



Staff Handbook

December 2019

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Centre Information

HISTORY

Baringa has been in operation since March 1983 at Baringa Gardens in Melba. We specifically catered for single parent families and migrants from non-English speaking backgrounds. With support from the local community and a dedicated team of staff, Baringa has flourished and is now located on Baddeley Crescent, Spence as part of the Mount Rogers Community Facility.

SERVICE DETAILS

Baringa operates 51 weeks of each year between the hours of 7:30am and 6:00pm, Monday to Friday. Baringa is a Not-for-Profit organisation and was established in 1983. The centre is operated by a volunteer Board of Directors consisting of community members and parents of the service.

Baringa Child-Care Incorporated Association
Board of Directors

APPROVED PROVIDER

Betty Lam

NOMINATED SUPERVISOR

Carley Adams

EDUCATIONAL LEADER

LICENSING DETAILS

We are licensed for 120 children per day within our service allocated as follows:

Melaleuca Birth – 18 mths	Hakea 18 mths - 2 yrs	Acacia 2 years	Banksia 3 years	Grevillea 4 years	Hibiscus 5 years
12	12	15	18	22	22

NB: Ratios are maintained as per the Education and Care Services National Regulations at all times.

Rosters are dictated by many influences; one important consideration is the arrival and departure times of children. While we always roster responsibly ensuring that we always cover ratios, there will be occasions when for reasons out of our control children are collected later than usual or later than anticipated. If this is the case, it may mean that you are not able to leave the premises when your shift ends. You will be required to stay to maintain ratios and overtime will be approved.

PHILOSOPHY

Aboriginal & Torres Strait Islander Perspectives: We work with children to explore concepts related to Indigenous worldviews to enrich their understanding of the place in which we reside and to which we are connected. Aboriginal and Torres Strait Islander perspectives are embedded without our daily practice and planning with guidance from local Elders and Yunkaporta's eight ways of learning.

Being: We strongly support children's right to 'be'. We provide flexible, supportive and inclusive care where children are empowered to be present and deeply engaged in the world around them.

Belonging: We place great emphasis on connections for children and families within our service. We acknowledge each child and each family's unique background, culture, beliefs and prior experiences and skills to form practices that create a sense of belonging.

Becoming: We take an active role in recognising and nurturing children's abilities. We support their future success and happiness and aim for each child to develop and realise their potential.

Scaffolding: We embed high-quality scaffolding within experiences to promote a deeper level of learning. This support is tailored to meet the needs of each child. Our practice promotes learning that is, accessible to all.

Dispositions of Learning: We provide learning environments in a way where every child has the opportunity to experience curiosity, cooperation, creativity, persistence and enthusiasm.

Pedagogy: Our pedagogy is based on a combination of core values, experiences and professional knowledge about child development and education. We utilise reflective practices to ensure that our pedagogy is relative and effective.

Agency: We support the development of independence as each child discovers their abilities to make their decisions and to develop the confidence to explore and make sense of their surroundings. A sense of agency is an important part of a strong sense of identity.

Resilience: We create brave environments that promote perseverance positivity, confidence and a sense of self-belief thus enabling children to succeed when forced with adversity.

Diversity: We ensure that everyone feels welcome, valued and accepted, irrespective of their age, culture, background or ability. We acknowledge that children learn within their family/community groups and bring their rich knowledge, a range of experiences and identities to their learning.

Relationships: We encourage the formation of safe, secure and supportive relationships. We identify that relationships are essential to children's learning thus building connections and promoting the creation of bonds. We value rich, trusting and respectful partnerships with families and the community.

Assessment: Assessment is an essential tool to help us plan for and support children's learning. Through assessment, we collect information to plan effectively, create rich educational experiences and generate pathways for children's ongoing learning and development.

Play: We facilitate play-based learning to empower children to make sense of their world, develop and explore their interests and ideas, develop curiosity, creativity, and problem-solving skills. Through play, we build relationship, develop social skills and expand language. While engaging in play we support, guide and extend children's learning and development.

CODE OF ETHICS

I. IN RELATION TO CHILDREN, I WILL:

1. Act in the best interests of all children.
2. Respect the rights of children as enshrined in the United Nations Convention on the Rights of the Child (1991) and commit to advocating for these rights.
3. Recognise children as active citizens participating in different communities such as family, children's services and schools.
4. Work with children to help them understand that they are global citizens with shared responsibilities to the environment and humanity.
5. Respect the special relationship between children and their families and incorporate this perspective in all my interactions with children.
6. Create and maintain safe, healthy environments, spaces and places, which enhance children's learning, development, engagement, initiative, self-worth, dignity and show respect for their contributions.
7. Work to ensure children and families with additional needs can exercise their rights.
8. Acknowledge the uniqueness and potential of all children, in recognition that enjoying their childhood without undue pressure is important.
9. Acknowledge the holistic nature of children's learning and the significance of children's cultural and linguistic identities.
10. Work to ensure children are not discriminated against on the basis of gender, age, ability, economic status, family structure, lifestyle, ethnicity, religion, language, culture, or national origin.
11. Acknowledge children as competent learners, and build active communities of engagement and inquiry.
12. Honour children's right to play, as both a process and context for learning.

II. IN RELATION TO FAMILIES, I WILL:

1. Listen to and learn from families, in order to acknowledge and build upon their strengths and competencies and support them in their role of nurturing children.
2. Assist each family to develop a sense of belonging and inclusion.
3. Develop positive relationships based on mutual trust and open communication.
4. Develop partnerships with families and engage in shared decision making where appropriate.
5. Acknowledge the rights of families to make decisions about their children.
6. Respect the uniqueness of each family and strive to learn about their culture, structure, lifestyle, customs, language, beliefs and kinship systems.

7. Develop shared planning, monitoring and assessment practices for children's learning and communicate this in ways that families understand.
8. Acknowledge that each family is affected by the community contexts in which they engage.
9. Be sensitive to the vulnerabilities of children and families and respond in ways that empower and maintain the dignity of all children and families.
10. Maintain confidentiality and respect the right of the family to privacy.

III. IN RELATION TO COLLEAGUES, I WILL:

1. Encourage my colleagues to adopt and act in accordance with this Code, and take action in the presence of unethical behaviours.
2. Build collaborative relationships based on trust, respect and honesty.
3. Acknowledge and support the personal strengths, professional experience and diversity, which my colleagues bring to their work.
4. Make every effort to use constructive methods to manage differences of opinion in the spirit of collegiality.
5. Share and build knowledge, experiences and resources with my colleagues.
6. Collaborate with my colleagues to generate a culture of continual reflection and renewal of high quality practices in early childhood.

