidential or not, she/he should check with the Principal or Co-ordinator.

Educators are expected to be punctual at all times.

Educators should wear dress appropriate for their duties with particular attention to sun smart dress and safety.

Educators should always model appropriate language to children and refrain from language which may offend other educators or parents.

Educators must attend work free from the influence of alcohol or other non-prescription drugs. Educators should tell the Principal or Co-ordinator if they are taking any prescription medication which may affect their capacity for work. (Eg, causing drowsiness)

Sacred Heart Primary School is a smoke free zone.

Educators are expected to come to work when they are fit enough to do so without risking injury or infection to themselves, other educators or children.

Educators should assist each other to strive for professionalism and excellence.

**Professional and ethical conduct**

- All educators must have a current criminal history check or Ochre card when working at SHELC
- All educators should have adequate knowledge to care for the children; this involves making themselves familiar with new children at the centre and asking other more experienced educators about their requirements and any special needs. It also involves being familiar and making themselves aware of child protection and relevant acts in the industry.
- All educators are required to familiarise themselves with medical plans and allergy lists
- All educators must complete senior 1st aid training at least once every 3 years
- All educators must complete fire training annually

It is a requirement when working at SHELC that all educators is committed to continually updating their knowledge and practices though educator development and research. It is also a requirement that educator maintain a professional conduct at all times when dealing with children and their families. Educators are invited to offer suggestions to better enhance the quality of care for the children and families at Sacred Heart Early Learning Centre.

**Source:** Catholic Education Office

Early Childhood Policy and regulations
Early Childhood Educator

Work as part of a team of educators:
• to provide an environment which allows children and educators to co-construct their learning within a safe, supportive Early Learning Centre
• in accordance with the licensing requirements under the Act
• to document children's learning
• to attend educators professional development as required
• Liaise with parents
• to plan/ implement/ evaluate developmentally appropriate programmes from the documentation
• able to multitask and be flexible.

Co-ordinator
All duties of the Early Childhood Educators as well as work in collaboration with the Director to:
• build a team of educators dedicated to providing an environment which allows children and educators to co-construct their learning within a safe, supportive Early Learning Centre
• provide leadership in the use of the arts/ multiple 'symbolic' languages
• coordinate the documentation of children's progress
• coordinate/ plan educators meetings to allow for ongoing professional development
• develop/ implement and evaluate centre and service policies
• maintain records as necessary to the running of the Centre.

3.

Source: Sacred Heart Primary School Grievance Procedures and Policies-

29th September 2010
3.3 POLICY STATEMENT ON RECRUITMENT OF EDUCATORS

SH Early Learning Centre aims to attract and employ the best available educators through fair advertising and selection procedures.

IMPLEMENTATION

Vacancies
When a vacancy arises the Director will:
- decide whether the position should be permanent, fixed term, or casual basis
- constitute a selection panel to conduct the selection process
- in the Director's absence, delegate authority to the panel to make the appointment
- approve the job description and selection criteria for the position prior to advertisement of the position.

3.4 Selection Criteria

- **Teacher/Assistant Director**

  **Qualifications**
  Bachelor/Diploma of Education specialising in Early Childhood, or equivalent experience.

  **Desirable:**
  - Current Senior First Aid Certificate
  - Fire Awareness Certificate
  (Original supporting documentation will be required at Interview. Please supply copies with application.)

  **Person Specification:**

  **Essential:**
  - Ability to uphold the ethos of Catholic Education
  - A love and respect for children
• An understanding of children in the three to five year age group with the ability to provide a stimulating and nurturing learning environment.
• Ability and desire to think creatively and use initiative
• An appreciation of the Vision and Mission of Sacred Heart Early Learning Centre and School
• Ability to work with a minimum of supervision and instruction and to take on a leadership role
• Ability to work in collaboration with members of a small team
• Ability to communicate well with all parents and children
• High personal standards of hygiene, and the ability to convey these standards to other educators and the children
• Ability to respond to emergency situations calmly and with common sense
• Clear police check

Desirable:
• Previous experience with young children, preferably in an Early Childhood or Preschool environment
• Previous experience in educators supervision

Role Description:
Hours of duty are:
School Days: As rostered on shift 8 hrs with 1/2 hour for lunch

Educators Meeting Day: 6.00 - 7.00
Other requirements will be occasional Parent/Teacher meetings plus any whole school Educators Development days or school functions where educators attend executive meetings.

General:
• Identify and meet the individual needs of the children
• Be sensitive to and respect the diversity of social and cultural backgrounds of the children and families of the Centre
• Together with other educators, perform tasks to ensure that the children are clean, comfortable and happy in a hygienic, safe environment which reflects the philosophy and policies of the Centre and the principles of the Childcare Quality Improvement and Accreditation System (QIAS).
• Liaise and interact with parents in a friendly, open, accepting, tolerant and compassionate manner
• Consult and negotiate with the Early Childhood Educators who are responsible for the efficient operation of the Centre
• Be sensitive to and aware of fellow educators and make effective contributions as part of the educator team. Guide and support unqualified educator to develop their skills and knowledge
- Organise professional development
- Inform and encourage attendance at various activities related to professional development
- Ensure instructions to educators from Principal are carried out promptly and effectively
- Keep Principal informed of any requirements or concerns, which may arise in the work place
- Maintain a professional approach to work and ensure confidentiality in all areas of the Centre’s operations.

**Educational Program:**
- Plan and implement a quality developmental program which encourages children to reach their full potential: intellectually, physically, emotionally and socially based on their needs and interests
- Oversee planning and implementation of programs that reflect the philosophy and policies of the Centre. Ensure that programs meet the needs and interests of individual children
- Evaluate the effectiveness of the program and routine in conjunction with all educators and implement changes as necessary.
- Plan and coordinate excursions relevant to the program
- Coordinate and implement Behaviour Guidance strategies with all educators in line with the centre’s Behaviour Guidance Policy
- Establish and maintain individual records of children’s progress
- Ensure children’s records are updated at least monthly and any developmental progress/concern is communicated to parents
- Communicate with parents in regard to their children, advising them of support services available for their children, as well as resources within the community
- Teach relevant programming and child management skills to educators, students and volunteers
- Plan educators meetings for the Early Learning Centre to allow for ongoing professional development
- Foster interaction between the Centre and the School

**Early Childhood Educator:**

**Qualifications**

**Diploma of Children Services or equivalent.**
- Current Senior First Aid Certificate
- Fire Awareness Certificate

*(Original supporting documentation will be required at Interview. Please supply copies with application.)*
Person Specification

Essential

• Ability to uphold the ethos of Catholic Education
• A love and respect for children
• An understanding of children in the three to five year age group with the ability to provide a stimulating and nurturing learning environment
• Ability to think creatively and use initiative
• An appreciation of the Vision and Mission of Sacred Heart Early Learning Centre
• Ability to work with a minimum of supervision and instruction and to take on a leadership role as required
• Ability to work in collaboration with members of a small team
• Ability to communicate well with all parents and children
• High personal standards of hygiene, and the ability to convey these standards to other educators and the children
• Ability to respond to emergency situations calmly and with common sense
• Clear police check

Desirable

• Previous experience in the care of young children, preferably in a Early Childhood environment
• Previous experience in educator supervision

Role Description

• In consultation with the Program Coordinator, assume a shared responsibility with the other Early Childhood Educator for the efficient operation of the Centre
• Identify and meet the individual needs of the children
• Be sensitive to and respect the diversity of social and cultural backgrounds of the children and families of the Centre
• Ensure Behaviour Guidance strategies are implemented in line with the Centre’s Behaviour Guidance Policy
• Be aware of children’s health and nutritional needs as part of the day-to-day care of the children
• Maintain records and documentation for all children
• Together with other educators, perform tasks to ensure that the children are clean, comfortable and happy in a hygienic, safe environment which reflects the philosophy and policies of the Centre and the principles of the Childcare Quality Improvement and Accreditation System (QIAS).
• As part of a small team, undertake all necessary cleaning duties to assist in the maintenance of the highest possible standards of hygiene
• Assist with the meal routines for children
• Liaise and interact with parents in a friendly, tolerant, accepting and compassionate manner
• Be sensitive to and aware of fellow educators and make positive contributions as part of the educator’s team. Guide and support unqualified educators to develop their skills and knowledge
• Inform and encourage all educators to attend various activities related to professional development
• Ensure instructions to educators from Principal are carried promptly and effectively
• Negotiate complaints or grievances with educator. Report to Principal with any serious concerns.
• Keep Principal and Program Coordinator informed of any requirements or concerns, which may arise in the work area
• Maintain a professional approach to work and ensure confidentiality in all areas of the Centre’s operations.

**Assistant Early Childhood Educator:**

**Desirable Qualifications**

- Current Senior First Aid Certificate
- Fire Awareness Certificate

*(Please supply copies of current Certificates with application.)*

**Person Specification**

**Essential**

- Ability to uphold the ethos of Catholic Education
- A love and respect for children
- An understanding of children in the three to five year age group with the ability to provide a stimulating and nurturing learning environment
- Ability to think creatively and use initiative
- An appreciation of the Vision and Mission of Sacred Heart Early Learning Centre
- Ability to work with a minimum of supervision and instruction
- Ability to work in collaboration with members of a small team
- Ability to communicate well with all parents and children
- High personal standards of hygiene, and the ability to convey these standards to other educators and the children
- Ability to deal with emergency situations calmly and with common sense
- Clear police check

**Desirable**

- Previous experience in the care of young children, preferably in an Early Childhood environment
Role Description

- Together with other educators, perform tasks to ensure that the children are clean, comfortable and happy in a hygienic, safe environment which reflects the philosophy and policies of the Centre and the principles of the Childcare Quality Improvement and Accreditation System (QIAS). As part of a small team, be responsible for assisting with provision of quality care to all children.
- Assist qualified educator in providing quality programs for children based on their needs and interests.
- As part of a small team, undertake all necessary cleaning duties to assist in the maintenance of the highest possible standards of hygiene.
- Assist with the preparation of food, meal routines for children and cleaning up afterwards.
- To be sensitive to and respect the diversity of social and cultural backgrounds of the children and families of the Centre.
- Liaise and interact with parents in a friendly, open, accepting, tolerant and compassionate manner.
- Report any concerns that arise to the Program Coordinator or Early Childhood Educators.
- Be responsible for implementing procedures and following directions as requested by the Program Coordinator and/or Early Childhood Educators.
- Maintain a professional approach to work and ensure confidentiality in all areas of the Centre's operations.

Cook - Early Childhood Support Worker

Desirable Qualifications

- Current Senior First Aid Certificate
- Fire Awareness Certificate
(Please supply copies of current Certificates with application.)

Person Specification

Essential

- Ability to uphold the ethos of Catholic Education
- A love and respect for children
- Ability to think creatively and use initiative
- An appreciation of the Vision and Mission of Sacred Heart Early Learning Centre
- Ability to work with a minimum of supervision and instruction
- Ability to work in collaboration with members of a small team
- Ability to communicate well with all parents and children
- High personal standards of hygiene, and the ability to convey these standards to other educators and the children
- Ability to deal with emergency situations calmly and with common sense
- Clear police check

Desirable
- Previous experience in the care of young children, preferably in an Early Childhood environment

Role Description
- Ensure the canteen is maintained in a safe, hygienic and clean manner.
- Prepare a menu in consultation with the Director, educators and parents in accordance with Nutrition and Food Preparation Policies. Ensure that this is displayed for parents.
- Prepare meals, with daily routines in mind.
- Maintain up to date information on individual dietary requirements and allergies.
- Provide regular opportunities for children to be involved in the preparation and serving of meals

3.4 Recruitment Procedures

Recruitment Procedures

When vacancies occur, depending upon the level of educators required, notice of vacancy will be placed with the NT News. Possible replacement may also be sought through the Relief educator Scheme Listing. A short listing of applicants will be made and interviews arranged. The Director, assistant Director or 2IC will undertake interviewing for permanent educator. The Director may call on one other educator to assist with interviewing for relief and casual educator.

Requirements for each position will be in accordance with the Selection Criteria. Original documentation is sighted at interview and copies kept on file. A minimum of two referees will be contacted prior to any offer of employment.

All Applicants will be notified in writing whether successful or otherwise. Successful applicants will be telephoned prior to a Letter of Offer and Acceptance.

Ultimately, employment of all educators is at the discretion of the Director.

A three month probationary period will apply to all new permanent employees and to new employees taking up fixed term positions of more than six months duration. A 6 month mentoring program will also be implemented. This must be advised to the prospective employee at or before the offer of appointment.
The Service will make a formal written offer of employment to the successful applicant, outlining the terms and conditions of the employment being offered. This should be signed by the Director.

There is a qualified educator for every 22 children. Qualified is considered Diploma of children's services trained or above or on an approved educator development plan with the department. There must be at least two adult educators for each educator member under the age of 18 years who is included in the required educator ratio. All educators included in the required educator/child ration must have attained the minimum age of 16 years.

The use of volunteers at the centre is only in place through formal arrangements with schools (work experience) and tertiary education providers for placement at the centre as students. All volunteers undertake a criminal history check and induction process to the centre and are not used in ratios and left unattended with the children.

CONDITIONS OF EMPLOYMENT
Sacred Heart Early Learning Centre educators are employed under the Catholic Schools Award - Schools Assistants. This specifically addresses Professional Development, Grievances, Poor Performance and Support and will be discussed at employment.

Educators Development and Training
The centre ensures the highest quality early childhood through its support for educators, which allows educators to determine their work performance, provide high job satisfaction and opportunities for advancement, further training and development. Sacred Heart Early Learning Centre is committed to in service training for educators. All educators are encouraged to participate in / attend in-service courses/workshops and educator development opportunities such as acting in higher positions or monitoring other educators to increase their knowledge of childhood and children's development.

Unqualified educators are encouraged to undertake study. Courses offered by Dovaston Consulting group, Charles Darwin and Australian Salesmasters Training Company are recommended. Qualified educators are encouraged to act as mentors to an educator undergoing training.

When there is a shortage of qualified educators and as Early Childhood Department of Education and Training see fit, educators may be placed on educator development plans as they continue to study towards qualified status of diploma of children's services. The catholic education office is committed to providing assistance in the form of formal study payment, leave or materials, all applications are to be submitted in writing to Catholic Education Office, appropriate forms can be accessed on the CEO website; all educators can access further information about this from the Principal or Assistant Director.
Educator’s appraisals will take place every 12 months

The appraisal process will include:
Appraisal of each job description and clarification of expectations of their role.
Self assessment
Two way feedback
Highlights of future opportunities within the position.
Positive and constructive comments.
An action plan for further training and/or development.
Feedback about how the appraisal process could be improved.

Performance appraisal may be used to substantiate the necessity to issue a formal warning for continued poor work performance.

The finance section of Sacred Heart Primary School will ensure provisions for educator’s training and development is included in the annual budget.

The Assistant Director will be responsible for coordination of training for the Centre and ensuring that training opportunities are provided on an equitable basis to all educators.
Training may be in one of the following formats:
Educators share their expertise in training events held at the Centre.
A workshop for all educators at the Centre.
External workshops, conferences and feedback at educators meetings.
Short University courses.
Study leave to pursue further vocational studies.
Through changes in position within the Centre.
Educator’s exchanges are made with other centres.
Relevant resources provided e.g. book, articles, videos, etc.

Unqualified educators are encouraged to undertake study. Courses offered by Dovaston Consulting group, Charles Darwin and Australian Salesmasters Training Company are recommended. Qualified educators are encouraged to act as mentors to educators undergoing training.

When there is a shortage of qualified educators and as Children's Services see fit, educator may be placed on educator development plans as they continue to study towards qualified status of diploma of children's services.

Senior educator will have access to attend regional conferences / training to allow them to keep abreast of developments and trends within the industry.

Educator development records will be maintained at the centre on employee files for access by the relevant educator member at any time.
Educators applying for study leave must provide a written application to the Director.

Source: Catholic Education Office
Gowrie Centre
Reviewed: November 2009

3.5.1 Advertising the position

Permanent position vacancies should normally be advertised in the Territory or local press, but may also be advertised on a limited basis with a view to recruiting from within the following areas:

- the pool of relief workers employed by the Service Network of NT
- TAFE campuses offering training to child care workers.

Advertisements should invite written applications that include contact telephone numbers for two professional referees.

Where this fails to elicit a high calibre candidate other measures may be taken, such as using a recruitment agency, at the discretion of the Director. Possible replacement may also be sought through the Relief Educator Scheme Listing. A short listing of applicants will be made and interviews arranged. Requirements for each position will be in accordance with the Selection Criteria. Original documentation is sighted at interview and copies kept on file. A minimum of two referees will be contacted prior to any offer of employment.

All Applicants will be notified in writing whether successful or otherwise. Successful applicants will be telephoned prior to a Letter of Offer and Acceptance.

Ultimately, employment of all educators is at the discretion of the Director.

3.5.2 Selection Panel Membership

The selection panel should normally consist the Director and Co-ordinator, and if necessary a third representative at the discretion of the Director.

3.5.3 Selection Panel Decisions:

The panel will keep a written record of its process and decision. Where all the panel members do not agree on the best applicant, the panel will refer the decision back to the Director. Under no circumstances should a position be offered prior to
contacting two referees each for the main contenders.

3.5.4 Appointment
A three month probationary period will apply to all new permanent employees and to new employees taking up fixed term positions of more than six months duration. This must be advised to the prospective employee at or before the offer of appointment. The Service will make a formal written offer of employment to the successful applicant, outlining the terms and conditions of the employment being offered. This should be signed by the Director.

3.5.5 Induction
Before commencement the Director or Assistant Director will provide an induction kit including:

- the Service’s philosophy/policies and NCAC Accreditation booklet
- code of conduct
- mandatory reporting and child protection guidelines
- a list of all current educator members and their positions
- the terms and conditions of employment
- union membership information
- a job description and Orientation Checklist
- Provided with allocation of Operating procedures and time to familiarise themselves with important policies.

Casual educator
Where the regular hours of duty of a position are expected to be less than 25 hours per week, educator may be appointed on a casual basis. Casual positions should be clearly advertised as such. Educator appointed on a casual basis should have the casual basis of their position clearly explained to them personally and stated in their letter of offer.

Disciplinary / Dismissal Procedures
Such action will be in accordance with Due Process as detailed in the Northern Territory Catholic Schools Manual. April 2001. Chapter 5 Pages 42 – 44

3.5.6 Casual Educator
Where the regular hours of duty of a position are expected to be less than 15 hours per week, educator may be appointed on a casual basis. Casual positions should be clearly advertised as such. Educator appointed on a casual basis should have the casual basis of their position clearly explained to them personally and stated in their letter of offer.

CONDITIONS OF EMPLOYMENT
SH Early Learning Centre educators are employed under the Catholic Schools Award – Schools Assistants. This specifically addresses Professional Development, Grievances, Poor Performance and Support and will be discussed at employment.

Source: Catholic Education Office
Licensing Authority DET-Early Childhood Services Division
Reviewed Date: August 2012

3.6 POLICY STATEMENT ON EDUCATOR PROFESSIONALISM
(Code of Conduct)

The quality of care for children, good relationships among educators, the confidence of parents and the reputation of the SH Early Learning Centre all depend on the professional attitude and behaviour of the Service educator and management.

IMPLEMENTATION

Policies
1. Educators are expected to support the policies and procedures of the Service. Where educators believes any of the policies or procedures need to be changed, they should first discuss it at an educator’s meeting and then have the educator representative suggest the change to the Director. Meanwhile educators should continue to follow the existing policy and procedures.
2. It is particularly important that educators know and follow the Child Protection Policy and Procedures.
3. Educators duties are described in their job descriptions. Educators should perform their duties to the best of their ability. If educators have trouble performing these duties to the required standard, they should ask for help from the Co-ordinator or Director.
4. Educators are expected to comply with legal and industrial award obligations.
5. It is vital that the Service be a healthy and safe environment for children, educators, parents and visitors. Educators must act in ways which do not endanger the health or safety of anyone, and should encourage healthy and safe behaviour in the children by setting a good example.

Relationships

6. Good quality early childhood relies on effective teamwork and good relationships among educators. Educators are expected to assist good working relationships by treating each other with courtesy, honesty and respect. Conflicts between educators should be aired in private, and not in front of children, parents or other educators. Educators should seek help from the Co-ordinator, or use the grievance procedures, if they are unable to resolve their conflict between themselves.
7. Similarly, Educators should treat parents and children with courtesy, honesty and respect. Children arriving or departing from the Service should be welcomed or farewelled by name. Educators should treat children equally and as individuals regardless of gender, race, family background, culture, religion or beliefs. Educators will be sensitive to the rights and feelings of the children.
Responsibilities

8. Educators are expected to maintain and improve their skills through participating in the educator's training and development opportunities provided by the Service.
9. Educators must observe confidentiality in all circumstances involving children, parents, educators and visitors. Educators must not discuss any child or parent with any other parent or visitor, within or outside the Service. In any situation where an educator is not sure if information is confidential or not, s/he should check with the Co-ordinator. Educators are expected to attend work and return from breaks on time.

10. Educators should dress appropriately for their duties, with particular attention to safety.
11. Educators should use language, which will not offend other educators or parents, especially within hearing range of children.
12. Educators must attend work free from the influence of alcohol or other non-prescription drugs. Educators should tell the Co-ordinator if they are taking any prescription medication which may affect their capacity for work (eg causing drowsiness). SH is a smoke free area. A special smoking area is set aside in school grounds only for Educators.
13. Educators are expected to come to work when they are fit enough to do so without risking injury or infection to themselves or the educators or children at the Service. When educators are unwell or injured they should not attend work and if entitled may apply for sick leave or workers' compensation.
14. Educators should help each other to maintain high quality care and high standards of professionalism.

Source: Sacred Heart Primary School Code of Conduct in relation to Educators policy 2008

3.7 Code of Ethics and Conduct Policy

A code of ethics is a set of statements about appropriate and expected behaviour of members of a professional group and, as such, reflects its values. The Code that follows was developed by the National Working Party of the Australian Early Childhood Association, with considerable input from the field, and therefore, is a Code that is owned by the field, not imposed upon it. The Code has been developed to inform and guide the decisions and behaviour of all personnel involved both directly and indirectly in the provision of early childhood services for children between birth and eight years of age. Although orientated towards those who are in daily contact with children and their
families, the Code is also intended as a guide for those who work in other capacities, for example, as tertiary educators, administrators, policy makers and advisory educators. Their work impacts significantly on the ethical behaviour of early childhood personnel in the field.

Young children are especially vulnerable. They have little power over their lives and few skills with which to protect themselves. This places early childhood personnel in a relationship of special trust, one that is powerful, important, and easily violated. The vulnerability and powerlessness of young children and the recognition of the multi-faceted dimensions of the role of early childhood personnel serve to highlight the special importance of a code of ethics. As early childhood personnel carry out their work with and on behalf of the young children and their families, they often face situations that involve conflict of their responsibilities and professional values. A code of ethics is not intended to, and could not possibly provide easy answers, formulae, or prescriptive solutions for complex professional dilemmas they face in their work. It does provide a basis for critical reflection, a guide for professional behaviour, and some assistance with the resolution of ethical dilemmas.

Adherence to this code necessarily involves a commitment to:

- View the well being of the individual child as having fundamental importance.
- Acknowledge the uniqueness of each person.
- Consider the needs of the child in the context of the family and culture, as the family has a major influence on the young child.
- Take into account the critical impact of self-esteem on an individual's development.
- Base practice on sound knowledge, research and theories, while at the same time recognising the limitations and uncertainties of these.
- Work to fulfil the right of all children and their families to services of high quality.

In Relation to Children, I will:

1. Acknowledge the uniqueness and potential of each child.
2. Recognise early childhood as a unique and valuable stage of life and accept that each phase within early childhood is important in its own right.
3. Honour the child's right to play, in acknowledgement of the major contribution of play to development. Enhance each child's strengths, competence, and self-esteem.
4. Ensure that my work with children is based on their interests and needs and lets them know they have a contribution to make.
5. Recognise that young children are vulnerable and use my influence and power in their best interest.
6. Create and maintain safe, healthy settings that enhance children's autonomy, initiative, and self worth, and respect their dignity.
7. Help children learn to interact effectively, and in doing so to learn to balance their own rights, needs, and feelings with those of others.
8. Base my work with children on the best theoretical and practical knowledge of early childhood as well as on particular knowledge of each child's development.
9. Respect the special relationship between children and their families and incorporate this perspective in all of my interactions with children.
10. Work to ensure that young children are not discriminated against on the basis of gender, age, race, religion, language, ability, culture, or national origin.
11. Acknowledge the worth of cultural and linguistic diversity that children bring to the environment.
12. Engage only in practices which are respectful of, and provide security for, children and in no way degrade, endanger, exploit, intimidate, or harm them psychologically or physically.
13. Ensure that my practices reflect consideration to the child’s perspective.

**In Relation to Families, I will:**
1. Encourage families to share their knowledge of their child with me and share my general knowledge of children with them so that there is mutual growth and understanding in ways that benefit the child.
2. Strive to develop positive relationships with families that are based on mutual trust and open communication.
3. Engage in shared decision making with families.
4. Acknowledge families existing strengths and competence as a basis for supporting them in their task of nurturing their child.
5. Acknowledge the uniqueness of each family and the significance of its culture, customs, language and beliefs.
7. Respect the right of the family to privacy.
8. Consider situations from each family’s perspective, especially if differences or tensions arise.
9. Assist each family to develop a sense of belonging to the services in which their child participates.
10. Acknowledge that each family is affected by the community context in which it operates.

**In Relation to Colleagues, I will:**
1. Support and assist colleagues in their professional development.
2. Work with my colleagues to maintain and improve the standard of service provided in my place of work.
   Promote the policies and working conditions which are non-discriminatory, and that foster competence, wellbeing and positive self-esteem.
3. Acknowledge and support the use of the personal and professional strengths which my colleagues bring to the work place.
4. Work to build an atmosphere of trust, respect and candour by:
   - encouraging openness and tolerance between colleagues
   - accepting their right to hold different points of view
   - using constructive methods of conflict resolution, and
• maintaining appropriate confidentiality.

5. Acknowledge the worth of cultural and linguistic diversity that my colleagues bring to the work place.

6. Encourage my colleagues to accept and adhere to this Code.

In Relation to the Community and Society, I will:

1. Provide programs that are responsive to the community needs.
2. Support the development and implementation of laws and policies that promote the well being of children and families, and which are responsive to community needs.
3. be familiar with and abide by laws and policies that relate to my work.
4. Work to change laws and policies that interfere with the well-being of children.
5. Promote Cooperation among all agencies and professions working with the best interests of young children and families.
6. Promote children’s best interests through the community education and advocacy.

Source: As listed below

Review Date: August 2012

Sacred Heart Early Learning Centre
This document is a replication of the Code of Ethics pamphlet produced by the Australian Early Childhood Association – voice of young children

3.8 EDUCATORS MEETINGS

Policy

To ensure a cooperative culture within the workplace, formal educators meetings will be held every month during school terms. Meetings will not exceed 1 hour.

• The agenda will be prepared by the Coordinator.
  All educators are encouraged to add items to the agenda prior to the meeting.
• A nominated educator will take minutes, which are to be confined to items of business and decisions
• In extenuating circumstances a “special” educators meeting may be held. This is to happen only rarely and then with agreement of all participants.
• All educators will have access to the minutes and agenda book.
3.9 LUNCH BREAKS

- Educators working more than a five hour shift will take a ½ hour lunch break.
- Educators working six and a half hours or more will take between ½ and an hour lunch break.
- The above is in accordance with the latest award for Educators. (The CEO is currently in negotiation with the union. May 2009).
- Educators are encouraged to use the educator’s room and make the most of opportunities to mingle with all educators in the school.
- It is important that educators are punctual in taking breaks and in returning to the floor. Please notify the person who is next so that they know they may take their allocated break.
- Extra breaks may be allocated at the discretion of the Co-ordinator. Educators are also welcome to request an extra break. These will be accommodated as far as possible, given student educator ratios and what is happening on the floor.
- If a fire alarm sounds during a lunch break and the educator is on the school premises they must make their way to the assembling area.

Catholic Education Office
Reviewed Date: August 2012

3.10 POLICY STATEMENT ON GRIEVANCE PROCEDURES

The SH Early Learning Centre fosters positive and harmonious relationships. Solutions are sought to all disputes, issues or concerns that affect the operation of the service in a fair and prompt manner.

Educator’s Grievance Procedures

Principals and educators in Northern Territory Catholic schools are committed to the avoidance and resolution of industrial disputation by measures based on consultation, cooperation and negotiation.

In the event of any matter for dispute arising, the educator shall discuss the matter in the first instance with the Co-ordinator.

If the matter is not resolved at this level, the educator may refer the matter to the Principal (or nominee).

If the matter still remains unresolved, the educator may refer the matter to the relevant union, who will discuss the matter with the Principal (or nominee).
If the matter cannot be resolved in this forum, it shall be referred to the secretary of the relevant union (or nominee) and the Director of Catholic Education (or nominee), for discussion and appropriate action.

If the matter cannot be resolved at this level, it may be referred to the Australian Industrial Relations Commission.

"From the "Northern Territory Catholic Schools Manual. April 2001. Page 45. (In this Policy, the "Principal" refers to the Director of the centre and the "Director" refers to the Director of Catholic Education in the Northern Territory.)"
Sacred Heart ELC has added the step to the above regarding the Co-ordinator

Due Process Procedure
A Principal who has concerns with the conduct or performance of an employee may instigate Due Process after consultations with the Director of Catholic Education.

It is envisaged that Due Process could take two or more school terms to finalise.

First Warning
To instigate Due Process the Principal shall meet with the employee and provide notice in writing of

- The Principal's concerns about the employee's conduct or performance;
- The period of due process, stating the expected timeline of the total process, and the times and dates when review meetings will take place within the timeline;
- The forms of assistance and counselling as appropriate that will be provided by the Principal to help the employee address and overcome the Principal's/employer's concerns;
- The time, date and place of the initial meeting of Due Process.

At the initial meeting, the employee shall be given the opportunity to seek clarification of any points raised in the Principal's letter.

The employee shall have the right to be accompanied by a nominee of the employee at this meeting and at subsequent review meetings.

At the review meetings during the period of Due Process
- The employee shall demonstrate how the concerns of the Principal are being addressed;
- The Principal shall provide advice to the employee as to the progress of the employee in addressing the concerns.
In cases in which incompetence is alleged, a structured program of professional development activities will be prescribed by the Principal, after consultation with the employee concerned. Such activities may include:

- Clinical/collegial supervision;
- Mentoring;
- Programmed observations modelling desired appropriate pedagogical activity;
- Activities provided by external agencies designed to increase competence;
- Professional counselling.

At the end of the Due Process timeline the Principal shall advise the employee in writing as to whether

- The Principals' concerns have been satisfactorily addressed;
- Sufficient progress has been made to conclude the Due Process; or
- Whether the Principal intends to extend the period of Due Process

**Second Warning**

If the Principal's intended course of action is to extend the period of Due Process, the Principal shall advise the Director in writing of this decision, together with supporting reasons and documentation. The Director shall review the process and the documentation.

The Director of Catholic Education shall then write to the employee setting out in detail:

- The reasons considered by the Principal to warrant extending Due Process, including the employee's responses;
- The professional standards which need to be met and the time within which that must be achieved;
- A review date in respect of the employee's performance against those standards.
- The potential consequences of failing to achieve the standards within the timeframe, including termination of employment.
- The name of a nominated contact within the organisation (e.g. the employee's supervisor) with whom the employee can discuss any matters which are unclear or from whom any assistance may be gained.

The Director shall seek a written response from the employee to confirm the arrangements outlined, and to ensure that the employee has and an opportunity to raise all matters relevant to the matters under discussion.

The Director may choose to discuss this written documentation at a meeting with the affected employee.

At the end of the period stipulated by the Director, there shall be a review of the employee's work conducted by the Director. The review should occur whether or not the employee's performance and conduct has improved. If the employee's performance and conduct has improved to a satisfactory level, the employee should be told this, and the Due Process concluded.
Third Warning

However if, in the Director's opinion, there is no improvement in the employee's standard of work as required in the earlier correspondence, or the improvement is insufficient, the Director will stipulate a further period for the employee to review and improve his/her standard of work.

If at the third review (that is, the second conducted by the Director) there is in the Director's considered opinion insufficient improvement in performance and conduct, the Director may terminate the employment of the employee.

Decision to terminate employment

In reaching a decision, it is necessary for the Director to have regard to all information available. In particular, it is necessary to ensure that any decision to terminate employment
- Is not harsh, unjust or unreasonable;
- Is not based on a prohibited reason (for example, unlawful discrimination).

If the decision is to terminate employment, the employee should be advised by the Director of that decision as soon as practicable at a formal meeting. This advice should be in writing, and should:
- Confirm that the employee had an opportunity to be represented;
- Confirm that the employee had an opportunity to respond to the allegations;
- Note that the Director has considered all material, including the employee's response;
- Advise that the Principal recommends the employee's employment be terminated, and the reason or reasons for termination;
- Advise of the date of termination. Regard must be made to the minimum notice provisions provided either in an award, contract of employment, or agreement.

3.10.1 EDUCATOR’S COUNSELLING / DISCIPLINE POLICY
Depending upon the nature of the misdemeanor/ problem, and whom it involves, counseling and discipline will be undertaken by the Early Childhood Educator / teacher / Director.