IV. IN RELATION TO COMMUNITIES, I WILL:

1. Learn about the communities that I work within and enact curriculum programs, which are responsive to those contexts and community priorities.
2. Connect with people, services and agencies within the communities that support children and families.
3. Promote shared aspirations amongst communities in order to enhance children's health and wellbeing.
4. Advocate for the development and implementation of laws and policies that promote child-friendly communities and work to change those that work against child and family wellbeing.
5. Utilise knowledge and research to advocate for universal access to a range of high-quality early childhood programs for all children.
6. Work to promote community understanding of how children learn in order that appropriate systems of assessment and reporting are used to benefit children.

V. IN RELATION TO STUDENTS, I WILL:

1. Afford professional opportunities and resources for students to demonstrate their competencies.
2. Acknowledge and support the personal strengths, professional knowledge, diversity and experience that students bring to the learning environment.
3. Model high-quality professional practices.
4. Know the requirements of the students' individual institutions and communicate openly with the representatives of that institution.
5. Provide ongoing constructive feedback and assessment that is fair and equitable.

6. Implement strategies that will empower students to make positive contributions to the workplace.
7. Maintain confidentiality in relation to students.

VI. IN RELATION TO MY SERVICE, I WILL:

1. Support workplace policies, standards and practices that are fair, non-discriminatory and are in the best interest of children and families.
2. Promote and support ongoing professional development within my work team.
3. Adhere to lawful policies and procedures and when there is conflict, attempt to effect change through constructive action within the organisation or seek change through appropriate procedures.

VII. IN RELATION TO MYSELF AS A PROFESSIONAL, I WILL:

1. Base my work on contemporary perspectives on research, theory, content knowledge, high quality early childhood practices and my understandings of the children and families with whom I work.
2. Regard myself as a learner who undertakes reflection, critical self-study, continuing professional development and engages with contemporary theory and practice.
3. Seek and build collaborative professional relationships.
4. Acknowledge the power dimensions within professional relationships.
5. Act in ways that advance the interests and standing of my profession.
6. Work within the limits of my professional role and avoid misrepresentation of my professional competence and qualifications.
7. Mentor other early childhood professionals and students.
8. Advocate in relation to issues that impact on my profession and on young children and their families.
9. Encourage qualities and practices of leadership within the early childhood profession.

VIII. IN RELATION TO THE CONDUCT OF RESEARCH, I WILL:

1. Recognises that research includes my routine documentation and investigations of children's learning and development, as well as more formal research projects undertaken with and by external bodies.
2. Be responsive to children's participation in research, negotiating their involvement taking account of matters such as safety, fatigue, privacy and their interest.
3. Support research to strengthen and expand the knowledge base of early childhood, and where possible, initiate, contribute to, facilitate and disseminate such research.
4. Make every effort to understand the purpose and value of proposed research projects and make informed decisions as to the participation of colleagues, children, families, communities and myself.
5. Ensure research in which I am involved meets standard ethical procedures including informed consent, opportunity to withdraw and confidentiality.

6. Ensure that images of children and other data are only collected with informed consent and are stored and utilised according to legislative and policy requirements.
7. Represent the findings of all research accurately.

Early Childhood Australia - Code of Ethics

GOVERNING BODIES

The Early Childhood profession's national body that ensures high quality early childhood education and care is ACECQA (Australian Children's Education and Care Quality Authority). They facilitate the National Quality Framework that is underpinned by the National Quality Standards, Education and Care Services National Law, Education and Care Services National Regulations, and the Early Years Learning Framework.

EDUCATION & CARE NATIONAL REGULATION

This set of regulations guides our practices when considering and developing our policies, practices and procedures. It is vital that you are aware of the Regulations and Amendment Regulations. There are copies available in your digital staff pack or online at:

Regulation:

<https://www.legislation.nsw.gov.au/regulations/2017-543.pdf>

National Law:

[http://www.legislation.vic.gov.au/domino/Web_Notes/LDMS/LTObject_Store/ltobjst10.nsf/DDE300B846EED9C7CA257616000A3571/D38DBD79C4A26CCECA2582270002C054/\\$FILE/10-69aa012%20authorised.pdf](http://www.legislation.vic.gov.au/domino/Web_Notes/LDMS/LTObject_Store/ltobjst10.nsf/DDE300B846EED9C7CA257616000A3571/D38DBD79C4A26CCECA2582270002C054/$FILE/10-69aa012%20authorised.pdf)

NATIONAL QUALITY STANDARD

The National Quality Standard was informed by research about best practice and the way in which high quality education and care contributes to positive outcomes for children. It comprises quality areas, standards and concepts. The seven quality areas in the National Quality Standard are:

1. Educational program and practice
2. Children's health and safety
3. Physical environment
4. Staffing arrangements
5. Relationships with children
6. Collaborative partnerships with families and communities
7. Governance and leadership

Within these quality areas sit Standards and Concepts that guide our practice. We will be assessed by this document and ranked with:

- Significant improvement required
- Working towards National Quality Standard
- Meeting National Quality Standard
- Exceeding National Quality Standard

If we are rated at 'Exceeding National Quality Standard' we are then able to apply to receive the rating of 'Excellent'.

To achieve our expected level of quality in our service, you must be aware of the National Quality Framework and Standards. There is a copy of the Guide to the National Quality Framework in your digital staff pack or online at https://www.acecqa.gov.au/sites/default/files/2018-03/Guide-to-the-NQF_0.pdf.

Care & Education

THE EARLY YEARS LEARNING FRAMEWORK – OUR CURRICULUM

The Early Years Learning Framework is the first National learning framework that recognises children learn from birth. In all our interactions, we must be mindful of Belonging, Being and Becoming, including the principles, practices and learning outcomes. All of our programming, observations, planning, and reflection is based on this framework. This is in your digital staff pack. It is also available online at https://www.acecqa.gov.au/sites/default/files/2018-02/belonging_being_and_becoming_the_early_years_learning_framework_for_australia.pdf.

This holistic approach in our learning environment allows educators and families to work together in planning and reflecting on each child, and seeing their development as an ongoing journey that ebbs and flows naturally, supported by intentional teaching practices that is documented, scaffolded and nurtured to cultivate the best potential outcomes.

We share this information with families in a number of ways; observations, day book entries, project workbooks, verbally, in newsletters, information sheets and formal family meetings. We view information sharing as one of the most critical strengths of Baringa supported by a professional approach and strict confidentiality.

Time is given to educators off the floor, where they are replaced to enable them to complete observations, programs and daybook / journal entries. This time is recorded in each room's Out of Room Activities Sign in and out Sheet.

PROGRAMMING

- A variety of experiences will be provided which give children the opportunity to practice skills in all developmental areas while also catering for interests, strengths, and developmental needs, and providing enjoyment.
- Age-appropriate activities are to be provided in both structured and unstructured learning times that cater for children's individual interest's strengths, and developmental needs.
- Information will be gathered from families upon enrolment and updated at regular intervals, regarding the child's needs, interest and family background. This information is treated confidentially and allows Educators to provide experiences that interest and extends children's current development. We feel that it is important to develop a partnership between parents and Educators to ensure that consistency between home and the Service occurs and that the best possible care is provided.
- The program is based on the foundation of the Early Years Learning Framework.
- Children, parents and Educators will be encouraged to work together in the development of the program being offered within the Service.

- A conscience balance between indoor and outdoor experiences will be planned for.
- A program that supports the development of each child's social, physical, emotional, cognitive, language and creative potential will be adopted in the Service.
- The program will be guided by observations on children that have been reflected on and then followed up as per our programming procedure.
- Observations and / or jottings on the children will be carried out by the group Educators documenting their knowledge, skills, interests, and developmental needs. This information will be used to program suitable experiences that scaffold on previous observations, and evaluated to reflect the children's current interests. The programs will be displayed within the Service for parents and visitors to view. Completed observations are kept in a confidential file.
- Educators from each group work together to produce an interest based and child-centred program. This program will be evaluated and extended upon daily, then weekly.
- Through interacting with children during free-choice learning times Educators are able to discover the child's interests and extend upon these in a relaxed, spontaneous atmosphere. Educators will interact with children in a way that encourages and challenges them to extend their thinking and interests.
- The learning environments are set up with designated areas, which remain the same for consistency, only changing to support children's interests or safety. The children are provided with a large range of choices of activities and are responsible for packing away these activities when they are finished, supported by Educators. We wish to instil in children care and respect for their equipment.
- The environment and program will be age-appropriate, engaging, and supportive of each child's interests and needs.
- The environment and program will encourage free choice in selection of activities.
- Portfolios will be given to families throughout the year and at the end of the year to review and discuss. It is hoped that the portfolios provide an accurate and precise record of each child's development and time spent at the Service.
- Transition from one room to another within the Service will be done in consultation with the family of the child, the current Educator, and the new Educator. While the transition will be more than likely instigated because of age, a child will not be forced to either way because of their age. Developmental maturity including emotional maturity will be a contributing factor if agreed by all stakeholders.
- Transition to a new room will be introduced over a period of two weeks to allow the child to feel comfortable and settled in the new environment.

DAILY ROUTINE

We embrace the full intent of the Framework and recognise that gone are the days of a service having a set routine of pre-determined intervals. We have a guideline in each room for assistance, especially for relief Educators; however, the children and their needs and interests dictate us. We do not withhold food for a child who is hungry or insist that a child separates from an activity that they are engaged in simply because the routine says so. Likewise, we may spend more time outdoors in fine

weather if the children are engaged in the experiences. While following the order of the daily routine is beneficial to children, time slots stated on the guideline are to be used as indicators dependent upon children's interests and needs throughout the day. Our day, like our approach, is open ended; there are no predetermined outcomes, expectations or limitations (except in regards to safety & supervision).

In regards to safety, it is imperative that all daily procedures are carried out; room safety checks, outdoors checks, end of day checks, and kitchen checklists must all be carried out without fail. Safety is never compromised.

YOUR OWN CONTRIBUTION

You have been employed because we recognise specific qualities in you that will complement our service and be valued by families. If you see an area that needs attention, a procedure that would benefit from being reviewed, or something that should be considered to be implemented in our practice, the most efficient way of starting the process is to raise the item at with your team leader, Centre Director or Educational with the aim of including it into our Quality Improvement Planning routine. This routine utilises a workbook and procedure that acknowledges the issue or recommendation, responsibility, timeframe, and plan of action. The Quality Improvement Plan is located on our website at:

<https://www.baringachildcare.com/191202%20Baringa%20Quality%20Improvement%20Plan%202020-1.pdf>.

Staff meetings are another effective way to contribute to the Service. One meeting is held every **six weeks** and the agenda is posted the week before in the **our Staff Announcements** for you to add your items to. It is compulsory for all staff to attend these meetings. We stress that the agenda, minutes and discussions relating to the meeting are confidential.

PROFESSIONAL GROWTH

Baringa Early Learning Centre has a responsibility to our stakeholders to ensure that all our staff members are kept up to date with changes and advancements in the early childhood profession. We believe that employee training is one of the most important ingredients in a high quality and effective service. Our responsibility is to ensure you are properly trained to embrace the role you are expected to undertake. Baringa ELC will provide opportunities to all employees to attend Professional Development. The service's Educational Leader and Team Leaders will work with you in identifying areas that will be an advantage for you to be trained in. You are not paid for your participation. Your responsibility is to take the opportunity to improve your knowledge, reflect on your pedagogy, and look for ways to improve your practice. Additionally, it is expected that you will participate actively in the training you are offered and share the information with your colleagues.

CURRICULUM & EDUCATORS DEVELOPMENT TRAINING

It is important for educators to continue learning for their own pedagogical development and reflection and keep up to date with current theories and practices. Baringa ELC's Educational Leader will

oversee the allocation of in-services to ensure that all staff members are receiving correct training based on the information that educators supply on their goals sheet.

- A Child Protection training course is to be attended by each educator every 12 - 18 months as a minimum to ensure knowledge is current.
- It is a condition of employment that all educators keep their First Aid, CPR, Asthma, and Anaphylaxis Training current and supply the centre with valid certificates.
- To assist and support educators in furthering their training, Baringa ELC will contribute 100% of standard in-service fees for permanent educators. In-service approvals are required by the Educational Leader for this to occur.
- Management may support other in-service training above the minimum expected, in respect to the cost of the in-service, if approved by the Nominated Supervisor beforehand.
- Educators are required to produce a report in the week after the completion of the in-service to share with all other Educators and management. The Educator who has attended the in-service will be asked to present a report at the next staff meeting to share information gained with all other Educators and management.
- All in-services attended (which are paid for or subsidised by the Service) must be first approved by the Educational Leader of the service. Only in-services which are beneficial to the Service and other Educators will be approved for payment by the service, at the discretion of the Educational Leader.

QUESTIONS TO GUIDE REFLECTION INCLUDE:

- What are my understandings of each child?
- What theories, philosophies and understandings shape and assist my work?
- Who is advantaged when I work in this way? Who is disadvantaged?
- What questions do I have about my work? What am I challenged by? What am I curious about? What am I confronted by?
- What aspects of my work are not helped by the theories and guidance that I usually draw on to make sense of what I do?
- Are there other theories or knowledge that could help me to understand better what I have observed or experienced? What are they? How might those theories and that knowledge affect my practice? (Belonging, Being and Becoming: The Early Years Learning Framework for Australia)

An Educator's Pedagogy Analysis will be discussed with the Educational Leader and Nominated Supervisor during the Staff Performance Review cycle.

Relief Educators will be advised of details concerning in-service topics and locations.

A record of in-service training will be kept on the 'Presentation Wall' located in the office.

Families will be made aware of all staff training through the Service's Newsletter.

Induction and Orientation

An Induction Orientation will occur prior to your confirmation of employment. It is an introduction to the service, our philosophy, policies, colleagues and families, familiarisation with programming and

documentation, and of course an introduction to the children. Continuity and security in the service environment for the children is always protected.