Counseling / Discipline undertaken by the Educator / Coordinator:
- These issues are usually minor and can often be dealt with “on the spot” during the course of the day.
- All counseling / discipline must be undertaken in a private area away from children, parents, visitors and other educator.
- Counseling steps to be taken include:
  - Outlining to the educator the nature of the misdemeanor / problem and why it is deemed unacceptable / inappropriate.
  - Outline the acceptable / appropriate performance / behaviour that are expected.
o Ascertain if the educator requires any assistance in reaching an acceptable / appropriate standard of performance / behaviour, e.g. retraining, rescheduling of duties, etc. and determine how this assistance will be offered.

o Determine a time period for the acceptable / appropriate performance / behaviour to be reached / displayed.

o Outline the consequences that will occur if the acceptable / appropriate performance / behaviour is not reached / displayed within the time period.

Counselling / Discipline Undertaken by the Director.

- These issues are either of a more serious nature than those dealt with by the Early Childhood Educator / Teacher or have not been dealt with to the satisfaction of the educator concerned, or involve the Educator / Teacher.

- All counselling / discipline must be undertaken in a private area, away from children, parents, visitors and other educators.

- Counselling steps to be taken include:
  
  o Outlining to the educator the nature of the misdemeanour / problem and why it is deemed unacceptable / inappropriate.

  o Outline the acceptable / appropriate performance / behaviour that is expected.

  o Ascertain if the educator requires any assistance in reaching an acceptable / appropriate standard of performance / behaviour, e.g. retraining, rescheduling of duties, etc. and determine how this assistance will be offered.

  o Determine a time period for the acceptable / appropriate performance / behaviour to be reached / displayed.

  o Outline the consequences that will occur if the acceptable / appropriate performance / behaviour is not reached / displayed within the time period.

  o Both parties sign off on a record of the discussion and agreement.

- Termination of educator will only take place on the recommendation of the Director after consultation with the Director of Catholic Education and usually after Due Process.

Source: Northern Territory Catholic Schools Manual - April 2001

Catholic education Office

Reviewed: August 2012
(In this Policy, the “Principal” refers to the Director of the centre and the “Director” refers to the Director of Catholic Education in the Northern Territory.)

3.10.2 EMPLOYEE PHYSICAL INJURY / ILLNESS SUSTAINEDWHILST AT WORK

- An accident/injury/illness must be recorded on a "Record of Educator Accident/Injury" or a "Record of Educator Illness" form. These forms include the date, time, place, injury or condition, a brief description of events, adult witnesses and any anticipated or given treatment/outcome.
- Any injury sustained at work must be reported within 24 hours to the immediate supervisor and recorded in the School Accident / Incident Book in the Bursar's Office.
- Any physical injury of a significant nature that may have immediate / future implications for workers compensation must be seen and assessed by a medical practitioner of choice.
- Where the employee requires leave due to the injury / illness, the employee is to notify the Director.
- The centre recognises that stress can be hazardous to an employee's health. Employees are trained to recognise symptoms of stress in others and will note any critical incidents on a "Record of Educator Illness" form.
- Where an incident of employee stress is deemed to be severe by the Program Co-ordinator and/or the Director, the employee will be given a rest break for a period of time to be negotiated between the Program Co-ordinator and the employee.
- Should an employee's stress continue a long term plan will be put in place which may include changing the employee's shifts and/or encouraging the employee to seek counselling.
- Where the employee seeks workers compensation, the Director is responsible for coordinating the processing of claim forms, rehabilitation (if necessary).

Source: Work Health Act
Catholic Education Office
Reviewed Date: August 2012

3.11 STUDENT AND VOLUNTEER POLICY

Sacred Heart Early Learning Centre is committed to the promotion of life long learning both for educators and children in the Centre. Volunteers and students are welcome to be part of that journey.
Students from the Charles Darwin University, various High Schools and TAFE Colleges, will often be visiting the Centre. These visits can range from one hour to four weeks. Students wishing to do work experience at the Centre should apply to the Director. Students and volunteers interested in a career in Child Care are required to abide by the following when in our Centre:

- Read our Operational Plan, Policies and emergency procedure plans
- Get to know educators and children’s names
- Assist in setting up and cleaning away children’s materials and activities
- Interact and participate in children’s activities and games
- Abide by our Discipline procedure guidelines
- Direct parent inquiries to Team Members
- Report accidents and incidents to Team Members immediately
- Discuss with Co-ordinator/educators assignments, tasks, etc to complete
- Follow all hygiene and safety requirements/guidelines
- Initiate activities with children
- Paint, play, and sing at the top of your voice!
- Respect the confidentiality of children/parents in all discussions
- Do not give medication to any child
- Do not discuss a child or problems with parents or visitors
- Do not allow yourself to be left solely on the floor with children.

These guidelines are not only for the children’s protection, but also for students.

Source: Sacred Heart Primary School Policy and Procedure on Volunteers

3.12 WORKING ALONE

Sacred Heart Early Learning Centre promotes educator’s safety, by making sure that all educators using the Centre after hours should take steps to ensure that they are safe.

Procedures

- Whatever the time of day when educators are working alone, they will lock themselves in but ensure that they are able to easily leave the building should the need arise.
- Educator will let someone know when they are working alone and what time they expect to return. If necessary, arrange to ring them periodically or when they arrive home.
- Educator will not work alone after dark
- Educator will attempt to work in an area where they have ready access to a telephone.
- Should an educator feel that an intruder is present, they will ring the police.
• Educator will ensure school alarm system is deactivated / activated before and after school hours.

3.13 EDUCATOR’S ORIENTATION POLICY

Policy
Sacred Heart Early Learning Centre’s Orientation would take place possible the day before the new educator would commence. New educator would be given a range of information that they will need to provide a healthy and safe environment. All areas of health and safety will be discussed on this day. Opportunities will be made available during this day for new educator to be shown through the centre and meet all educators before the start.

Procedures
That will be covered will be the following:

Areas to be covered on Orientation Day:
- Educators Handbook
- Manual Handling
- Immunisation of the children and educators
- Employee injury and illness whilst at work
- Supervision of children
- Exclusion Policy
- Administration of Medicine
- First Aid Kit
- Incident and Accident recording
- Medical Emergencies
- Mandatory Reporting
- Hygiene and Infection Control
- Cleaning / Laundering
- Garden Maintenance
- Sun Smart Policy
- Evacuation - Cyclone and Fire
- Electrical Equipment
- Safety Checklist
- Equipment Check

A copy of all above policies and procedures is enclosed. The Policies and Procedures manual is displayed at the entrance of the centre educators and parents are encouraged to read and study this manual.
All the listed areas will be discussed further so that all new educators are aware of what is expected of them and what knowledge they need in health and safety to protect the children and themselves.

- An educator package will be issued to all new educators that will include an educator Handbook. Hours of operation, break times and what is expected of the educator appears in this handbook. All new educators will be asked to provide a photograph and a short history of themselves for display.
- On commencement of duty the Early Childhood Educator / teacher will formally familiarise new educator with the operation of the Centre. This includes a guided tour throughout the Centre with explanations of daily routines and record keeping procedures. These include the Parents’ Sign-On Book, Medication and Accident records, Educator’s Log Book.
- New educators are allowed additional time to discuss the program. The importance of the children’s needs of continuity when programming will be discussed in full.
- Meeting and greeting of parents. All new educators are introduced to the parents at the first available opportunity. This is generally accomplished when parents arrive in the Centre to leave or collect their children. The new educators are formally introduced to all the children, at morning teatime.

3.14 EDUCATOR’S LOG SHEETS

- Educator’s log sheets are situated near the work desk.
- All educators are to sign in and out: write hours worked and initial. The hours are then initialed by the Co-coordinator.

3.15 EDUCATOR’S WAGES POLICY

Policy
Sacred Heart Primary School ensures that all records are kept and properly maintained in accordance with Accounting Standards and in compliance with Audit Requirements. The educator’s log sheet and casual timesheets are checked by the bursar before each pay to determine pay, sick leave and annual leave entitlements.

Procedures

3.15.1 Payment Procedure
- Payment is made each fortnight on a Friday (off government pay weeks)
- Educators are paid by direct credit to a nominated bank account
- Casual educators may also be paid by direct credit to a nominated bank account.
3.15.2 Annual Leave

- Any pay queries are to be directed to the Finance Secretary.

- Annual leave applications must be submitted in advance for approval by the Director. Arrangements for leave should not be made until written confirmation is received from the Director.

- Annual leave may be paid in advance.

3.15.3 Personal Leave


The director may grant periods of special leave with pay to educators.

- Bereavement leave will be granted to educators on the death of a close relative or other significant person to allow the employee to attend the funeral and to see to associated family matters.

3.15.4 Sick Leave

- Educators are responsible for submitting a sick leave form and medical certificate if required.

- Educators are entitled to 10 days accumulative sick leave per annum.

- Educators may be required to produce a doctor's certificate after 2 or more days absence.

3.15.5 Workers Compensation

Educators applying for workers compensation must submit a leave form, where possible—stating period of absence. A Work Health Insurance claim form must be completed and a medical certificate submitted.

3.15.6 Jury Service

- Educators required for jury service during ordinary working hours shall notify the Director of the dates upon which he/she is required to attend jury service. This is to be noted on the log sheet. Educators shall be paid for normal hours but must reimburse the Centre upon receipt of the payment from the Department of Law.

3.15.7 Time in Lieu / Overtime

- Must be authorised by the Director prior to the event. Where educators have worked overtime due to unavoidable circumstances the Director must be advised as soon as possible.

- Any overtime worked should be recorded. Time in lieu will be given at the Director's discretion.

Special Leave with Pay
Principals may grant periods of special leave with pay to educators of up to five days' duration in any one instance.

Bereavement leave will be granted to educators on the death of a close relative or other significant person to allow the employee to attend the funeral and to see to associated family matters.

An employee is entitled to use up to five days' personal leave entitlement per annum as carer’s leave. The Principal may grant further unpaid carer's leave.

Other short periods of special leave with pay may be granted at the discretion of the Principal (for example, to attend one’s graduation ceremony, or the marriage of a close relative). Principals are asked to consult the Catholic Education Office for advice before granting leave for other purposes not listed in this section.

APPENDIX 1A

From the “Northern Territory Catholic School's Manual”. April 2001. Pages 42 - 44. (In this appendix, the "Principal" refers to the Director of the centre and the "Director" refers to the Director of Catholic Education in the Northern Territory.)
REFERENCE MATERIAL
HANDOUTS & FORMS
SECTION 4
HEALTH
AND
SAFETY
POLICIES
4.1  MEDICATION

When educators are to assist with a child’s medication, it must be given directly to the educators in charge for safe keeping.

Educators will assist with children’s medication if:

• it is prescribed by a doctor and has the original label detailing the child’s name, required dosage and storage requirements
  o the parent has given written permission and instructions.
  o educators must note the time and dosage given and show parent
• Educators must not prepare respirator or bronchodilator mixtures for use in air pumps. If a nebuliser is prescribed by a doctor, instead of a ‘puffer’, and it is necessary for the child to bring the pump to the service, the parent should supply an appropriately labelled container with the solution pre-mixed
• Where possible, before medication is given to a child, the educator will verify the correct dosage with another educator. After giving the medication the educator will document it
• Where medication is required for the treatment of long-term conditions or complaints, such as asthma, epilepsy or ADHD, the Centre will require a letter from the child’s medical practitioner or specialist detailing the medical condition of the child, the correct dosage and how the condition is to be managed
• All illness at the Centre should be recorded on the Accident/ Illness Record (see appendices)
• If children are receiving medication at home but not at the Centre, the Centre should be advised of the nature of the medication, its purpose and of any possible side effects it may have on the child
• Educators must not administer injections. In the case of children with chronic conditions which could be life-threatening, alternative fast-acting oral medications are available. The Enrolment form completed by parents (see forms at the end of this section), should disclose immediate measures to be taken in a life-threatening situation. A summary of these should be prepared and made available to all educators.

Educators are discouraged from dispensing analgesics (eg headache tablets) except where the person administering first aid considers that giving an analgesic will help alleviate a child’s pain. When this occurs:

• a person with a senior first-aid qualification is authorised to give it
• a record must be kept of the name of the child who is given the analgesic, and the reason for giving it
• a record must be kept of the type, number and frequency of analgesics given
• the child’s parents must be advised in writing of the analgesic given, the amount, and the time at which it was given.

4.1.1 Administration of medication procedures:
Only qualified educators as instructed are permitted to accept and administer medication to a child.

Parents are requested to make daily entries on a "Record of Administration of Medication" sheet, recording the name, type of medication, dosage and times to be administered. Parents must also sign each daily entry and the educator will also sign the sheet when administering the medication.

Two educators must crosscheck all medication before administering (at least one qualified). Two signatures are required on the medication sheet.

Medication can only be administered for the prescribed dosage. No out of date medication can be used. Nor can medication labeled for another person to be used. Parents must deliver medication to a qualified educator, so that it can be stored securely and at the recommended temperature. It must not be left in children's bags.

In the case of a high temperature (over 37.5°C) the centre will contact the parents by phone to seek permission to administer emergency medication (eg Panadol). A record of this will be completed by educators then signed by the parent upon collection of the child (See Appendices).

All medication provided by the parent on any day is returned to the parent when the child is collected. The parent is then asked to sign the "Record of Administration of Medication" in acknowledgement of the dose that was administered by educators.

4.2 POLICY STATEMENT ON MANDATORY REPORTING

An educator who has any initial concerns about a child's well-being or wishes to record an incident that is a concern is to complete a report detailing any observations and/or evidence onto a Mandatory Reporting Sheet (See Appendices). These reports will be kept in a file in a locked filing cabinet. It is important to note concerns in as much detail as possible. Reports must include date and time.

If there are physical signs of injury when a child enters the centre in the morning without the parents providing an explanation, educator will complete a Record of Accident/Incident" sheet and inform the parents at the time of collection.

If there are reasonable grounds for suspecting abuse it is the legal responsibility of individual educator to report their concerns immediately to Child and Family Protective
Services, Department of Health and Community Services. The Centre endorses the principles of the "Children at Risk Guidelines for Professionals".

If there is a case of concern or suspected abuse by another educator this must be reported immediately to the assistant Director and Director and the educator in question must be removed from the direct care role until the matter has been investigated.

To notify a case of suspected abuse either the Community Welfare Officer or local Police are contacted as soon as possible after suspicion of abuse. When notification is made the following information shall be given to the duty officer:
- Name, date of birth and address of the child.
- Reasons for the suspicion
- Any available information about the family, e.g. parents and siblings names
- Names of other agencies known to be involved with the family
- Whether the family has been advised that notification has been made
- An assessment of the immediate action required, e.g. medical examination and/or treatment.

**Mandatory reporting of child abuse**

Under the community welfare Act 1983 and the care and protection Act 2007, it is mandatory by law that any person who believes that a child is being or has been abused on neglected must report their concerns. Report should be made to the 24 hour Australian intake services by using to free call phone number - 1800 700 250

**Care and Protection of Children Act 2007 (No. 37 of 2007)**

- To achieve those objects, this Act provides for the following measures for safeguarding the wellbeing of children, in particular Mandatory Reporting requirements for children at risk of harm or exploitation and the powers of the Minister, the Centre Manager and educator to actions for the wellbeing of children and the powers of the court to make orders for the wellbeing of children. Measures for the prevention of harm and exploitation of children in particular; screening for child related employment, restriction of child employment and prevention of deaths the regulation of children's services and the establishment of the office of Children's Commissioner, the review teams and other administrative measures.
- If there are reasonable grounds for suspecting abuse it is the legal responsibility of individual educator to report their concerns immediately to Child and Family Protective Services, Department of Health and Community Services. The Centre endorses the principles of the "Children at Risk Guidelines for Professionals"

The purpose of imposing a legal obligation on people to report suspected child abuse and neglect to the department, is to protect children/young people from harm.
Child abuse can be prevented. Identification and reporting of child abuse are the beginnings of intervention and prevention of such abuse. By protecting the child/young person and helping the family, future abuse can be reduces, even eliminated.

Phone 1800 700 250 to make a report.

### DEFINITIONS & SIGNS OF CHILD ABUSE

Definitions of child abuse include (but are not limited to) the following:

<table>
<thead>
<tr>
<th>Types of Harm</th>
<th>Definition</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Physical Abuse</strong></td>
<td>When a person purposefully injures or threatens to injure a Child or young person. It may include slapping, punching, shaking, kicking, burning, shoving or grabbing. It may also include bruises, cuts, burns or breaks</td>
<td>When a paid caregiver or babysitter uses any form of physical punishment to discipline a child</td>
</tr>
<tr>
<td><strong>Sexual Abuse</strong></td>
<td>When a person uses power or authority over a child to involve the child in sexual activity. Physical force may be used. Contact and non contact forms of sexual abuse range from inappropriate touching or fondling through to sexual penetration, involving the child in (viewing) pornography, or indecent exposure/harassment</td>
<td>When a children's worker/volunteer engages children in any form of sexual activity whilst in their care e.g. viewing pornography or touching children's genitals</td>
</tr>
<tr>
<td><strong>Emotional/psychological Abuse</strong></td>
<td>Deliberately undermining A child's self esteem. It can take the form of name-calling, threatening, ridiculing, intimidating, or isolating the Child. This may also take the form of racial, cultural or religious discrimination</td>
<td>When a parent helper constantly picks on a child telling them they can't do anything right and are lazy, or refers to their appearance, or the child is not chosen for activities because the helper does not like people from a particular cultural or social group</td>
</tr>
<tr>
<td><strong>Bullying</strong></td>
<td>Inappropriate use of power by an individual or group, with the intent to injure either physically or emotionally. It is usually deliberate and repetitive, and may be physical or psychological</td>
<td>When a sports coach uses stand over or aggressive tactics on children, or uses a lot of verbal threats when the children are not performing</td>
</tr>
<tr>
<td>Neglect</td>
<td>The failure to provide a child with the basic necessities of life such as food, clothing, shelter, and supervision to the extent that the child's health and development are placed at risk</td>
<td>When a childcare centre fails to provide a safe environment for children to play in e.g. lack of supervision by caregivers which leads to preventable accidents or children getting sunburned or dehydrated</td>
</tr>
</tbody>
</table>

Possible signs of child abuse

Children show us in different ways if they are distressed, worried, confused or overwhelmed by feelings and experiences. They generally communicate how they are feeling through their behaviour, so parents need to understand the reason behind any changes in their child's behaviour or moods. Children may show distress through ‘acting out’ feelings and experiences, or may ‘switch off’, appear vague, be disconnected, unable to listen or concentrate.