Policies & Procedures

FIRE & EMERGENCY PROCEDURES

The necessary information will be covered during the initial induction to ensure a safe and healthy working environment. This will also cover your role in the procedure.

WORKPLACE, HEALTH & SAFETY (WHS) INDUCTION

The WHS Induction will consist of an introduction to the procedures that you will be required to carry out. They will include but not limited to; class room WHS checklist, outdoor WHS checklist, kitchen WHS checklist, First Aid supplies and locations, Safety Data Sheets (SDS) locations and related policies.

DUTY RESPONSIBILITIES

You have general responsibilities that relate to the administrative side of the Service. You must:

- Sign in on arrival and out on departure.
- Complete your time sheets and have them lodged by the cut off time otherwise your pay will be withheld until the next pay period.
- Report any hazards promptly.
- Report an accident you are involved in (the forms are available in the office). It must be completed on the day unless there is a medical reason preventing you to do so, plus it must be co-signed by another staff member who witnessed the accident. This is to be given to the Nominated Supervisor who will be directed by Work Cover legislation on what action needs to follow.

CONTINUING REVIEW

Within 3 months of you commencing work our Centre Director will conduct a performance review. Another review will be conducted before your 6-month probation period has expired.

UPGRADING QUALIFICATIONS

Baringa Early Learning Centre will support any employees that are eligible to enter into a traineeship and further their qualifications in the industry. Please see the Centre Director for further information.

Employment

PROFESSIONAL DEVELOPMENT

The professional development and training provided by the Australian Traineeship system will put your career ahead of others. Nationally recognised vocational education and training will secure your future as a professional in your field. Management will also support your career by providing feedback on your performance and guidance for your development (along with specific training via in-services).

SUPERANNUATION

All employees who earn above the threshold limit will be entitled to superannuation paid at the statutory rate.

ANNUAL LEAVE & PERSONAL LEAVE

Annual Leave and Personal Leave will be accrued at the rate as stated in the Industry Award. To request Annual Leave you must lodge an Annual Leave Request form via Easy Employer minimum 2 weeks prior the requested date for the Nominated Supervisor. You will be notified via Easy Employer if your request has been successful. Leave is granted based on already approved leave requests.

CASUAL EMPLOYMENT (RELIEF STAFF)

Regular casual employees are used as first preference when replacing staff to ensure continuity with the children, families, colleagues, program and documentation.

First time relief staff members are to arrive 30 minutes before the start of their shift to read the Staff Handbook and view the Service Policy Manual. If at the end of the relief staff member's first shift the Nominated Supervisor deems the potential relief staff member suitable to be added to the Service's Relief Staff List they will be required to read through the service's

All relief staff are required to arrive 15 minutes before the start of the shift to make themselves aware of the routine set for the day, familiarise themselves with the program, the children in their care, staff communication book and any other important points that are necessary to be aware of in order for the day to run smoothly.

Relief staff members are to rely on the direction of the Team Leader and other permanent staff for direction and support throughout the day.

Relief staff members are to introduce themselves to families, explain their position within the Service, who they are replacing and how long they expect to be placed at the Service. This should be done with the support of the Room Leader for continuity and security for families leaving their child in the care of the Service.

All relief staff members are to accept the responsibility of the importance of confidentiality of all children within their care and their families, and treat any information shared with them professionally and sensitively and in the best interest of the child.

Relief staff (and all staff) members are requested to be mindful of the time when they take their breaks and return promptly to minimise any disruption to the set routine and/or required ratios.

It is advised that all staff members whether relief or permanent, look after their health and keep their immunisations up to date.

Relief Staff are equally as responsible as permanent staff to adhere to Early Childhood Australia's Code of Ethics.

A photo of the staff member, with their name, qualifications and role in the Service will be put in a prominent area for families to refer to.

FULL TIME/PART TIME EMPLOYMENT

All full time/ part time employees are entitled to sick, maternity, and annual leave as per the requirements outlined in their relevant award, enterprise agreement or contract. In general this will mean that as a full time employee you will be entitled to 4 weeks annual leave after 1 year of service, 8-11 days sick leave per year (provided that medical evidence is available) and maternity leave as outlined in the relevant award.

CODE OF CONDUCT

It is an expectation of your employment that you will conduct yourself within these guidelines. Failure to do so may result in disciplinary action.

- [STAFF CONDUCT AND PERFORMANCE POLICY](#)

RESPECTFUL & AUTHENTIC RELATIONSHIPS WITH FAMILIES & COLLEAGUES

Baringa endorses a warm and friendly and professional approach by our employees. The Service strives for a happy working environment amongst all colleagues. Please treat fellow colleagues with the respect and courtesy you would like to receive yourself. Please do not use obscene or offensive language within the workplace. Baringa ELC offers an equal opportunity workplace free from discrimination or harassment. Those found using obscene or offensive language, practicing discrimination, harassment, or vilification based on gender, race or religion will not be tolerated.

VISITORS

Friends or family are not permitted to visit you at Baringa whilst you are rostered on, unless Nominated Supervisor has given prior permission. Your attention to the children and the program should not be compromised.

UNIFORMS & DRESS ATTIRE

All employees must wear the uniform during their working hours.

If you have long hair, it must be tied back.

Skirts and dresses are not permitted.

Shorts should be at least as long as the tips of the staff's fingers when the staff hangs their arms to their side.

Tight fitting leggings are to be worn with tops/skirts/shorts at least as long as the tips of the staff's fingers when they hang their arms to their sides.

Enclosed shoes must be worn at all times; no high heels or wedges.

Sleeved shirts must be worn at all times for sun smart purposes.

Only jewellery permitted to be worn are earring studs, watches and wedding band. Where piercings are covered by clothing, they are acceptable to be worn as long as they remained covered by clothing.

Clothes must be suitable for movement, active play and messy play. No clothing with offensive logos or political statements are to be worn.

PERSONAL TELEPHONE CALL & MAIL

Employees are not authorised to use the service's phones for personal reasons unless in the case of an emergency. No personal mobile phones are to be used or carried during working hours.

Exceptions are made for Team Leaders, Centre Director, Educational Leader, Executive Officer and Administration Officer for work purposes only.

USING EMAIL

Email is to be used only for bona fide company usage, not for private communications.

Passwords and access privileges are to be treated as strictly confidential to the person issued with that access or persons delegated to know and use that access in the normal course of business. It is the responsibility of the authorised user to take fair and reasonable steps to ensure the passwords and other forms of access are held safe.

USING THE INTERNET & OTHER EXTERNAL ONLINE SERVICES

Access to External On-line Services, including the Internet as provided by the Service, is for authorised company use only.

Users of External On-line Services are expected to maintain the highest ethical and professional standards in all communication transmitted or downloaded over each such service.

SOCIAL MEDIA RESPONSIBILITY

The Service offers a Facebook page to its current families and staff as a communication tool. The administrator of the account is the Service's Nominated Supervisor, Educational Leader and Executive Officer. Only current families and staff may have access to the page as the page is locked as 'Privacy type: Closed: Limited public content. Members can see all content.'

The description is: Description: This Facebook group is for staff and families of children attending 'name & location of service'. The intention is that this group will allow you to:

- Keep in touch with what's happening at (Submit name of service).
- Connect with other parents and share your thoughts about programs, policies and procedures.
- Is an avenue for parents to ask other parents their thoughts and help with common child rearing issues

The Administrator controls the content on the page and ensures that the postings are relevant and respectful of the Service, the children, the staff, families, and greater community. For privacy reasons photographs will not be posted on the 'wall'.

Staff members that have a personal social media account are not permitted to post any negative comments relating to the service, children, colleagues or families. If you choose to 'like' the Service's social media pages, you have a responsibility to ensure that your profile picture is always an appropriate representation of an early childhood Educator. If it is not, please do not 'like' the page.

Staff members are to use their own personal discretion when adding a family of the Service as a 'friend' or 'follower' on social media. The Service does not recommend staff to add families of the Service as they will be seen still as a representative of the Service and held to the Service's Code of Conduct on all posts on their private 'wall' if families have access. Families are asked in our Social Media policy to respect that staff may have a personal policy on adding families due to their professional philosophy and that the centre does not recommend staff to have families as friends on their private account. Staff members are recommended not to request the 'friendship' of families from the centre. If a staff members are connected with families of the centre, their conduct will be monitored as per the centre's Social Media policy.

SMOKING

Smoking is NOT permitted in or on surrounding areas of the centre. It is expected that at all times your clothes will be smoke free. If, after adequate warning an employee is found smoking, their employment at the Service may be terminated. Employees are also not permitted to smoke in public whilst wearing the service uniform. Baringa supports the Smoke Free Act 2000. The organisation and its employees will follow all conditions outlined in this act.

There will be no smoking in any area of the centre at any time.

Designated smoking area is located out of the children's sight, and away from the main entrances to the building, and at least 15 metres away.

If staff opt to smoke during their break times they must at all times before returning to their rooms wash hands thoroughly with sanitiser, use mints & body spray. Staff should not smoke in confined spaces e.g. their cars to avoid smoke smell on their clothing.

All smoking trash, including butts and matches, will be extinguished and disposed of in appropriate manner.

There will be no smoking by staff or volunteers when children are present. This includes both indoor and outdoor activities.

Excursions, walks, and all other off-site activities and functions will be smoke-free.

ALCOHOL & DRUGS

Baringa is bound by the Education and Care National Regulations. As such, alcohol, drugs, or other substance abuse by employees can have serious adverse effects on their own health and the safety of others. As such, all employees must not:

- Consume alcohol nor be under the influence of alcohol while working;
- Use or possess illegal drugs at workplace or any workplace events;
- Drive a vehicle, having consumed alcohol or suffering from the effects of illegal substances and;
- Bring alcohol or any illegal drugs onto the premises.

If a co-worker suspects another to be affected by drugs or alcohol, they must inform the Centre Director immediately. No employee will be allowed to work under the influence of drugs or alcohol.

Employees undergoing prescribed medical treatment with a controlled substance that may affect the safe performance of their duties are required to report this to the Centre Director. All issues pertaining to these matters shall be kept strictly confidential.

A breach of this policy may initiate appropriate action including the termination of employment. All the above applies to smokeless cigarettes e.g. e-cigarettes.

CALLING IN SICK

If you are sick on a published rostered shift, please:

- Notify your supervisor (according to the Organisational Chart) before 6:30am of the commencement of your shift. Under no circumstances are messages to be left with a colleague.
- It is your responsibility to find a suitable employee to cover your rostered shift
- If you do not notify your supervisor and do not attend for your shift, it will be considered that you have abandoned your responsibilities and your employment may be terminated.
- For those in permanent positions, sick leave will only be paid when a medical certificate is provided.

IMMUNISATION

Please ensure we have a full record of your immunisation history and that we are kept updated throughout your employment. You will find an Immunisation Schedule located in your digital staff pack and we suggest that you discuss this with your doctor.

PROBATIONARY PERIOD & APPRAISAL

It is important when starting a new job that there be an adjustment period that gives you the chance to get to know us and allow us to get to know you. A full-time, part-time or casual employee will be required to complete a probationary period of three 3-months. There will be an appraisal completed by the Centre Director during that period. Thereafter, all permanent employees will be appraised on an annual basis.

GROOMING STANDARDS

You will be supplied with 2 uniform and it is your responsibility to ensure that it is clean, well presented and in good condition when presenting yourself at work. Please adhere to the following standards:

- Shoes are enclosed with flat soles for safety
- Jewellery – one (1) earring per ear (small studs).
- Long hair is to be clean and neatly tied back. Ensure hair does not hang in your eyes
- Makeup is to be light and natural
- Fingernails are to be clean and well groomed
- Good oral hygiene and grooming is essential

MEALS & SNACKS

If bringing your own food to the service, all employees must strictly adhere to the same rules as the children. That is, no nuts should be brought into the centre. Unless eating with the children the food that they are served, all food should be consumed on breaks in the designated lunch and morning tearoom, rather than in front of the children.

RESPONSIBILITIES

- Do not become involved with politics or internal bickering and treat all you see and hear as STRICTLY CONFIDENTIAL.
- All information shared with families and professionals is STRICTLY CONFIDENTIAL.
- Know your job description and what it entails. Early Childhood Australia's Code of Ethics is a standard that you will be held to.
- Be aware of WHS policies and procedures. Safety is not negotiable.
- Know your responsibilities as a Mandatory Reporter.
- Always represent the Service in the manner that is reflected in this handbook. Remember that when wearing the uniform outside the Service, you are still representing the Service and must act accordingly.
- Be involved and an active contributor to the revising of policies and procedures and the Quality Improvement Planning workbook.

Employment Policy

EQUAL EMPLOYMENT OPPORTUNITY

Equal opportunity does not begin and end at the point of hiring. Management and Supervisors also have the responsibility of maintaining a non-discriminatory work environment.

Baringa ELC strives to ensure that all employees and potential employees have an equal opportunity to be recruited and succeed within the service. This is measured by monitoring the progression of the individual every three months through the Nominated Supervisor. All employees complete Professional Development Plans and with this, the Educational Leader and employee will look for ways to promote growth and opportunity for each employee.

We recognise that securing a work place free of discrimination creates a more productive workforce. At the Service, all employees or prospective employees are to be treated fairly and without bias. Employees will not be discriminated against on any grounds.

Compliance

You are required to adhere to all Service policies and policies, and all requirements outlined in this handbook.

Please notify in writing if altering your residential address, telephone number or bank details. You can do this by submitting in writing via email or in person to the Administration Officer.