Educator’s Training

The Management will ensure educators -

- Have knowledge of normal child development and behaviour, including sexual development.
- Have knowledge about what constitutes inappropriate sexual behaviour.
- Are trained to be aware of the signs and symptoms of child maltreatment.
- Know how to respond if a child disclosures abuse.
- Are competent in observing and recording children's behaviour.
- Clearly understand the centre policies and procedures regarding child protection.
- Are clear about the process of reporting child maltreatment to the Department for Community Development and their role in this.
- Educators to check that there is monitoring of the entry and exit of visitors, tradespeople, etc. Sign in and out book.

SOURCE:

www.childwise.net.au
http://www.austlii.edu.au

Reviewed: August 2012

Principal Acts:
Care and Protection of children act 2007 (No. 37 of 2007) - Sect 5
Other relevant Acts:
4.3 DENTAL HEALTH POLICY

Rationale:

Children need careful guidance about dental health to help them develop life skills and habits that support dental health.

POLICY STATEMENT:

At Sacred Heart Early Learning Centre we believe that it is important to establish and reinforce good dental health practices for each child. The centre will therefore provide a learning environment that raises dental health awareness, and supports the development of valuable life skills and habits for children and families.

Some ways in which we will endeavour to do this may include:

- Arrangements are made for dental health professionals to visit the centre to talk with educators, children and/or families about dental health.
- The centre incorporates information on dental health practices into the children’s program, including ‘tooth friendly’ snacks,
- The centre will encourage healthy eating habits, and drinking water to quench thirst.
- The rules of dental care will be included in the child’s program and educators will initiate discussion about these subjects with groups and individual children at appropriate times.
- Educators role model good dental health practices.
- Information on dental care principles and practices will be displayed
- The centre will provide information to families on dental health principles relating to different age groups of children, as recommended by recognised health and dental health authorities. Wherever possible this information will be provided in families home languages.
- The centre will be aware of dental first aid.
- Include dental information in enrolment packages if it is available

First Aid for a knocked out tooth

- If you can find the tooth, pick it up by the top (the crown). Don’t handle the root surface.
• If it is dirty, rinse the tooth in milk or have the person who has lost the tooth suck it clean.
• Don’t let the tooth dry out.
• If possible place the tooth back in the socket. If the tooth can’t be replaced, have the person hold it in the mouth against the cheek or store in a cup of milk or in contact lens solution. Don’t store the tooth in water.
• Get to a dentist, doctor or emergency department as soon as possible. The sooner the tooth is replaced the better the chance of saving the tooth.

Sourced:
Dental Health Services Website NT

Reviewed: August 2012
The nearest Community Dental Clinic is the

Farrar Medical Centre
Farrar NT 0830

4.4 POSITIVE GUIDANCE OF CHILD BEHAVIOUR POLICY

The Sacred Heart School behaviour management policy (copy on premises) is the basis for managing Early Learning Centre behaviour.
We aim to develop a success orientated, happy and harmonious learning environment with a school wide atmosphere of care, consideration, courtesy and co-operation. We recognise that both educators and children have the right to work and play without disruption or disturbance in a positive, safe, secure and accepting environment.

Rather than merely controlling the child using adult authority, we are seeking to promote an environment where we help children to control themselves. Obviously this will relate to the child’s age and development, but at every opportunity we seek to teach the child that they are responsible for their own behaviour and that there are consequences for inappropriate behaviour.

To support this we follow two specific strategies "Tribes" which helps create a common language and "Friendly Schools and Friendly Families" an anti-bullying programme.

Therefore the following guidelines apply:
• Positive guidance directed towards acceptable behaviour with praise freely given.
• Discipline will always be very constructive:
  o Suggesting alternate acceptable behaviour
  o keeping the child busy by re-directing the activities
  o talking with the child about feelings and the consequences of their behaviour
  o focusing on the behaviour and not on the child.
• Behaviour guidance and management strategies should be framed in positive language to
enhance the child’s self esteem, encouraging the children to believe that acceptance does not depend on their behaviour.

- The environment will be arranged so that any disciplinary issues can be minimised by:
  - Ensuring that an adequate number of toys/equipment and stimulating experiences are available, to avoid misuse and conflict
  - Ensuring the activity is supervised adequately, and it is developmentally and age appropriate
  - Ensuring that there is convenient storage available so that the children may easily assist with “packing up” and activity selection
  - Ensuring that there is a balance of quiet and active “user friendly” spaces for indoor and outdoor play.

All major incidents will be reported to parents when the child is collected.

There may be times when a child is sent home due to extreme, repeated behaviour that is causing harm to other children (eg biting). It may then be appropriate to meet with parents about any behaviour causing concern and work with them to achieve the best outcome for their child.

IMPLEMENTATION

Our basic approach to behaviour management is one of respect for the child. Positive encouragement, redirection and reasoning will be used to help develop appropriate behaviours. Correcting behaviour will always be appropriate to the developmental level of the child. Behaviour guidance and management strategies will be framed in positive language to enhance the child’s self esteem, encouraging the children to believe that acceptance does not depend on their behaviour.

The environment will be arranged so that behavioural problems can be minimised by:

- Ensuring that an adequate number of toys/equipment and stimulating experiences are available, to avoid misuses and conflict.
- Ensuring the activity is supervised adequately, and it is developmentally and age appropriate
- Ensuring that there is convenient storage available so that the children may easily assist with activity selection and packing up.
- Ensuring that there is a balance of quiet and active spaces for indoor and outdoor play.

Major incidents of inappropriate behaviour will be dealt with in consultation with the parents.

Major incidents may include:

- Inappropriate language behaviour or actions (includes biting)
- Bullying, harassment/teasing
- Damage to property
- Disrespecting educators
- Creating unsafe environment for self or others.
1. Remind
   - A reminder of the rules. There is an opportunity here for the child to make a better choice.

2. Warn
   - Warning of consequence.

3. Act
   - “Time beside you” is given for a short period of time to be specified by the educator present. Children do not leave the room for “time beside you”, but may sit away from the group. It may be appropriate for the child to decide when he/she is ready to return to the group.
   - If the behaviour continue and impacts on the other children in the centre a parent will be called to collect their child and take them home for the remainder of the day.

All major incidents will be reported to parents when the child is collected.

Where there are ongoing concerns about a child’s behaviour, the Director/Program Coordinator will set up a meeting with the parents to draw up a “Collaborative Individual Learning Plan”. In some instances a “Monitoring Sheet” may be completed daily to chart the child’s progress.

External agencies such as inclusion support offices and speech pathologists may be contacted to assist with the development of individual children’s behaviour plans.

Program guidelines for educator’s behaviour:

- Early Childhood educators will present as good models of behaviour for the children and shall be encouraged to adopt the AECA code of ethics.
- Early Childhood educators shall give consistent, clear and coordinated messages to the children about their behavioural expectations; so different educator approached does not confuse those children.
- Early Childhood educators should become familiar with stages of child growth and development so that they may hold reasonable behavioural expectations. Some child behaviour may be displeasing for adults, but should be considered acceptable and age appropriate.
- Early Childhood Educators should trust and respect the children in their care as unique and special, and recognise that each child’s behaviour is an expression of feelings or an attempt to meet immediate or underlying needs.
- Early Childhood Educator will need to be aware of the different discipline styles and behavioural expectations that parents may have, as child-rearing practices vary greatly from family to family.
Early Childhood Educator should take into consideration each child’s whole life situation when dealing with their behaviour, consulting regularly with parents to develop collaborative strategies to meet children’s needs both in the Centre and in the home. It is important to share any information that may identify possible stresses that might affect a child’s behaviour.

**Usage of inappropriate discipline techniques:**

Educators will be made aware of the reasons for dismissal according to the standard industrial practices.

Forms of abuse consistent with those stated below will lead to educator disciplinary action as per the procedures outlined in the educators Handbook -

- Physical abuse:
  - Including inappropriate use of “time out”
  - Placing a child in a confined space, or in a location in which eye contact with the worker cannot be maintained
  - Shaking, smacking, biting, pinching, or sitting on a child to restrain them
  - Injurious lifting (e.g. by one arm)

- Verbal abuse:
  - Shouting abusive words or tone, labelling inappropriately

- Emotional abuse:
  - Including withdrawal of hugs, ignoring a child’s requests.
  - Children will not be exposed to physical punishment, or other punishment that humiliates, frightens or threatens the child.

**Reviewed: August 2012**

**Sourced:**

*Catholic Education office, Early Childhood Policy and Regulations*  
Positive Ways to Guide Children’s Behaviour[http://raisingchildren.net.au](http://raisingchildren.net.au)
'Time With' is put in place for a short period of time to be specified by the educator present. Children may be required to sit in a space away from the group with an educator who assists them to find alternative and more acceptable actions. It may be appropriate for the child to decide when he/she is ready to return to the group.

If the safety of other children/educator is put at risk or if behaviours cannot be managed on the floor without disrupting and/or upsetting other children, a child may be referred for extra assistance. This step is a last resort and parents will be contacted to discuss the behaviours and to explore a positive way forward. (Refer to policy)

Source: Sacred Heart Behaviour Management Policy (TRIBES) August 2012
Article by Founder/Author Jeanne Gibbs about TRIBES LEARNING COMMUNITIES
Next review: August 2013

4.4.1 CONFIDENTIALITY POLICY

CONSIDERATIONS:

Philosophy
Everyone associated with SHELC Early Learning Centre, (educators, parents, and children) has the right to the protection of personal information.

Legislation
Laws relating to protection of privacy and confidentiality; duty of confidentiality arising from contract with parent; to whom and when information must be disclosed; Northern Territory Care and Protection of Children (Children's Services) Regulations 2009

Children's needs
Confidentiality (re: sensitive health issues, learning difficulties, behavior difficulties) will be maintained at all times.

Parent's needs
Security that private information given to SHELC (re income levels, custodial arrangements etc.) are kept confidential. Ability to speak to educators regarding confidential matters that impact on their child’s care.

Educator's needs
Personal records, details, appraisals are treated as confidential. Clear guidelines are in place regarding what they should/shouldn’t disclose about children and families. Educators will have the freedom to raise personal issues that impact on the workplace.

Management needs
Authority to make decisions about confidential issues and to obtain relevant personal details from clients.
POLICY STATEMENT:

Sacred Heart Early Learning centre is protects the privacy and confidentiality of individuals by ensuring that all records and information about individual children, families, educators and management are kept in a secure place. Also by ensuring that this information is only accessed by or disclosed to those people who need the information to fulfill their responsibilities at Sacred Heart Early Learning Centre or have a legal right to know.

HOW POLICY WILL BE IMPLEMENTED (Specific Policies & Procedures):

* Every employee is provided with clear written guidelines detailing:
  - what information is to be kept confidential and why;
  - what confidential information they may have access to in order to fulfil their responsibilities and how this information may be accessed; and
  - who has a legal right to know what information and where and how the confidential information should be stored.

* Every enrolling parent/guardian is provided with clear information about:
  - what personal information is kept, and why;
  - any legal authority to collect personal information; and
  - third parties to whom SHEL discloses such information as a usual practice.

* Confidential conversations that educators have with parents, or the Principal /Assistant Director has with educators, will be conducted in a quiet area away from other children, parents and educators. Such conversations are to be recorded and stored in a confidential folder.

* Personnel forms and information will be stored securely.

* Information about educators will only be accessed by the Principal or Principal's representative, owner and individual educator concerned.

* All matters discussed at educator's meetings will be treated as confidential.

* No educator may give information or evidence on matters relating to children and/or their families to anyone other than the custodial parent/guardian when that information has been obtained in the course of employment at SHEL unless prior written approval by the custodial parent/guardian is obtained. Exceptions may apply regarding information about children when subpoenaed to appear before a court of law. Not with standing these requirements confidential information may be exchanged in the normal course of work with other educators at SHEL and may be given to the Principal / Coordinator or owner, when this
is reasonably needed for the proper operation of SHELC and the wellbeing of users and educators.

* Educators will protect the privacy and confidentiality of other educators by not relating personal information about another educator to anyone either within or outside SHELC.

* Students/people on work experience/volunteers will not make educators/children or families at SH ELC an object for discussion outside of SHELC (e.g. college, school, home etc.), nor will they at any time use family names in recorded or tutorial information.

- Students/people on work experience/volunteers will only use information gained from SHELC upon receiving written approval from SHELC to use and/or divulge such information.
- Children's photographs, birthday announcements and work may be displayed in the centre but not in any way that could prove harmful to the child.
- Information collected by students or educators regarding children at SHELC for use of studies at university or other Tertiary institutions must be approved by the parent/guardian in writing prior to use of such materials.

**SOURCES:**

Northern Territory Care and Protection of Children (Children's Services) Regulations 2009


*Reviewed: August 2012*

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**4.5 POLICY ON HEALTH AND SAFETY**

**Policy**

Sacred Heart Early Learning Centre is committed to preventing injury and illness amongst employees, children and the wider community. To achieve these the Centre will:
Procedures

- Implement systems and procedures to ensure compliance with statutory requirements (Work Health Act) and Centre standards.
- Develop and implement the appropriate training and education programmes.
- Hold the Early Childhood Educator / teacher on shift accountable for safety and health matters.
- Provide safe and healthy working conditions.
- Discontinue operations, which pose unacceptable risks to employees, children and the wider community.
- Require all employees to exercise personal responsibility for their own safety and to cooperate in preventing harm to others.
- Minimise risks by continually monitoring the environment and the way in which educators interact with it.
- Controlling known risks by informing all educators, isolating the hazard and bringing the hazard to the attention of the school's Health and Safety Officer (Helen McCormack).
- Manage chemical hazards by storing chemicals in a storeroom that can be locked, placing signs on the door warning about the chemicals present, ensuring chemicals are out of reach of children and only allowing children to enter the storeroom with an adult.
- Work towards preventing infection by encouraging educators and children to wash their hands upon entering and leaving the centre, before and after eating, after using the toilet and after any messy play.
- Address environmental hazards such as sun exposure and mosquito problems by ensuring educators participate in the Sun Smart Policy and are encouraged to wear a hat and sun cream when outside and to use mosquito repellent when necessary. Both Sun Cream and Mosquito repellent are freely available to all educators.
- Encourage educators to familiarise themselves with the centre's policy for emergencies and to understand the steps that need to be undertaken in the event of an emergency.

Source: Work Health Act
Catholic Education Office
Reviewed: August 2012

4.5.1 Manual Handling

- Educators are encouraged to use their common sense and not take unnecessary risks when handling large/heavy objects. When lifting a child or object weighing more than 15 kilos, educators are required to seek assistance.
- Manual handling and correct lifting/back care training procedures will be available throughout the year.
• Educators must never twist whilst lifting.
• When educators lift a child or object they should not stretch over and lift, but lean close and rise as close as possible to their body.
• Educators should transfer heavy items to smaller containers where possible to reduce weight.
• Child care educators should:
  o Kneel or sit where possible rather than bend down
  o Avoid lifting children

4.5.1 Immunisation

• Parents will be encouraged to immunise their child against all diseases appropriate to the child’s age. In accordance with the National Health and Medical Research Council exclusion guidelines, children who are not immunised may be excluded from care during outbreaks of some infectious diseases, even if the child is well
• All educators will be encouraged to have all childhood immunisations. All adults should receive a booster dose of tetanus and diphtheria vaccine every 10 years
• Families seeking Childcare Assistance for the first time for a child who is less than 7 years old will need to meet immunisation requirements.

Source: National Health and Medical Research Council
N.T Department of Health and Community Services Regulations
Source: Work Health Act
Catholic Education Office
Reviewed Date: August 2012

The Sacred Heart Early Learning Centre aims to provide a healthy environment in which children will grow and be safe. Preventative measures, through an infection control process, will be followed by all educators at all times.