You will be paid on fortnightly basis unless otherwise stated in your letter of appointment. The pay week runs from Thursday through to Wednesday. Wages/salaries will be paid into your nominated bank account within 48 hours of the end of the pay week / fortnight.

You will be expected to work according to your published roster. Any variations or changes you wish to make must be done through the Nominated Supervisor.

We maintain a genuine 'Open Door' policy at all times. If there are any problems at work, please do not hesitate to discuss them with the Nominated Supervisor (or a Certified Supervisor if there is a conflict of interest).

Staff Parental Leave

The Paid Parental Leave scheme is an entitlement for working parents of children born or adopted on or after 1 January 2011. Eligible working parents can get 18 weeks of government funded Parental Leave Pay at the National Minimum Wage.

Full-time, part-time, casual, seasonal, contract, and self-employed workers may be eligible for help under the scheme.

THE PAID PARENTAL LEAVE SCHEME IS DESIGNED TO:

- Provide financial support during the time parents take off work in the vital early months to care for their newborn or recently adopted child
- Enhance child and maternal health and development
- Encourage women's workforce participation
- Promote work/family balance.

THE PAID PARENTAL LEAVE SCHEME WILL HELP EMPLOYERS TO:

- Keep valuable and skilled staff by encouraging them to stay connected with the workforce when they become parents
- Improve family friendly workplace conditions
- Increase workforce participation of parents.

AN EMPLOYER MUST PROVIDE PARENTAL LEAVE PAY TO AN ELIGIBLE EMPLOYEE WHO:

Termination of Employment

DISCIPLINARY ACTION WILL OCCUR FOR THE FOLLOWING BREACHES OF DISCIPLINE:

Continued abuse of the following may result in disciplinary action. These include, but are not limited to the following:

- Unauthorised absence
- Having personal visitors whilst on shift
- Continued personal phone calls
- Unauthorised solicitation or distribution of money or materials
- Poor work standard
- Carelessness
- Low level of enthusiasm
- Lack of personal cleanliness

- Taking excessive breaks
- Failure to report health, fire or safety hazards
- Repeated tardiness

Grievances

The Service will always aim to provide a fair and equitable workplace; this includes procedures for settling grievances. We should all work together to ensure a safe, healthy and harmonious work environment.

We acknowledge that conflict is a natural part of the work environment. It may relate to something as simple as leaving a dirty tea cup on the sink or more major issues such as what changes to make to the daily routine. Conflict may also arise due to seemingly incompatible personalities. It is important that all conflict is resolved. Unresolved conflict leads to tension, stress, low productivity, sour relationships, excess time off, ill health, anxiety and many other destructive emotions. When conflict is addressed and handled constructively the outcomes are feelings of relaxation, openness, high productivity, vitality, good health, empowerment, a sense of achievement etc.

It is every staff member's responsibility to contribute to the development of an open, healthy and constructive work environment. All grievances, whether considered minor or not, are to be dealt with promptly and thoroughly.

The Service's employees are expected to look at conflict in a positive way, ready to learn something new or improve work relationships.

Employees are also to be aware of their responsibility to provide good role models for children in their handling not only of conflict with work colleagues, but with children, parents and other associates.

Employees should reflect on Early Childhood Australia's Code of Ethics for guidance and direction of appropriate behaviour.

IN-SERVICING & RESOURCES FOR CONFLICT RESOLUTION;

- All employees are encouraged to attend courses on 'Conflict Resolution' or similar courses on interpersonal communication skills as part of their professional development.
- Resources are also available for borrowing through management.
- A grievance can be any type of problem, concern or complaint related to work or the work environment raised by a staff member.
- At all times any grievance should be addressed immediately between the persons involved.
- Employees are to use skills in conflict resolution and not act unreasonably, oppressively or in a discriminatory manner. It is important that all persons acknowledge that a grievance exists. It is the responsibility of all persons involved to confer with a view to resolve the grievance.

GRIEVANCE PROCEDURES

Harmonious staff relations within the service largely depend on staff feeling satisfied that their professionalism is being acknowledged by their involvement in appropriate decision-making processes.

The quality of industrial relations is likely to be substantially better in a workplace if the decision-making processes adopted permit staff to have input into decisions, which affect the nature and quality of their professional work.

Management and staff within the service will work together to develop and implement appropriate strategies to facilitate consultative and collaborative decision-making processes. Where staff feel these processes have failed and are in conflict with decisions made by Management, the following procedures are to be ensued.

When the persons involved cannot resolve the grievance in a constructive way the following steps will be followed.

1. The aggrieved person is to contact their immediate supervisor (Room Leader, Nominated Supervisor or Approved Provider) who will act as Mediator. The Mediator will have an interview with the persons involved and clarify the facts, work out whether advice is needed from other sources, (e.g.: unions, Work Cover and funding bodies), discuss options available and help to formulate a plan of action. If an employee does not feel comfortable in approaching their supervisor, or the conflict is with their immediate supervisor, they can contact the next level of management to act as Mediator.
2. If an amicable resolution does not occur at this meeting the Mediator is to present a report to the next level of management outlining:
 - a. The nature of the grievance
 - b. The procedures followed to date
 - c. The solution(s) sought
 - d. The recommended plan of action or resolution
3. If an agreement is reached the mediator is to present a report to the next level of management outlining:
 - a. The nature of the grievance
 - b. The procedures followed to date
 - c. The solution(s) agreed upon
 - d. The plan of action to reach this solution and review time if warranted

A copy of this report is to be provided to all persons involved in the grievance, and a copy is to be retained at the workplace.

Meetings are to be arranged with the aggrieved person(s) as necessary throughout the process. The outcome of the grievance must be reported to the aggrieved person within a week of the decision.

RESOLUTION OF GRIEVANCES

Grievances are considered resolved when all persons involved agree to a solution, when the cause of the grievance has been removed or resolved, and when arrangements have been made if appropriate

to repair any damage and distress suffered by the persons involved. Strategies agreed upon by both parties are to be put in place to help avoid further conflict.

UNRESOLVED CONFLICT

If resolution of the conflict is unsuccessful after all procedures in Grievance Policy have been followed it may then be necessary to take disciplinary action.

CONFIDENTIALITY

Mediators are to use discretion and to do their utmost to maintain confidentiality. Any breach of this confidentiality could result in a charge of misconduct. However confidentiality cannot be guaranteed in the following situations: if it is considered that someone is in danger, if disciplinary action or criminal investigation might be necessary; or if employer liability might be involved.

No action will be taken against the person about whom a formal complaint is lodged until they are made aware of any allegations so that they may respond.

SUPPORT PERSON

A Staff member is able to nominate a support person to attend any meetings with them. This person may be a union representative but is not limited to that. It can in fact be anyone else whom the staff member (members) feels comfortable will offer support.

General Policies & Procedures

The following policies are to be read and understood in conjunction with the contents of the Staff Handbook: (Option: insert actual policy documents into the Staff Handbook)

MANDATORY REPORTING FOR SUSPECTED CASES OF CHILD ABUSE

Last Update:	1 August 2016	Previously Numbered	5.5
References:	A, B, Q		
National Quality Standard:			
Policy Directive 5.5.1	No person has the right to abuse or neglect a child, therefore it is our duty as a Centre to notify relevant government bodies if there is a reason to suspect child abuse and/or neglect – whilst maintaining confidentiality and observing without judgment.		

Background

All childcare workers in the ACT are mandated to report all suspected cases of child abuse. All educators are required to report any incidence of any form of child abuse to the Director immediately. The educator is also responsible to ensure that the director does follow-up the report.

The Director is required to seek advice from the Community Advocates Office. A Board Member will be appointed to liaise with the Director on matters relating to reported child abuse cases.

Requirements

- Positive Action.

- Educators training is available on child abuse, sexual abuse, educators burnout and stress management.
- Procedures for reporting suspected child abuse.
- Strict confidentiality must be maintained at all times. If an educator suspects a case of child abuse the following procedures are to be followed as listed:
- Report to room leader.
- Room leader to report to the Centre Director who will investigate concerns raised.
- Written documentation will be prepared (facts only).
- It is advisable to contact the Office for Children, Youth and Family Support to inform them that notification has been made. The mandated persons phone number is 1300 556 728
- The Centre Director will then notify the Public Trustee and Guardian office on 02 6207 0707.
- Consultation will take place and the Office of Children, Youth and Family Support will decide the course of action to be taken.
- Office of Children, Youth and Family Support will keep the Centre informed of their action or non-action.
- Office of Children, Youth and Family Support will provide support and guidance for the educators involved if necessary.

REPORTABLE CONDUCT POLICY

DIVERSITY AND INCLUSION

Last Update:	8 November 2016	Previously Numbered	1.3
References:	Q, R, T, U, V, W, CC, NN, QQ, RR		
National Quality Standard:			
Policy Directive 1.3.1	Baringa Childcare Centre recognises that in Australian society there is a need to protect and promote an environment that is considerate to human differences and that people have the right to make choices about their lifestyle. Baringa Childcare Centre will appreciate and respect the uniqueness of each child will offer development for children regardless of colour, sex, race, creed and ability. Baringa Childcare Centre will promote that differences are valued and families are actively encouraged to share their experiences with educators, carers and other families.		

Background

Each child comes to the Centre with a different set of experiences, knowledge and interests. Baringa Childcare Centre seeks to build on the child's home experiences, and acknowledge the range of cultural backgrounds of families. We have a genuine regard for all children and their language, culture and achievements. Their family is valued and their culturally diverse backgrounds are accepted and reflected in our programs.

The construction of identity and attitudes is achieved by influencing the child's self-concept and attitude towards others through the daily routine, developmental program educators interactions (towards each other, children and parents) and integration for those who have additional needs.

Men and women can take on any role that they determine fits their interest, skills and abilities.

Requirements

Educators will actively seek information from children, families and the community, about their:

- social backgrounds;
- cultures and beliefs;
- sense of respect and fairness

Educators will work in partnership with families to provide care that meets the child's needs and is consistent with the family's culture, beliefs and Childcare practices. Specific requests will be honoured where practical, to demonstrate respect and ensure continuity of care of the child.

Educators will obtain and use resources that reflect the diversity of children, families and the community.

Educators will be sensitive and attentive to all children, respect their backgrounds and abilities, and ensure that their individual needs are accommodated at the centre. Children with additional needs will be provided with support so they can be included as equals within the service. This may require the assistance of social, ethnic or additional needs services which the Centre will access in collaboration with the child's family.

Children will never be stereotyped, singled out, or made to feel inferior to or better than others. Educators and children will discuss incidents of bias or prejudice in children's play or relationships with each other, to help children to understand and find strategies to counteract these behaviours.

Educators will model appropriate ways to challenge discrimination and prejudice, and actively promote inclusive behaviours in children.

Educators will create opportunities as an integral part of their daily programs for children to learn about, develop respect for, and celebrate the diversity that exists in the service and in the broader community by:

- encouraging all families, children and other educators to share their experiences, skills, cultures and beliefs;
- inviting community members to the Centre to share their stories, songs, experiences, skills, cultures and beliefs;
- accessing and using a range of resources (including multi-cultural and multi-lingual resources) that reflect the diversity of children and families in the service and in the broader community.

All educators are encouraged to attend in-service training on multicultural programming for Centres.

All activities in the Centre will be checked to ensure that they are multiculturally balanced.

Procedures

A diverse and inclusive environment may be created through programming with consideration to the following:

The Visual/Aesthetic Environment

- We have resources (books, toys etc.) that reflect social values, diverse gender roles, racial and cultural backgrounds, additional needs and abilities, range of occupations and a range of ages.
- Posters that depict a variety of children and families, their lifestyles and languages.
- Dramatic play, e.g. diversity of gender play, (female police officers, male nurses).

Accessibility and exploration of the tools used by people with additional needs, i.e. wheelchairs, crutches, canes and hearing aids.

Language:

- To hear and see various languages.
- To experience sign language and braille.
- Puzzles, posters, songs, finger-rhymes etc.

Music:

- Various cultural styles
- Singing, background music, lullabies
- Movement and dancing.

Art Materials:

- Textas, pencils and crayons.
- Artwork (paintings, drawings, sculpture) by artists of diverse backgrounds depicting women and men from various ethnic backgrounds.
- Mirrors for children to explore their own physical features.

Encouraging children to be:

- Assertive and gentle.
- Caring and physically strong.
- Active and contemplative.
- Creative and logical.

Encouraging children to develop and express a full range of emotions and behaviours:

- Invite parents & other family members into the Centre and participate in the programs.
- Combine block corner and the home corner over a period of time.
- Encourage girls in dramatic play to be ugly trolls and boys to be "Little Mr. Muffet" etc.

Baringa will support educators to enhance their skills and knowledge in relation to guiding children's behaviour.

POSITIVE INTERACTIONS WITH CHILDREN

Last Update:	28 November 2017	Previously Numbered	5.3
References:	Q, FF		
National Quality Standard:			
Policy Directive 5.3.2	Baringa aims to ensure all educators form positive relationships with children to enable them to feel safe and supported at Baringa. Educators will encourage positive relationships between children and their peers as well as with educators and community members at Baringa.		

Background

At Baringa Childcare, we recognise early childhood as a unique and valuable stage of life and accept that each phase within this development is important. Our centre aims to work in partnership with families and the community to provide an environment of security and love that collaboratively works toward positive outcomes for the children, families and staff.

Requirements

- Baringa will provide a relaxed and happy atmosphere for the children.