IMPLEMENTATION

4.5.3 Hygiene

• Hand washing is the most effective way of controlling infection in the service. Educators and children should wash their hands:

  Children will wash and dry their hands:
  • When they arrive at the Centre
- Before eating
- After going to the toilet
- After playing outside
- After touching nose secretions
- Before going home.

A single paper towel is used for drying and then disposed of in the rubbish bin.

**Educators** will wash and dry their hands:
- When they arrive at the Centre
- Before handling food
- Before eating
- After going to the toilet
- After cleaning up faeces or vomit
- After wiping a nose, either a child's or their own
- Before going home.

- All educators must wear gloves (disposable rubber or vinyl) when:
  - in contact with blood or other body substances or open sores
  - cleaning up faeces, vomit or blood
  - when handling clothes, cloths or equipment which has been soiled by body fluids
  - when cleaning a contaminated area.

- Educators must wear gloves when cleaning if they have a break in the skin of their hands, or if they have dermatitis or eczema
- Educators must wash their hands with soap and water after gloves are removed.

- Surfaces will be cleaned after each activity and all surfaces cleaned thoroughly, daily. Areas contaminated with body fluids will be disinfected.

- The Service will ensure that toilets and hand-washing facilities are easily accessible to children. Children will be encouraged to flush toilets after use and wash and dry their hands and other equipment will be cleaned regularly. Criteria for selecting new toys, equipment, games, furnishings, etc will include ease of cleaning.

- Educators will encourage children to put leftover food and soiled food in the bin

- Food will be prepared, kept and served hygienically

- Bins for the temporary storage of refuse and garbage will be kept with lids on and will be emptied daily

- Hygiene practices and procedures consistent with up-to-date advice from relevant State Health Authorities will be observed at all times
• Children will be encouraged to follow good hygiene and dental care practices. Educators may discuss these subjects with groups and individual children if needed.

• Any animal scratches or bites will be cleaned immediately with soap and antiseptic. A shower is available for use when required or as part of water play. A separate washcloth and towel will be used for each child.

A child’s personal dignity will be observed during this process. Brushes and combs will be disinfected between each use.

All food preparation will be done with as little handling as possible. All crockery and cutlery used at meal times and during food preparation is washed as soon as possible after use. All utensils are kept in closed cupboards and drawers when not in use. Gloves are used when preparing food. Different chopping boards are used for meat, vegetables, fruit and breads.

Sources: Staying Healthy in Child Care Fourth Edition

N.T Department Health and Community Services regulations N.T

4.5.4 Health Safety & Welfare

• Educators are expected to act in ways that do not endanger the health and safety of children, parents or other Educators, and to encourage healthy and safe behaviour in children by setting a good example.

• Information on hygiene and dental-care principles and practices will be available at the service and drawn to the attention of parents.

• When there is a notifiable infectious disease in the service, information will be made available to parents in a manner that is not prejudicial to the rights of educators or children and which does not infringe State or Commonwealth legislation.

• Parents will be informed by notices about common infectious diseases in the service. Parents of children with immunity impairment will be advised about outbreaks of contagious diseases so that they may decide if it is in the best interest of the child not to attend the service for a period.

• Educators, parents and children will have access to current information provided by relevant government authorities.

Source: National Health and Medical Research Council

N.T Department of Health and Community Services Regulations
4.5.5 Exclusion

Exclusion

Children and educators with infectious diseases will be excluded from the Centre in accordance with the National Health, Medical Research Council guidelines, Early Childhood Policy and Regulations and the Holy Family School Handbook.

- A medical certificate is required after getting any of the infectious diseases included in the Guidelines, before the adult or child can be re-admitted to the centre.
- If a child is unwell at home parents/guardians are asked not to bring the child to the centre.
- If an educator is unwell they should not report to work. Educators should contact the Director at the earliest possible time to advise of their inability to report to work.
- In the case of serious ill health or hospitalisation, the child or educator will require a medical certificate verifying that their recovery is sufficient to enable their return to the centre, from their medical practitioner or specialist.
- Parents are made aware of exclusion guidelines and immunisation guidelines on enrolment then on a six monthly basis.
- Parents are informed if there is an outbreak at the centre in a way that does not identify a child with the infected disease. Strict confidentiality is maintained at all times.
- All educators are required to follow staying healthy in childcare guidelines this is also available for all parents to access on request.
- All parents are provided with a copy of the exclusion policy on enrolment at the centre.

GUIDELINES FOR EXCLUSION

<table>
<thead>
<tr>
<th>Condition</th>
<th>Exclusion of cases</th>
<th>Exclusion of contacts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chickenpox</td>
<td>Exclude for at least 5 days after the spots first appear and until all blisters have formed into scabs</td>
<td>Any child with an immune deficiency should be excluded for their own protection, Otherwise not excluded (Pregnant women should seek medical advice).</td>
</tr>
<tr>
<td>Cold sores (herpes simplex)</td>
<td>Not excluded, Educator with cold sores should not look after babies younger than two months.</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Common cold</td>
<td>Not excluded</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Conjunctivitis</td>
<td>Exclude until discharge from eyes has ceased.</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Condition</td>
<td>Exclusion Requirements</td>
<td>Note</td>
</tr>
<tr>
<td>-----------------------------------------------</td>
<td>----------------------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------</td>
</tr>
<tr>
<td>Cytomegalovirus (CMV)</td>
<td>Not excluded</td>
<td>Not excluded. (Pregnant women should seek medical advice).</td>
</tr>
<tr>
<td>Diarrhoea (rotavirus campylobacter, cryptosporidium, shigella, salmonella etc; see also Giardia).</td>
<td>Exclude until diarrhoea has ceased (campylobacter and shigella may require antibiotic treatment advice may be obtained from the local public health unit)</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Diphtheria</td>
<td>Exclude until two negative throat swabs, the last at least 72 hours after stopping antibiotics</td>
<td>Exclude family/household contacts until cleared by public health authority.</td>
</tr>
<tr>
<td>Erythema infectiosum (fifth disease)</td>
<td>Not excluded</td>
<td>Not excluded. (Pregnant women should seek medical advice).</td>
</tr>
<tr>
<td>Giardia</td>
<td>Excluded until treatment given and diarrhoea has ceased</td>
<td>Not excluded (Stool testing suggested if contact has diarrhoea).</td>
</tr>
<tr>
<td>Glandular fever</td>
<td>Not excluded</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Haemophilus influenza type b (HIB)</td>
<td>Exclude until well</td>
<td>Not excluded (contact local Public Health Unit regarding need for preventative antibiotics for family and child-care contacts).</td>
</tr>
<tr>
<td>Hand, foot and mouth disease</td>
<td>Excluded until blisters have dried up.</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Hepatitis A</td>
<td>Exclude for 7 days after onset of jaundice</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Hepatitis B</td>
<td>Not excluded</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Hepatitis C</td>
<td>Not excluded</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Human Immunodeficiency virus (HIV)</td>
<td>Not excluded unless another infection occurs requiring exclusion</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Impetigo (school sores)</td>
<td>Exclude unless sores are covered with a waterproof dressing and antibiotic has been started</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Influenza</td>
<td>During influenza outbreaks, exclude for 5 days after start of symptoms</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Leprosy</td>
<td>Exclude until allowed to return by public health authority</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Disease</td>
<td>Exclude Duration</td>
<td>Notes</td>
</tr>
<tr>
<td>--------------------------</td>
<td>----------------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Measles</td>
<td>Exclude for 4 days after the rash first appears</td>
<td>Immunised contacts not excluded. Unimmunised contacts are to be immunised within 72 hours of contact with a case, or they will be excluded for the duration of the outbreak as determined by the public health unit.</td>
</tr>
<tr>
<td>Meningitis, bacterial</td>
<td>Exclude until well</td>
<td>Not excluded (contact local public health unit regarding need for preventative antibiotics for family and child-care contacts)</td>
</tr>
<tr>
<td>Meningococcal</td>
<td>Exclude until well</td>
<td>Not excluded (contact local public infection health unit regarding need preventative antibiotics for family and child-care contacts)</td>
</tr>
<tr>
<td>Mumps</td>
<td>Exclude for 9 days after symptoms first appear</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Poliomyelitis</td>
<td>Exclude for at least 14 days after symptoms first appear</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Ringworm (tinea), scabies, pediculosis (head lice), trachoma</td>
<td>Exclude until the day after treatment is started</td>
<td>Not excluded (It may be advisable for all household contacts to be treated at the same time as the case).</td>
</tr>
<tr>
<td>Roseola</td>
<td>Not excluded</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Rubella (German measles)</td>
<td>Exclude for 4 days after the rash appears</td>
<td>Not excluded (Pregnant women should seek medical advice)</td>
</tr>
<tr>
<td>Streptococcal infection and scarlet fever</td>
<td>Exclude until 24 hours of antibiotics have been given</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Tuberculosis</td>
<td>Exclude until allowed to return by public health authority</td>
<td>Not excluded (Household and child care contacts may need screening)</td>
</tr>
<tr>
<td>Typhoid and paratyphoid fever</td>
<td>Exclude until allowed to return by public health authority</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Whooping cough (pertussis)</td>
<td>Exclude for 5 days of a 14 day course of erythromycin</td>
<td>Exclude unimmunised household contacts for first 5 days of a 14 day course of erythromycin. Unimmunised children in the centre will be excluded for the duration of the outbreak as determined by the public health unit.</td>
</tr>
</tbody>
</table>
Children with infectious diseases will not be accepted at the Child Care Centre in accordance with NT Early Childhood Policy and regulations and the Holy Family School Handbook.

The Centre reserves the right to refuse to accept a child for care when the child is clearly unwell on arrival.

Time frames for the exclusion of children with infectious conditions are as per the NT Disease Control Time Out Poster and or the Staying Healthy in Childcare book.

The Centre reserves the right to insist that the parent / guardian provides a medical certificate of assurance that the child is well enough to return to the Centre.

When a child is clearly unwell or distressed as a result of a possible illness, parents will be notified and requested to collect the child. If an infectious disease is suspected the child will be isolated and supervised until the parent collects the child.

It is the policy of the Centre that any information about a child or member of educator with a known HIV positive reading will remain confidential to the Director.

Reviewed: August 2012

- Policy Development in Early Childhood Services by Sue Farmer, Community Child Care Co-operative Ltd 1995.
- Health Handbook for Child Care Schemes by Children’s Day Care Health Team and Community Nursing Services, Health Department of WA.
- Children and the Sun; Everybody’s Concern by OMEP Australia 1994.

4.5.6 Management of Unwell Children

- If a child becomes unwell while at the service, the parents will be notified and asked to collect the child. The child will be made comfortable and separated from the other children until the parent arrives or until the child recovers. When a parent cannot be contacted, educator will phone emergency contacts
- If a child requires immediate medical aid, the Centre educators will secure that aid and notify the parent
• If medication is required in an emergency, and there is no prior consent of the parent, the Centre educators will obtain consent from a registered medical practitioner, if possible the family's preferred medical practitioner.

4.5.7 NOTIFICATION POLICY INFECTIOUS DISEASE

Policy Statement

Sacred Heart Early Learning Centre will take appropriate action by notifying families and the public health unit when the child is acutely ill from an infection disease or when other children, children's centre educators or a person normally working or visiting the centre is confirmed as having an infectious disease.

Procedures Infectious Disease

When the child is acutely ill from an infectious disease when other children, children's centre educators or a person normally working or visiting the centre is confirmed as having an infectious disease as listed by the schedule, the NHMRC guidelines or modifiable Disease
The Centre will,
• Under the public health Act and regulation exclude from care or work.
• Report to local health unit (disease Control) if two or more person have infectious disease
• Seek advice from the public Health unit if any person has infectious disease
• Notify the family and educators as soon as practically possible, request they or a responsible person nominated by the parent or guardian and request them to take the child to doctor.
• Isolate the child from other children providing the sick child and all other children can be adequately supervised.
• Ensure all the bedding, toys, equipment and utensils used by the children/educators
• Ensure confidentiality of any personal or health related information obtained by children's centre educators relation to any children, children's parents and families

Enquiries

Centre for Disease Control
Department of Health and Community Services
PO Box 40596, Casuarina NT 0811Darwin
Ground Floor, Building 4
Royal Darwin Hospital, Rocklands Drive Tiwi NT 0810
Rockland Drive Tiwi
Ph: (08) 8922 8044

4.5.8 HEAD LICE POLICY
To support family and community headlice management

This policy outlines the roles and responsibilities of Sacred Heart Early Learning Centre in efforts to control headlice. This policy draws on information obtained from the Department of Health publication Healthy Heads - without Headlice and the Department of Education and Children's Services publication Headlice - the role of preschools and schools in community headlice control.

All members of Sacred Heart ELC will work in a cooperative and collaborative manner to assist families to manage headlice effectively.

Evidence shows that we cannot eradicate headlice but we can reduce the number of cases if all members work together in a coordinated manner. In this Early Learning Centre there is a commitment to do this in the following ways:

- All families (i.e. the families of students, educators and others working in the Early Learning Centre) will check at home the hair of all household members, on a weekly basis, for live lice. They will aim to use a headlice comb, for greater accuracy, and they will use an effective treatment if necessary


- Where an active case is detected, the school encourages immediate treatment and return to school the day after appropriate treatment was commenced

- The Director or their nominee will contact the family to ask that a student be checked and receive treatment if necessary
- Parents/caregivers will notify SHELC if their child is found to have live lice and advise when appropriate treatment was commenced

- The Centre will notify parents/caregivers of children in the Centre when more than one case of headlice is detected in the Centre in a week, to alert these families of the need to check more frequently

- Families will notify the parents/caregivers of their child's friends where appropriate, so they have an early opportunity to detect and treat their children if necessary

- A sympathetic attitude will be maintained by the entire Early Learning Centre to avoid stigmatising/blaming families who are experiencing difficulty with control measures

To support parents/caregivers and the broader community to achieve a consistent, collaborative approach to headlice management the Early Learning Centre will undertake to:

- Distribute up to date and accurate information on the detection, treatment and control of headlice to students, educators and their families at the beginning of the year or more frequently if required

- Include information about headlice management in orientation and transition programs for new families/educators attending the school within the context of the state-wide school, preschool and childcare health support planning guidelines

- Include information and updates in school newsletters

(This letter is for the parents of a child found to have head lice).

Dear Parent/Guardians,

At the centre today, your child was found to have head lice.

Head lice are tiny insects that live in human hair. They are not caused by poor hygiene and they do not carry diseases. Head lice transfer from child to child when their hair is in close contact, e.g. while playing together. For this reason, head lice infestation is relatively common in children.

The attached Department of Health "How to check hair effectively for head lice" information sheet explains how to check for and treat head lice. The Department recommends the 10 Day Hair Conditioner Treatment as an inexpensive and effective method. It is also important to use hair conditioner to check all other members of your
household for head lice as well. If head lice are found, use the 10 Day Hair Conditioner Treatment on them, too.

According to Centre Policy your child will be excluded from the centre until all head lice have been removed. A few remaining eggs are not a valid reason for exclusion.

If you have difficulty with screening for or treating the head lice, further advice is available by telephoning the Department of Health.

Finally, please complete the section below and give it to the Group Leader of Director when your child returns to the centre, to confirm that you have begun the recommended head lice treatment. The Supervising Officer has the right to exclude your child until treatment has commenced.

Thank you

CONFIRMATION OF COMMENCEMENT OF HEAD LICE TREATMENT

Child's name: ________________________________________________________

Date treatment commenced ___/ ___/ ___

Treatment used: Hair Conditioner Insecticide

Other (please describe): □ □

- I understand that head lice treatment must continue over a 10 day period.
- I have read the enclosed Department of Health 'How to check hair effectively for Head Lice' information sheet.

Parent's Signature: ________________________________

Date: ___/ ___/ ___

HOW TO CHECK HAIR EFFECTIVELY FOR HEAD LICE

You will need:

- A metal 'nit' comb. Look for one with long, smooth, cylindrical teeth, about 1mm apart. Your local pharmacist should be able to obtain these for you.
- A bottle of inexpensive hair conditioner. Choose one that is not 'runny'.
- Some white tissues or paper towels.
- A magnifying glass (optional).
What to do:

- Apply plenty of hair conditioner to the dry hair until saturated. Comb through with an ordinary comb or brush to remove tangles.
- Section and comb the hair thoroughly with a metal fine-tooth 'nit' comb in 4 directions – forwards, backwards, left, and right. Continue to section and comb the whole head like this.
- Wipe the comb on a white paper towel or tissue as you work, and when completely finished, examine your findings to check for any adult lice or hatchlings. Hatchlings are young lice that emerge from eggs. You may need to use a magnifying glass and a strong light to see lice or eggs.
- Using white hair conditioner may make it easier to see the head lice.
- When combing is completed, rinse the hair conditioner out and dry the hair.

Why use hair conditioner?
Head lice can move at up to 30 cm per minute – they rapidly run and hide from searching hands and can often be missed. Applying a large amount of hair conditioner to the dry hair 'stuns' the head lice and slows them down. They become trapped and can then be easily combed out with the 'nit' comb.

IF YOU FIND HEAD LICE:
If you find head lice in your child’s hair, treat by continuing the hair conditioner method daily, for the next 10 days. Read the Department of Health’s Head Lice Fact Sheet for further details (available free from the centre, or view at www.health.nt.gov.au/headlice).
You must also check all other household members for head lice, using the same hair conditioner method. As well, inform the centre and any other close contacts that your child has head lice.
NOTE: Other objects in the hair can be mistaken for head lice or eggs. These include sand, cat fleas, ants and aphids or other insects, dandruff, and flakes of hair spray. If you are unsure of the identity of your findings, use clear sticky tape to fix them to a piece of white paper. You can then ask the Community Nurse or the Environmental Health Officer at your local Council to check if they are head lice.

SOURCES:
Staying Healthy in Child Care by National Health and Medical Research Council

Harvard University School of Public Health, www.hsph.harvard.edu/headlice.html
www.jcu.edu.au/school/phtm/PHTM/hlice/hlinfo1.htm

Developed new policy Jan 10 after consultation with parents
4.6 HIV/ AIDS AND HEPATITIS B AND C

- Educators and management practices will adhere to the law under the Federal Disability Discrimination Act 1992 and the Equal Opportunity Act 1984 (SA), that no discrimination will take place based on the HIV status of a child/ parent/ guardian/ educator. As HIV is not transmitted through casual contact, a child with AIDS will be treated as any other child would be.
- Educators and management shall understand that discrimination based on HIV/ AIDS and hepatitis B or C in regard to access to a Centre is also unlawful. A child with HIV/ AIDS/ hepatitis B or C has a right of access to the Centre. An educator with any of these has the right of equal opportunity employment.
- If an educator is notified that a child or the child’s parent or another educator is infected with HIV/ AIDS or hepatitis B or C, the information will remain confidential. This information will be shared with other educators only with the consent of the person with the virus or the parent. Deliberate breaches of confidentiality will be a disciplinary offence preceding normal consultative action.
- The Centre recognises that HIV/ AIDS and hepatitis B and C, like any other disease, is best dealt with by the application of preventative measures. Educators will be encouraged to follow hygiene procedures outlined in the hygiene policy at all times.

4.7 POLICY STATEMENT ON NUTRITION

Policy Statement
The Centre provides children with balanced meals that meet the recommended daily nutritional needs of children within each age grouping. Mealtimes are treated as social occasions. Educators will sit with the children and interact with them to encourage good eating habits, a positive learning experience and appreciation of a variety of food. Parents/Guardians will be consulted and asked to share family and multicultural values and experiences to enrich the variety and enjoyment of food planned. Children will be allowed to eat in different cultural ways. Children will be assisted where required when eating at mealtime but are encouraged to be independent and to help themselves when appropriate. On enrolment parents/guardians provide information regarding children's health and allergies to food. Recipes are available to parents/guardians and are encouraged to share their own recipes.

Procedures
- The person employed to prepare meals will be trained in food handling, hygiene and nutrition. The 'Start right, Eat Right' course, or the 'Food Safe' food handlers training program meet these requirements. (Child Care Regulations 31 (1a). See References for details of training courses).
- Food is prepared and stored hygienically.
Food is prepared in the Canteen, packed and stored properly and deliver it to the ELC.

The centre will provide children with balanced meals that meet the recommended daily nutritional needs of children.

The menu will be varied and changed regularly. Most food will be fresh with no preservatives and additives.

Menus will be planned with input from parents, the cook, Assistant Director and 2IC and educators.

The menu will be displayed in the centre.

Meals will be appetising and provide variety in colour, texture and taste.

Water will always be readily available.

Meal times will be set to a regular schedule but individual needs will be accommodated and children who are hungry between meals will be offered small nutritionally appropriate snacks.

Children will be encouraged to try new food but will never be forced to eat. Their food likes and dislikes and the family's religious and cultural beliefs will always be respected.

All children will be encouraged to serve themselves.

Where children are on special diets the parents/guardians will be asked to provide a list of suitable foods and their child's food preferences.

Parents/guardians of all children will be encouraged to look at the Daily Information Sheet in regards of how much their child's food intake was.

Educators are encouraged to record on a daily information sheet if each child has eaten at each meal time.

Children are encouraged to keep water intake up throughout the day.

The provision or denial of food will never be used as a form of punishment.

The importance of good healthy food will be discussed with children during meal times or in conjunction with cooking program.

Children will have the opportunity to experience cooking in a safe, hygienic and fun way.

All educators are updated with children's different allergies.

Each area displays an updated allergy chart with the child's first name and initial of last name.

**Foods not recommended for babies and young children**

- honey (should not be given to children under two years of age as it may contain a bacteria that can make them sick)
- tea (can lead to iron deficiency anemia)
- soft drinks, cordial and other sweet drinks (these drinks have no nutritional value and can cause tooth decay)
- low fat milk and soymilk should not be given to children under two years of age
- Parents will be advised when their child is not eating well
- skim milk and cereal based beverages such as those made from rice and oats should generally not be given to children under five years of age (these types of milks do not contain adequate amounts of the nutrients required to meet the needs of growing children)
- nuts lollies, chewing gum, skins on frankfurts
Goal - to provide an eating environment that assists the transition of family and multicultural values.

Strategies -
- Educators should sit with the children and share the same food
- Food will not be used as a form of punishment
- Recipes and food awareness activities will be chosen from a variety of cultures
- Special occasions will be celebrated with culturally appropriate food
- Parents will be invited to at least one food occasion each year
- Recipes for food served in the centre will be available for parents
- The weekly menu will be on display for parents and educators

SOURCE:
Nutrition Australia - www.nutritionaustralia.org
Food Standards Australia New Zealand (FSANZ) - www.foodstandards.gov.au
National Heart Foundation of Australia - www.heartfoundation.com.au
Diabetes Australia - www.diabetesaustralia.com.au
QIAS Principles: 1.1; 1.4; 6.1
Children & Community Services (Child Care) Regulations 2006 - Regulations: 26; 76(1) (h
http://raisingchildren.net.au/
Reviewed: August 2012

4.7.1 Mealtimes and/or snacks

Mealtimes and/or snack times of the day
- Children are not permitted to bring food/snacks from home unless they have a letter from a medical practitioner or a special dietary requirement
- Morning Tea is usually provided in one group and occurs between 8.30 and 9.00.
- Lunch we have altogether about 11.30
- Afternoon Tea is provided between about 2.30 and 3.00. Children are free to participate as they wish provided they have washed their hands. One adult will supervise this process.

Mealtime and/or snack environments
- Sacred Heart meal area is located under the enclosed verandah

Accommodating different cultural practices and behaviours
• At enrolment families are encouraged to provide feedback on the quality of the menus as they are distributed. This may include the additions of foods that reflect the cultural background of the child and their family.

• Families are encouraged to share with the management, foods that are served during specific cultural festivals and ceremonies. The centre will consider inclusion of additional recipes and foods where they are consistent with nutritional recommendation.

**Supervision during mealtimes and/or snacks**

**Role and responsibilities of educators**

• Role includes responsibility to model, monitor and support positive practices during all eating times.

• This includes providing appropriate spaces for eating, scheduled timetables to provide for special eating times that allow all children to eat their snacks and meals in an adequate period of allocation.

• All children are seated during meal times.

• Water or milk is provided at all meal times.

**Behaviour guidance**

• Food is not used as a reward, to punish or provide comfort to children.

• The provision of food and drink is not a behaviour guidance strategy or practice. Using food as a reward or as comfort can produce positive and negative emotional responses and associations with food.

**Educators, students and volunteers as role models**

• Children learn through example and role modelling is an important way to teach children healthy eating behaviours and practices.

• Educators, students and volunteers must comply with the Healthy Eating Policy.

• The service will ensure that the individual needs of children, especially those with food allergies, are respected.

**4.7.2 Special occasions and celebrations**

*Celebrations that may include birthdays, cultural festivals, and whole school celebrations may include foods such as cakes, lollies and or biscuits. These occasions are limited and would usually not occur more than once a week and generally less than once a week.*

*The service allows the inclusion of ritual foods for these occasions however the servings provided to children are limited to a very small piece that allows the child to recognise the significance of special foods for celebrations but without undermining nutrition guidelines.*

*Birthday cakes provided by families for school e.g. Birthday, cultural festivals are to be cut into small pieces and or provided as separate items e.g. Cup cakes to ensure rituals can be carried out in a timely manner and consistent with hygiene requirements.*
4.7.3  Professional development opportunities:

- Sacred Heart ELC encourages attendance by relevant educators to:
  - Nutrition or healthy eating training sessions. Informal training - this can be an educator who has completed formal training who then facilitates a training session to the service’s stakeholders, or
  - Professional development materials, such as written resources, posters or audio-visual aids.

4.7.4  Useful websites

- Anaphylaxis Australia - www.allergyfacts.org.au/
- Australian Dental Association - www.ada.org.au/
- National Heart Foundation Australia - www.heartfoundation.com.au

Policy created date  July 2009
Policy reviewed date: August 2012

Sourced:
- National Health and Medical Research Council (2003)
- Start Right Eat Right program
- South Australian Child Care Nutrition Partnership 2005
- Eat Smart Play Smart
- Canteen Policy Northern Territory Department of Education

4.8  ACCIDENTS

Parents are required to provide written authority (included in the Enrolment Form) for educators of the Centre to seek medical attention for their child, if required. When an accident occurs at the Centre, educators qualified in first aid will:

- Attend to the injured child, assess the injury and apply first aid as necessary
- Check that no one has come into contact with the injured child’s blood or body substances or require anyone who has come into contact to wash any contaminated areas in warm soapy water
- Clean up the spill using disposable gloves if there is bleeding
When a serious accident which requires more than first aid treatment occurs at the service, the Co-ordinator, or other educator qualified in first aid and CPR, will:

- attend the injured child and apply first aid
- assess the injury and decide whether an ambulance should be called.

If an ambulance is called:

- educators will comfort and calm the child at all times
- an educator will accompany the child
- the child's medical record will be taken with the child
- the Co-ordinator, or another educator will contact the child's parents or emergency contact person to advise them of the incident and where the child has been taken. Every effort will be made not to panic the parent/s
- ensure that any contact with the injured child's blood or body fluids is appropriately dealt with
- write a full report of the accident detailing the incident and the action taken. Details will be recorded on an Accident/ Illness report form and a copy given to the parent. Details will also be entered onto the Centre's Accident/ Illness Record. This will be forwarded to Catholic Church Insurances.

It is expected that any costs incurred in ensuring prompt medical attention for a child will be met by the parents. The Centre will provide parents with information on available insurance cover for these and other accident related costs.

4.8.1 First Aid

At least one educator with a current first aid qualification, preferably including a CPR qualification, will be on duty at the Centre at all times children are present.

A fully equipped and updated first aid kit will be kept at the Centre in a locked cupboard out of reach of children but easily accessed by educators. The first aid kit, together with someone in charge, must comply with normal regulations.

The first aid kit will be stocked at all times. The Co-ordinator will replenish it as soon as practicable after use, and regularly check to make sure the kit is complete and the stock has not deteriorated.
A cold pack will be kept in the freezer, for the treatment of bruises and sprains. An educator qualified in first aid will administer first aid.

First aid will be administered only in the event of minor accidents or to stabilise an injured person until expert assistance arrives.

Adequate funds will be allocated in the budget to ensure that educator first aid certificates are updated as required.

The telephone number of the Poisons Service at the Hospital will be displayed next to the telephone.

4.8.2 Medical Emergencies:

When a serious accident or medical emergency that requires more than first aid treatment occurs at the Centre, the following will apply:

a) It is at the discretion of an educator who is qualified in first aid and CPR as to whether an ambulance should be called immediately. The centre will then attempt to contact parents or emergency contacts.

b) A qualified educator or the Director will accompany the child in the ambulance if the parents/emergency contacts have not arrived. A relief person will replace the absent educator if necessary.

c) The child's medical record will be taken with the child.

d) Educators will ensure that any contact with the injured child's blood or body fluids has been dealt with appropriately.

e) A full report of the accident detailing the incident and the action taken will be recorded on an accident / illness report form and a copy given to the parent / guardian. Details will also be entered a Record of Accident/Incident Sheet (See Appendix 5D).

f) The Finance Secretary will notify C.C.I. and also provide them with a copy of the accident report.

g) If a child dies or is admitted to hospital, the Centre will notify the chief executive or a delegate of the licensing authority in accordance with the Education and Care National Services regulations 168 Part4.2 Children's Health and Safety Division 85.

h) It is expected that the parents / guardians will meet any costs incurred in ensuring prompt medical attention for a child. The Centre will provide parents / guardians with information on available insurance cover to insure against these and other accident related costs.

i) Accidents which result in death or serious injury to employees (including possible absences from employment for 10 or more working days) must be reported to the Work Health Authority.

j) Education and Care Unit Northern Territory will be contacted in the event of incident/accident involving medical attention.
4.8.3 Incident/accident recording and procedures

Minor Accidents
A minor accident is defined as a "small fall where the child is not bleeding and has sustained no injury to the head". The details of the accident are recorded on a "Record of Minor Accidents" sheet (See Appendices). The child is checked at thirty (30) minute intervals, three (3) times. This record does not need to be signed by parents and is used by educators to review health and safety risk factors.

Major Accidents
A major accident is defined as "an incident that results in a child bleeding or sustaining any injury to the head". The details of the accident, including date, time, what happened, educator witnesses and action taken, are recorded immediately after the event on a "Record of Accident/Incident" sheet (See Appendices). Parents are required to sign this sheet upon collection of the child. To ensure confidentiality is maintained, individual reports are completed and are filed in the "Record of Accident/Incident" file.

The "Record of Accident/Incident" file is reviewed every three (3) months. Any risk factors and/or hazards are identified and steps are taken to prevent any repetition of similar occurrences.

4.9 RUBBISH DISPOSAL

The Centre encourages and teaches children the advantages of recycling and conserving materials without waste. There are various waste bins located throughout the Centre. These are emptied nightly or when the need arises.

The sandpits are covered when not in use. All sand areas are raked daily to remove debris and disinfected with bleach on Fridays. During wet weather, care is taken to ensure that the sandpit does not compact. Sand that is contaminated by any faeces, blood or other body fluids is to be removed. Use a shovel and dispose of the sand in a plastic bag. Disinfect the area around the contaminated sand and hose the disinfectant through.

Lawns are mowed regularly.

Rubbish bins (external) are emptied weekly and cleaned. Internal bins in the Centre and toilets are emptied frequently during the day as required.

Safety
The care and safety of the children is of paramount importance.
Required educator / child ratios are always maintained both indoors and out.

All playground equipment and resource material is maintained at a standard necessary to comply with practised and accepted safety regulations. All educators consistently monitor this.

4.10 CLEANING / LAUNDERING PRACTICES

Educators will be encouraged to wear protective gloves when cleaning. Educators will be responsible for tidying and spot cleaning on a daily basis.

A contractor will clean the toilets, sinks and bubblers on a daily basis after hours. Educators will clean every lunchtime. The centre will be contract cleaned over the weekend. This will involve the cleaning of all floors, benches and glass doors, as well as removal of cobwebs and rubbish. Each term the contractor will clean all the glass surfaces in the centre. Every six months the carpets and mats will be steam cleaned and disinfected. This will occur more often if needed.

All chemicals and cleaning agents used, will be stored out of reach of children, and be of the lowest level of toxicity to children.

All floors are swept at least daily and as required during the day. Carpeted areas will be vacuumed.

Floors in “wet” areas and tiles are mopped daily with disinfectant.

Tables used by the children for play and eating are washed down before and after each meal or as required.

Each child’s bed linen is washed as per sleeping policy.

Toys are scrubbed and disinfected regularly. Any toys that are “mouthed” will be disinfected immediately. As our children are between 3 and 5 in age this doesn’t occur very frequently.

Each child’s sleeping sheets, towels and face washers are washed on a weekly basis and put on the line to dry when possible (the sun kills bacteria that may remain).

Toys are scrubbed and disinfected weekly. All cupboards are cleaned and scrubbed out on a quarterly basis.

Source: Staying Healthy In Child Care Fourth Edition
July 2009
Reviewed: August 2012
4.11 ALLERGIES

Where a child has a known allergy it should be recorded on the enrolment form and all educators made aware of it and procedure to follow should it be necessary.

4.12 SMOKING

All existing employees, applicants for employment and persons who use the buildings for social purposes are advised that the Centre buildings are a smoke free environment at all times.

- Educators are not permitted to smoke within the school grounds.
- Educators are only permitted to smoke well away from the school grounds out of children's sight during an allotted break, e.g. lunch, morning or afternoon tea.
- Visitors to the Early Learning Centre (parents, work persons) are not permitted to smoke within the Centre's premise.

Source: Occupational Health and Safety N.T Regulations

4.13 HARASMENT

Any person/s known or unknown to the service who harass or threaten children at the service or on an excursion will be calmly asked to leave the service or the vicinity of the children. Refusal to leave will necessitate the Director calling the police to remove the person/s. Where possible, educators will calmly move the children away from the person/s.

4.14 STORAGE OF POTENTIALLY DANGEROUS PRODUCTS

All educators will be made aware which products may pose a danger to children in the service. All potentially dangerous products will be clearly labelled and stored out of reach of all children.

Storage areas will be clearly labelled to assist relief educator. Educators will discuss the dangers of certain products with the children.

4.15 SAFETY INDOORS

The Centre does all in its power to provide a safe and pleasant environment for children, educators, and parents.

This will include purchasing toys and equipment that are strong, with no small pieces or attachments. Any toys that are donated will be inspected before use.

Furniture will be bought with no sharp corners where possible, and made specifically for
children when available. All pieces shall be sturdy and durable. Cleaning agents and other materials will be kept firmly away from the children’s reach. Children’s toys and equipment are washed regularly in a solution of disinfectant and water.

4.16 LOCKING UP PROCEDURE

The educators will at the end of the day check all rooms before turning lights out & moving children to another room for picking up. The sign in & out sheets for students will be checked thoroughly before closing the centre. If a child’s name is not signed off the parent’s will be contacted to verify they have their children. They will be reminded of the importance of completing the signing in & out book. These procedures are clearly stated in the educator’s duties & family handbook.

4.17 EMERGENCY DISASTER PLAN

4.17.1 Emergency procedures

Emergency evacuation procedures will be clearly displayed near the main entrance and exit of each room and are to be followed in the event of fire, or other emergency. Safety and fire/evacuation drills involving educators and children will be held at least once every three months when most children are present (see appendices for policy/procedures).

4.17.2 Bomb Threat

If possible, record details of bomb threat on form as shown in example. Evacuation procedure as in Fire Drill Await instructions from the Police.

4.17.3 Earthquake and Flooding

Emergency Evacuation procedures should be followed as per Sacred Heart School Policy policy.

4.17.4 Cyclones

When the Bureau of Meteorology issues a Cyclone Warning when cyclone is a likely threat within the next 12 hours the following steps are to be taken:
- Parents are contacted to collect the children
- Complete all final clean up and security measures
- Release non-essential educators to go home
- Release children to parents or other identified persons as they arrive and ensure that they are signed out
Turn off any non-essential electrical and mechanical appliances, LP gas and water.

Any children uncollected when cyclone becomes a higher danger or within 2 hours will be taken by the Director to an appropriate cyclone shelter.

Leave note on door advising parents of children’s names and address of shelter.

4.17.5 Hostage/ Siege

As for bomb threat, and particularly where family law matters may evoke hostile reactions against the Early Learning Centre from parents, relatives or other parties.

The following procedures apply:
Confirm available facts by personal/ observations or secondary source.
Mention and discuss in a rational manner the note of authority on collecting children from care. If person who is present is attempting the collection of a child and is not authorised to do so, state that you are unable to release the child into his or her care.

If person persists or becomes angry/ agitated, or intends to cause danger and/or disruption to the Early Learning Centre or children, follow these procedures:

Contact police on 131 444 or 000 as soon as possible.
Contact child’s parent or emergency contact person.
If person shows no sign of leaving Early Learning Centre quietly evacuate children from danger, if possible (re-contact police if they have not arrived).
If not possible, gather children in a section of the room, and read stories, paint etc until danger has past.

Co-operate and assist with Police with information about:
Events that occurred.
Interior layout of the building.
Hostages.
Assailant.
All people involved to document incident as soon as possible whilst events are still fresh in their minds.

The safety of the children present is a matter of priority. Comply with any demands that may threaten the safety of those present.
4.18 SAFE COMFORTABLE REST AND SLEEP

4.19 Link to CCQA Principles

Quality Improvement and Accreditation System (QIAS)

Policy statement

- Effective rest and sleep strategies are important factors in ensuring a child\(^1\) feels secure and safe in a child care environment.

- The service's Rest and Sleep Policy is based on recommendations from the recognised national authority SIDS & Kids.

- The service consults with families about their child's individual needs and to be aware of the different values and parenting beliefs, cultural or otherwise that are associated with rest.

- If a family's beliefs and practices are in conflict with SIDS & Kids, then the service will not endorse an alternative practice, unless the service is provided with written advice from a medical practitioner.

- The service defines 'rest' as a period of inactivity, solitude, calmness or tranquillity, and can include a child being in a state of sleep.

- Sacred Heart ELC has a duty of care to ensure that all children are provided with a high level of safety when resting or sleeping while in care.

- It is understood by carers, children and families that there is a shared responsibility between the service and other stakeholders that the Rest and Sleep Policy and procedures are accepted as a high priority.

- In meeting the service's duty of care, it is a requirement that management and educators, implement and adhere to the service's Rest and Sleep Policy.

Rationale

- SIDS & Kids is considered the recognised national authority on safe sleeping practices for infants and children.

- The SIDS & Kids Safe Sleeping Practices are based on scientific research.

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\(^1\) For the purpose of this policy, a child or children is defined as a person or group of persons aged from birth to eighteen years (UNICEF).
Please refer to:

## Strategies and practices

### Safe resting practices for preschool children

The primary safe resting and sleeping practices for children in care at this service are:
- All children will be placed on their back to rest when first being settled for a rest. If a child turns onto their side or stomach during sleep, then allow them to find their own sleeping position.
- All children will rest with their face uncovered.
- Children's rest environments are free from cigarette or tobacco smoke as detailed in the service's Smoke Free Environment Policy.
- The rest environment, equipment and materials will be safe and free from hazards as detailed in the service's Occupational Health and Safety Policy and the Maintenance of Building and Equipment Policy.
- Educators monitor resting children at regular intervals and supervise the rest environment as per licensing regulations/best practice standards.
- Light bedding is provided.
- Quiet experiences will be offered to preschoolers who do not require asleep and to those who do not fall asleep within ½ hour.

### Safe resting practices for a child who is unwell

Refer to the service's Illness, First Aid and Supervision policies for additional information.
- If a child becomes unwell during the day the parents will be contacted. If the child is vomiting, running a temperature, or has sustained a head trauma they will be placed in the sick bay so that they can closely monitored.

### Protective behaviours and practices

#### Supervision of resting children

- All children who are resting will be supervised by educators. Until the children are all asleep, two educators are the minimum number to be supervising. Once the children have fallen asleep or been sent to quiet activities, one educator must remain in close proximity to the sleeping children (ie within the room).
- That educator will check that no child becomes tangled in their bed linen or has a sheet over their head.
- All children who have fallen asleep in the service will be monitored with specific attention to breathing patterns.
- Adults will not rest or sleep in same environment as a child or group of children.

#### First aid plan for a non-breathing child

- All educators have current first aid certificates. In the case of a non breathing child, the nearest adult would assume responsibility for following the First Aid Policy.
The rest environment and equipment

Provision and maintenance of rest and sleep equipment and environment

- The children rest on firm mattresses on the carpeted area in the main room of the centre. Each mattress is covered with a fitted sheet and each child is given a loose sheet to place over themselves.

Hygiene practices

- Every Day the children's resting mattresses are sprayed with Sanitiser/disinfectant and wiped down with a cloth (see Health and Hygiene Policy)
- Children's bed linen will be sent home every Friday to be cleaned by parents. If a child does not have linen then the Centre will provide linen and after use the linen is placed in a bag with the Child's name on it. All Centre linen is then washed every Friday

Rest environment aesthetics

- The rest area will have the lights turned off and blinds drawn to darken the room.
- Appropriate music may be played.

Rest and sleep times of the day

- Children will have the opportunity to rest after lunch time. Mattresses and sheets will be provided for children. When parents indicate they feel their child no longer needs a sleep they participate in quiet activities during this time.
- Activities provided will be such that they do not cause the children to become over excited or noisy.
- If it becomes apparent that a child needs a rest prior to sleep time this is accommodated by placing the child in the tiled area near the desk. An adult will remain within close proximity to the child. If the child is sleeping over lunch time, lunch will be provided at a later time.

Sleepwear

- It is recommended that children remove their shoes and socks before they go to sleep. However this is not compulsory and some children do opt to sleep with their shoes on.
- Clothing remains the same unless it is wet or poses a danger to a sleeping child.

Communicating with different stakeholders

Children

- When parents decide a child who doesn't normally sleep is to have one, we encourage them to tell the child of their decision before they leave.
• If educator feels that a child is in need of a sleep they will suggest it to the child and inform the parents when they pick up the child.
• Children who feel in need of a sleep may elect to go to the sleeping area of their own accord.

Families
• Names of children in the sleeping group are recorded on the Meals/Sleep chart

Educators
• When parents inform an educator that they want their child to have a sleep it will be recorded on the educator’s communication board.
• Similarly when parents decided their child no longer requires a sleep, this information is also recorded in the educator’s communication book

Excursions
• Excursions are timed to allow the children to be back in time for their rest

Policy review
• The service will review the Rest and Sleep Policy and procedures, and related documents, including behaviours and practices every 12 months
• Families are encouraged to collaborate with the service to review the policy and procedures.
• Educators are essential stakeholders in the policy review process and will be encouraged to be actively involved.

Sources and further reading
• Occupational Health & Safety Act.

Policy created date: July 2009
Policy reviewed date: August 2012
4.19  Sun Protection

Sacred Heart Early Learning Centre has been accredited as a SunSmart Centre. The following policy is taken from the SunSmart website. In the policy School refers to Sacred Heart Learning Centre and Students refer to the children under our care.

Sacred Heart Early Learning Centre’s sun protection policy

Rationale
Too much exposure to ultraviolet (UV) radiation from the sun causes sunburn, skin damage and increases the risk of skin cancer. Sun exposure in the first 15 years of life contributes significantly to the lifetime risk of developing skin cancer. Australia has the highest rate of skin cancer in the world. Skin cancers account for 81% of all new cancers diagnosed in Australia each year. Melanoma is the most diagnosed cancer for 15 - 44 year olds. This policy is followed all year round in the Territory.

Objectives
The goals of the SunSmart Policy are to:

- Increase student and community awareness about skin cancer and sun protection
- Encourage the entire school community to use a combination of sun protection measures all year round
- Work towards a safe school environment that provides shade for students, educators and the school community
- Assist students to be responsible for their own sun protection
- Ensure that families and new educators are informed of the school’s SunSmart policy

Sun Protection strategies:

- All students and educators use a combination of sun protection measures throughout the day to ensure they are well protected. Particular care is taken between 10 am and 3 pm when UV levels reach their peak.
- The SunSmart policy is considered when planning all outdoor events e.g. assemblies, camps, excursions and sporting events. Where possible, we have outdoor activities or events earlier in the morning or later in the afternoon, or we try using indoor venues.

1. Shade
- The school committee makes sure there is a sufficient number of shelters and trees providing shade in the school grounds particularly in areas where students congregate eg. Lunch area, canteen, outdoor lesson areas and popular play areas.
• In consultation with the school board, shade provision is considered in plans for future buildings and grounds.

• The availability of shade is considered when planning excursions and outdoor activities.

• Students are encouraged to use available areas of shade when outside. Students who do not have appropriate hats or outdoor clothing are asked to stay in the shade.

4.20 CLOTHING POLICY

Educators will consult with families in regard to their child’s clothing needs for play experiences both indoors and outdoors. Educators will consider children’s comfort and safety at all times including rest time, and adjust each child’s clothing throughout the day when necessary.

• Educators will encourage children are dressed appropriately in relation to
  • Current weather conditions
  • Indoor or outdoor play
  • Children’s activities
  • Children’s age and mobility

• Children will be encouraged to wear clothing that will provide protection from harmful UV rays. (Refer to Sun Protection Policy.)

• Educators will encourage children’s independence in dressing and undressing but will offer assistance and allow sufficient time for children to practice and master these skills within the daily routines of the centre.

• Educators will discuss the most appropriate clothing with children in relation to the weather, different activities, indoor and outdoor play etc.

• The centre will supply sufficient spare clothing to ensure children are kept comfortable and dry at all times.

• Soiled/wet clothing will be placed in plastic bags to be returned to the parent when they arrive to collect their child.

• Parents are required to provide at least one change of clothing for their child in the child’s bag. Children in nappies or toilet training should be provided with more than one change of clothing.

• Parents are asked to name each piece of their child’s clothing and shoes, to avoid loss or any mix-up in clothing.

• The centre will provide protective clothing to be worn during messy activities.
• Educator will role model appropriate clothing at all times. (Refer to Educator’s Clothing Policy)
• See “Sun Protection Policy” in regards to hats.

Sources
Cancer Council
QIAB Quality Practices Guide - principle 6.5
Staying Healthy in Child Care by Australian Government, Canberra
Early Childhood Australia website - www.earlychildhoodaustralia.org.au
Children, Youth & Women's Health Service - Child & Youth Health - www.cyh.com
Sun Smart Childcare: A guide for service providers - The Cancer Council - www.cancernt.asn.au
Reviewed: August 2012

3. Hats
• Students are also encouraged to wear hats that protect their face, neck and ears, i.e. legionnaire, broad-brimmed or bucket hats whenever they are outside.

(Please note: Baseball caps do not offer enough protection and are therefore not recommended.)

4. Sunglasses [SUGGESTED]
• Students and educators are encouraged to wear close fitting, wrap around sunglasses that meet the Australian Standard 1067 (Sunglasses: Category 2, 3 or 4) and cover as much of the eye area as possible.

5. Sunscreen
• SPF 30+ broad spectrum, water resistant sunscreen is available for educators and students use. Sunscreen is applied at least 20 minutes before going outdoors and reapplied every two hours if outside for long periods.

Role Modelling
• Educators act as role models by:
  – wearing sun protective hats, clothing and sunglasses outside
  – applying SPF 30+ broad spectrum, water resistant sunscreen
  – seeking shade whenever possible
• Families and visitors are encouraged to use a combination of sun protection measures (sun protective clothing and hats, sunglasses and sunscreen) when participating in and attending outdoor school activities.

Review
• The school council and educators monitor and review the effectiveness of the sun protection policy every three years and revise the policy when required.
Sacred Heart Additions to the above Policy

- To minimise the spread of infections such as head lice, impetigo and ringworm, children will not share hats
- When enrolling their child, parents will be informed about the sun safety policy, and asked to provide a suitable hat
- Outside activities will normally occur before 11am and after 3pm
- The centre reviews its sun protection policy at every two years and revises the policy as required.

4.21 **ASTHMA POLICY**

**Asthma**

Sacred Heart Early Learning Centre aims to provide an environment where parents know that their child/children will be given the best possible asthma care. Sacred Heart Early Learning Centre educators are required to attend Accredited Asthma Management Training to help provide educators with the knowledge and skills necessary to provide the best possible asthma care.

Sacred Heart Early Learning Centre follows the First Aid Plan recommended by Asthma Australia, and each area has Asthma Kit.

Parents are required to complete a child medical record and if required a daily medication sheet. To ensure that appropriate procedure is followed by parents and educators thorough documentation and feedback is provided.

**Asthma First Aid Plan**

**Step 1**  
Sit the child upright and give reassurance. Do not leave alone.

**Step 2**  
Without delay give 4 separate puffs or a reliever (Airomir, Asmol, Bricanyl, Epaq or Ventolin). The medication is best given one puff at a time via a spacer device. Ask the child to take 4 breaths from the spacer after each puff of medication.

**Step 3**  
Wait 4 minutes

**Step 4**  
If there is little or no improvement, repeat steps 2 and 3.

If there is still little or no improvement, call an ambulance immediately DIALS 000.

Continuously repeat steps 2 and 3 while waiting for the ambulance. **ASMOL**

The prevention and relief of bronchospasm associated asthma and other respiratory conditions.
Dosage:
Shake inhaler well and remove dust cap from mouth piece. Then as shown on the instruction sheet, one or two inhalations, repeated four hourly, if required or as directed by a physician. Do not exceed recommended dosage.

Warning:
Asthma medication, including sprays, should only be part of an overall treatment plan. This should be assessed with your doctor. Protect from frost, avoid storage in direct sunlight or heat, and do not puncture as cylinder might explode.

SOURCE:
Asthma the basic facts www.asthmant.org.au
Asthma Foundation www.asthma.org.au

Reviewed: August 2012
Source: Sun-Smart N.T and member of Cancer Council N.T

4.22 NAPPY CHANGING AND TOILETING POLICY

Sacred Heart Early Learning Centre policy is that children are toilet trained before commencing at the centre. The following policy is to be used in circumstances where this may not be applicable.

1. Objective
SHELC will minimise the spread of disease and cross infection in the Centre by providing all educators with clear procedures for nappy changing and toileting young children. The procedures encourage practices which are:
   - Hygienic
   - Sensitive to the child's routine at home, and
   - Flexible to allow children's competencies to grow so that they can practice new skills in a supportive, unhurried environment.

2. Nappy Changing
   · Discuss routine with families
   · Ask children to allow checking of their nappy
   · Explain why a change of nappy or clothes is needed
   · Wear gloves at all times whilst changing soiled nappy.
   · Discard gloves with soiled nappy
   · Ensure clean nappy is placed on the child with clean hands.
   · Dispose of nappy and soiled gloves / clothes appropriately in a plastic bag which is inaccessible to children- take to the large outside bins after change.
   · Ensure child's hands have been washed after nappy change.
   · Care Provider must wash hands when procedure is complete.
• Child should be pleasantly engaged during the procedure to promote a positive experience.

3. Toileting
It is requirement of enrolment at SHELC that children are toilet trained. Educator will always support the children’s efforts at being independent and only positive reinforcement will be used. Educator will ensure toileting routines are relaxed and unhurried.
Parents will be asked to supply several changes of clothing and undergarments in case of accidents.
SHELC will always toileting in a relaxed way. We will:
• Sacred Heart Early Learning Centre will ensure that toilets and hand washing facilities are easily accessible to children. Children will be encouraged to flush toilets and wash hands after use.
• Toileting is flexible and responsive to children’s individual needs.
• Place any soiled clothes in a bag, tying the top firmly. (Soiled clothing will not be rinsed or washed, as this can spread germs.)
• Wear gloves when assisting with toileting
• Help children to use the toilet and positively supporting their efforts
• Reminding and assisting children to use the toilet as needed
• Recognising that toilet skills may be unreliable
• Responding respectfully and calmly to toileting “accidents”
• Toileting procedures will be located on bathroom wall for all educators information

SOURCES:
Children and Community Services (Child Care) Regulations 2006 - Regulation 41, 43
QIAS Quality Practices Guide - Principles: 6.4
DCD and Licensing Unit website - www.community.nt.gov.au
Staying Healthy in Child Care by Australian Government, Canberra
Reviewed: August 2012

5.23 DANGEROUS PLANTS IN CHILDREN’S SERVICES

Dangerous plants to be aware of in children’s services

Some of those harmless-looking plants in the garden could poison a child. Young children love to explore gardens, and they treat everything in the garden as worthy of eating: snails, clumps of dirt, flowers and foliage, mushrooms, snail pellets.

Please see up to date handout with current information regarding poisonous plants and those to be aware of:
1st aid action plan in case of poisoning / management of dangerous products exposure

First Aid

If you suspect a child has been exposed to something poisonous or harmful, first aid measures include:

- For skin contact - gently wash the skin with clear running water.
- For eye contact - irrigate the eye with clear running water for 20 minutes.
- For swallowed plants - remove any remaining plants and wash out child’s mouth.
- Phone the Poison Information Centre on 13 11 26 for further information.

If you need to go to hospital, take a piece of the plant, item or bottle in case of liquid, with you if you can.

If your child is having difficulty breathing, is unconscious or fitting call an ambulance on 000.

Follow 1st aid training procedures until ambulance arrives.

Sourced: Children Hospital Westmead
Raising Children Network www.raisingchildren.net.au
Created January 2010
Reviewed: August 2012
REFERENCE MATERIAL
HANDOUTS & FORMS
SACRED HEART EARLY LEARNING CENTRE

RECORD OF INCIDENT/ACCIDENT

Name of child: ____________________________________________

Date: ____________________    Time: ______________________

Circumstances and location of incident
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Educator present: ____________________________________________

Name of parent/guardian contacted: ____________________________

Treatment:
________________________________________________________________________

Further comment/strategy for prevention in future:
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Educator signature: ____________________    Date: ________

Director signature: ____________________    Date: ________

Parent/Carer signature: ____________________    Date: ________
## Current Immunisation Schedule

**The National Immunisation Program (NIP) Schedule (0 - 4 Years)**

Valid from 1 July 2007

<table>
<thead>
<tr>
<th>Age</th>
<th>Disease immunised against</th>
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<tbody>
<tr>
<td>Birth</td>
<td>Hepatitis B</td>
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<tr>
<td></td>
<td>Diphtheria</td>
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<td></td>
<td>Tetanus</td>
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<td>Pertussis</td>
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<td>Polio</td>
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<td>Hib</td>
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<td>Hepatitis B (refer to note 1)</td>
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<td>Pneumococcal (refer to note 1)</td>
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<td>Rotavirus (refer to note 5)</td>
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<td>Diphtheria</td>
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<td>Tetanus</td>
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<td>Pertussis</td>
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<td>2 months</td>
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<td>Hib</td>
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<td>Pertussis</td>
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<td>Hib</td>
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<td>Mumps</td>
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<td>Rubella</td>
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Note:

1. Pneumococcal vaccine is funded under the NIP for children born from 1 January 2005.
2. Four doses of Hib vaccine are due at 2, 4, 6 and 12 months of age when 'PRP-T Hib' containing vaccine is used.
3. Meningococcal C vaccine is funded under the NIP for children born from 1 January 2002.
4. Varicella vaccine is funded under the NIP for children born from 1 May 2004.
5. Rotavirus vaccine is funded under the NIP for children born from 1 May 2007.
6. Three doses of Rotavirus vaccine are due at 2, 4 and 6 months of age when RotaTeq vaccine is used.

Last updated: 18 February, 2009

Source: Medicare

Reviewed: August 2012
SECTION 5

PROGRAMMING POLICIES
CENTRE PROGRAMMES

5.1 POLICY STATEMENT ON CHILDREN'S PROGRAM

The Sacred Heart Early Learning Centre will provide a program developmentally appropriate to the needs of the children attending the service, and will provide for the development of each child's social, physical, emotional and intellectual potential, including language skills and creativity, without substituting for the care they receive from their parents. Children will be actively involved in all program planning, implementation and evaluation processes.

All children attending Sacred Heart Early Learning Centre will be given first hand experiences to actively explore and learn from. The routines and activities will be based on each individual child’s interests, abilities and needs. The SH Early Learning Centre provides a safe and stimulating environment. Children will be actively involved in program planning, implementation and evaluation processes.

The Director/ Co-coordinator and educators will be responsible for the development of a program and for creating an atmosphere and environment responsive to the needs of each individual child and to the group as a whole and which reflects the philosophy and goals of the service.

Educators will be provided with opportunities to further their knowledge of child development theories and practice.

All educators will be encouraged to explore and use good quality resources and training to offer fresh experiences for children and to further their own professional development and skills.

The programs will be balanced, providing a range of indoor/ outdoor experiences, quiet/ active times and settings, structured/ unstructured activities, and opportunities to learn and practise life and social skills.

Programs will include opportunities that foster and enhance:

- friendships between children
- individual child/ educator interaction
- cooperative and responsible behaviours among children
- individual and group interests
- the special needs, interests and talents of every child.

Regardless of gender girls are encourage to play with cars and trucks and boys can also express themselves through imaginative play.
Programs will be flexible enough to allow for spontaneity, enjoyment and the unexpected. An approach to activities that values both processes and end products will be encouraged. Written programs will be displayed where parents are able to see them and can discuss any aspect of the program with educators.

Parent evaluation of the program will be encouraged and considered. The extent to which parents wish to be involved will be respected.

Children’s programs will be inclusive of the cultural and linguistic diversity of all families using the service. They will support children to explore a range of cultural experiences in an environment free from racial prejudice and harassment.

The service will provide a variety of equipment, toys and materials for all children to play with and use regardless of gender.

There will be a range of activities to enable children to make choices.

Children will be actively involved in programming processes through discussions and conversations, group sessions and planning. Their suggestions and opinions will be listened to and acted on.

Children will be appropriately supervised at all times.

Educators will join in the children’s activities where appropriate and encourage them to try new experiences.

Educators will support, encourage and communicate with children in a friendly, positive and courteous manner.

All educators will be responsible for working cooperatively with each other and the children to plan for the needs of the children, and for evaluating programs in relation to the stated philosophy and goals.

Educators will regularly talk to parents and respond to their suggestions. Where possible, new children will be encouraged to visit the service with their parents before enrolment to facilitate the child’s orientation into the service.

Special group activities for older children may be organised from time to time. These will be planned collaboratively by educators, children and parents. Considerations will include:

- enthusiasm of the children
- availability of suitable indoor and outdoor space or an excursion venue
5.2 Excursion Policy

Excursions will be organised as part of the program. Excursions give variety in the program. Children benefit from experiences in the local and wider community.

At certain times throughout the year we will offer excursions outside the Centre. We feel excursions can offer another perspective to understanding. This enables us to meet certain objectives through our program.

Notification will be sent out to all Families involved in the excursion, prior to the event, listing of the time, date, cost, any transport involved and purpose of the excursion. Staffing ratios for the excursion will remain within the regulations, and we do encourage parent support and participation.

Children's Services (Child Care) Regulations 1998 require the following educator: child ratios when on an excursion (Regulation 29): During all excursions that involve the use of transport of the crossing of a main road, the minimum number of adults accompanying the excursion is one (1) adult to four (4) children.

Risk Assessment form to be completed prior and after the excursion.

Source: Childrens Services (Child Care) Regulations 1998; Regulation 29
Reviewed: July 2009
Reviewed: August 2012

5.3 PROGRAMMING:

A weekly program is written which reflects the needs and interests of the group as a whole. Early Years Learning Framework will be used as the basis for planning all learning experiences.

Fundamental to the Framework is a view of children's lives as characterised by belonging, being and becoming. From before birth children are connected to family, community, culture and place. Their earliest development and learning takes place through these relationships, particularly within families, who are children's first and most influential educators. As children participate in everyday life, they develop interests and construct their own identities and understandings of the world.
Experiencing *belonging* - knowing where and with whom you belong - is integral to human existence. Children belong to a family, a cultural group, a neighbourhood and a wider community. *Belonging* acknowledges children's interdependence with others and the basis of relationships in defining identities. In early childhood, and throughout life, relationships are crucial to a sense of *belonging*. *Belonging* is central to *being* and *becoming* in that it shapes who children are and who they can become.

**BEING**

*Childhood* is a time to be, to seek and make meaning of the world. *Being* recognises the significance of the here and now in children's lives. It is about the present and them knowing themselves, building and maintaining relationships with others, engaging with life's joys and complexities, and meeting challenges in everyday life. The early childhood years are not solely preparation for the future but also about the present.

**BECOMING**

Children's identities, knowledge, understandings, capacities, skills and relationships change during childhood. They are shaped by many different events and circumstances. *Becoming* reflects this process of rapid and significant change that occurs in the early years as young children learn and grow. It emphasizes learning to participate fully and actively in society.

The Framework conveys the highest expectations for all children’s learning from birth to five years and through the transitions to school. It communicates these expectations through the following five

Learning Outcomes:
- Children have a strong sense of identity
- Children are connected with and contribute to their world
- Children have a strong sense of wellbeing
- Children are confident and involved learners
- Children are effective communicators.

The Framework provides broad direction for early childhood educators in early childhood settings to facilitate children's learning.

Learning outcome is a skill, knowledge or disposition that educators can actively promote in early childhood settings, in collaboration with children and families. It guides educators in their curriculum decision making and assists in planning, implementing and evaluating quality in early childhood settings. It also underpins the implementation of more specific curriculum relevant to each local community and early childhood setting.

The Framework is designed to inspire conversations, improve communication and provide a common language about young children's learning among children themselves, their families, the broader community, early childhood educators and other professionals.

Each child will be the object of a specific activity at least once a fortnight.
Whilst there will be an over arching statement of intent, the programme as such will be co-constructed by educators and children. Educators will be flexible in their planning, sensitive to the needs and interest of children providing a variety of possibilities to engage children in following areas of interest while ensuring the areas of physical, intellectual, creative, social and emotional potential are represented. Children's input through discussion, reflection and negotiation are an integral part of the programme. Parents that have ideas about activities and would like to contribute are most welcome and encouraged to do so. The Director/ Co-ordinator and educators will review the programmes regularly in a supportive collaborative manner to ensure that we:

- Provide an environment for emergent learning/ research opportunities for all children
- Encourage children's desire to grow to know and to understand the things around them
- Engage learners in a variety of interesting and stimulating negotiated proposals to be carried out at the child's pace
- Create a sense of security and self-esteem and the possibility of working through the provocations
- Enable the children to work and play without frequent interruptions and time constraints
- Allow time for documentation of children's research.

**Educator/child interactions:**

All aspects of the development of young children are interrelated. At the Early Learning Centre the optimal development of a young child depends on the nurturing of positive, supportive and individual relationships with both adults and peers.

Interactions should provide the opportunity for children to develop an understanding of themselves and others.

Educators should facilitate and initiate interactions, which provide opportunities for a child's social, emotional, physical and intellectual development.

Interactions with children should be warm and friendly. Each child has the right to feel they are valued as individuals and capable of achieving their potential.

When educators are communicating with children they must treat all children with equal respect. Educators must take into account the needs and abilities of all children. There must be no differentiation for sex or cultural background. A child is not required to do anything inappropriate, having regard to the child's family and cultural values, age and physical and intellectual development.
Guidance and discipline must always encourage the individuality and confidence of children and never lower their self-esteem. Educator should create a positive atmosphere by modelling the behaviour they want children to develop. Children will not be exposed to physical punishment, or other punishment that humiliate, frightens or threatens the child.

Educators should be responsive to the feelings and needs of each child. It is important for educators to respond appropriately to a child’s emotions. For example, to comfort when distressed, unhappy or fearful; to encourage when feeling anger and jealousy etc.

4.4 Self Concept and Self Esteem Policy

We at Sacred Heart Early Learning Centre, positively influence the development of children’s self-concept and self-esteem, through -

- Encouragement at the centre is aimed at helping children feel good about themselves. It focuses on the child’s effort and process in doing something rather than what is achieved at the end. Often art work is displayed with explanations, or photographs are displayed of different times in a child’s day to provide parents with a more holistic picture of how it is spent and skills learned.

- We accept all children as they are and have a genuine regard for their language, race, culture, gender and religion.

- We help children to use and develop their unique talents and abilities and Invites parent/family participation in the centre.

- Educators let children know that they are important, they listen to what they think and feel, regardless of age and embrace their valuable contributions.

- Educator encourages children to express feelings in appropriate ways, and help them to understand and accept responsibility for their own actions. Educator gives children the opportunity to experience leadership, to develop confidence to make age-appropriate choices and initiate independent learning.

- Educators support children in any challenges that they may face so they will develop confidence to face new ones by themselves.

- All carers use positive guidance to develop effective relationships with children. They are sensitive to providing, time, patience, love, security, support, trust and respect, we believe they go hand in hand, along with, open communication with both children and parents. As a team, educators aim to role-model a high self-concept and self-esteem in the workplace.
5.4 MONITORING AND EVALUATION:

On-going daily discussions/evaluations are carried out to ensure provocations are stimulating and enjoyable. Documentation of the developing programmes and children's learning will be on-going. At educators meetings the evolvement thus far and future possibilities will be discussed and planned. A collaborative approach will ensure a clearer depth of understanding of the programmes by all involved. Documentation will ensure children understand and development is made visible.

5.5 DAILY ROUTINE:

Our day has three breaks morning tea, lunch and afternoon tea. At these times children are expected to gather, prepare for and participate in the social interaction offered by meal times. Planned activities are offered and supervised in keeping with children's current interests or to maybe provoke an interest. Areas of interest inside will include library area, home corner, dramatic play area, transport, block construction, quiet soft areas. Outside areas also provide opportunities for creative and dramatic play as well as art and physical activities. These areas are changed regularly for variety or to follow programme themes. Play is free from time restraints aside from changing activities when needed, eg Children's interest has gone. Children are encouraged to move between activities. Children are
requested and supervised to wash and dry their hand before meals and after toilet routine. There is opportunity for children who need a rest to sleep after lunch. For these children mattresses and a quiet area are provided. The programme is flexible in such a way that it can be changed or abandoned all together if the educator feels it necessary to do so.

Source: Early Childhood Australia (Programming and Evaluating) updated 18th October 2007 (Reviewed August 2012)

5.6 POLICY STATEMENT ON EQUIPMENT

All equipment and toys purchased for the SH Early Learning Centre will meet Australian Standards and be appropriate to the developmental stages, interests and culture of the children in care. All educators will ensure that all equipment and toys are kept in a thoroughly safe, clean and hygienic condition and in good repair at all times, and stored in a safe manner.

IMPLEMENTATION

• In consultation with the Director/ Co-ordinator, the educators will determine which equipment, materials and toys, are most appropriate, taking into account durability, easy maintenance, cost, and benefit to the children's program
• The Director/ Co-ordinator will be responsible for the purchase of all new items of equipment
• All new equipment will be checked to ensure it complies with relevant Australian Standards
• Educators input on compiling a prioritised list of items of equipment to be purchased will be sought regularly
• Toys should be appropriate to the Centre’s aim of providing a safe and caring environment
• An up-to-date inventory of equipment belonging to, or on loan to, the service will be kept by the Co-ordinator
• Equipment will be checked regularly by the educators to ensure it is clean and safe
• Equipment that should be used only under supervision will be clearly identified and stored in a safe place
• Children will be taught how to appropriately use and care for toys, games and equipment
• Children will be encouraged towards independence. Children's individual skill levels will be considered by educators when planning and supervising activities, especially those which involve using sharp or electrical equipment.
REFERENCE MATERIAL HANDOUTS & FORMS