- Baringa will ensure mealtimes are relaxed and unhurried and educators will take the time to sit and talk with children.
- Our educators will encourage children to initiate conversations about their experiences inside and outside Baringa. Children will be encouraged to express their ideas and feelings, share humour with educators and seek assistance as they take on new challenges and try to do things for themselves.
- Our educators will respond sensitively and appropriately to children's efforts to communicate and engage them in sustained conversations about their interests in a positive manner.
- Our educators will encourage children to have their own opinions, ideas and comments. Educators will ensure all ideas are valued as children contribute to learning conversations.
- Our program allows for many opportunities for meaningful conversations between children and educators in one to one, small group and whole group situations.
- Our statement of philosophy will be visible
- Our educators will participate in children's play using children's cues to guide their level and type of involvement while always maintaining a positive approach when responding to children and offering assistance.
- Our educators will model reasoning, prediction and reflection processes and language.
- Our educators will collaborate with children about routines and experiences.
- Our educators will use techniques such as sign language and other resources and tools to support children with additional needs.
- Our educators will use their interactions with children to support the maintenance of home languages and learning English as an additional language.
- Our educators and coordinators will use information from their observations of interactions with children to extend the children's thinking and learning.
- Our educators will also support children to build secure attachments with one and then subsequent educators to help them feel secure at Baringa. Separation anxiety is expected with many children and educators are sensitive to the needs of children experiencing anxiety. Educators will work towards ensuring each child feels safe and happy at Baringa.
- Our educators will learn more about the histories, cultures, languages, traditions, child rearing practices and lifestyle choices of families at Baringa.
- Our educators enjoy speaking with parents about their children and extended family, which enables us to better meet the needs of all children.
- Baringa will implement strategies to assist all children to develop a sense of belonging and confidence through positive interactions between the children and educators.
- Our staffing arrangements will promote continuity for children and families.
- Baringa will gather information from families in the enrolment form in order to be able to provide support for children during the settling in process.
- When children have special needs Baringa will consult with other professionals or support agencies that work with children to gather information that will guide our interactions with these children. This information will be recorded in the child's file.
- Baringa's approach to equity and inclusion will be included in our philosophy.

- Educators will document the knowledge gained about children, through their interactions, in the child’s file and will continually review the experiences that are planned for children in light of this information.

HAND WASHING POLICY

1.	<u>National Quality Standards</u>	29
2.	<u>Purpose</u>	Error! Bookmark not defined.
3.	<u>Scope</u>	29
4.	<u>Policy Statement</u>	Error! Bookmark not defined.
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7.	<u>Approval and Review Details</u>	Error! Bookmark not defined.

1. National Quality Standards

Area	Concept	Descriptor
2.1	Health	Each child’s health and physical activity is supported and promoted.
2.1.2	Health practices & procedures	Effective illness and injury management and hygiene practices are promoted and implemented.
2.2	Safety	Each child is protected.
2.2.1	Supervision	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.

2. Purpose

Baringa is committed to ensuring the health and safety of all educators, staff, volunteers, families, and children, providing a safe and healthy environment. Effective hand hygiene significantly reduces the risk of infection and is therefore of the utmost importance. We aim to perform specific hand washing hygiene practices to minimise the risks associated with cross infection.

3. Scope

This policy applies to children, families, staff, management, and visitors of the service.

4. Policy Statement

Having and encouraging good hygiene practices in early childhood is essential for reducing the risk of infection.

Helping children to develop appropriate personal hygiene habits will become embedded as they grow and develop.

It is important to work with families to ensure children follow simple hygiene rules by incorporating good hygiene strategies in both the service and home environment.

Related Legislation and Documents

[Regulation 77](#) of the Education and Care Services National Regulations

[Regulation 106](#) of the Education and Care Services National Regulations

[Regulation 109](#) of the Education and Care Services National Regulations

[Child Care Services Handbook](#) (Department of Education and Training)

[Education and Care Services National Regulations](#)

Australian Children’s Education & Care Quality Authority. (2014).

Early Childhood Australia Code of Ethics. (2016).

Guide to the Education and Care Services National Law and the Education and Care Services National Regulations. (2017).

Guide to the National Quality Standard. (2017).

National Health and Medical Research Council. (2012). Staying healthy: Preventing infectious diseases in early childhood education and care services.

Revised National Quality Standard. (2018).

Feedback

Families and staff may provide feedback about this document by emailing admin@baringa.org.au

POLICY – SOCIAL MEDIA POLICY

1.	National Quality Standards	31
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1. National Quality Standards

Area	Concept	Descriptor
7.1.1	Service philosophy and purposes	A statement of philosophy guides all aspects of the service's operations.
7.1.2	Management Systems	Systems are in place to manage risk and enable the effective management and operation of a quality service.
7.1.3	Roles and Responsibilities	Roles and responsibilities are clearly defined and understood and support effective decision making and operation of the service.
7.2	Leadership	Effective leadership builds and promotes a positive organisational culture and professional learning community.

2. Purpose

- 2.1 At Baringa Early Learning Centre, we recognise that connection to community is vital to ensuring a holistic and inclusive environment. Baringa believes in strengthening partnerships with families and the community to provide educational opportunities and consistency within their learning.
- 2.2 Being part of our service entails a position of trust and responsibility. We aim to ensure that our service, children, educators, and families are not compromised in any form on any other social media platform and that all social media usage complies with our service's philosophy, relevant policies, and the code of conduct.

3. Scope

- 3.1 This policy applies to children, families, staff, volunteers and visitors of the service.

4. Policy Statement

- 4.1 Social media is defined as "forms of electronic communication (such as websites for social networking and microblogging) through which users create online communities to share information, ideas, personal messages, and other content (such as videos)" (Merriam-Webster dictionary).
- 4.2 We recognise that there are many advantages in using social media as a means of communication, engagement and strengthening relationships. It is important to approach usage with caution, through careful and systematic management. Whilst healthy debate may provide thought-provoking discussion, there are guidelines in place to ensure that Baringa maintains its values and code of conduct at all times.
- 4.3 This policy applies to all forms of social media including, but not limited to:
- Social networking sites e.g. Facebook, Twitter and LinkedIn;
 - Image sharing sites e.g. Instagram and Snapchat;
 - Video hosting sites e.g. YouTube and Vimeo;
 - Community blogs e.g. Tumblr and Medium; and
 - Discussion sites e.g. Reddit and Quora.

Baringa social media accounts

- 4.4 The purpose of Baringa's social media accounts is to share information, communicate and engage with families and community. Specifically:
- (a) Keep families informed and engaged with Baringa news, events and resources.
 - (b) Connect Baringa's community members, providing them with a forum to share their thoughts on programs, policies and procedures.
 - (c) Provide parents and carers with an avenue to discuss appropriate research-based information on common child rearing issues etc.
 - (d) Provide families and staff with information of an educational nature.
- 4.5 Baringa social media accounts are not to be used for personal comments or discussions. Only approved staff are provided with administration access.
- 4.6 All staff and educators must remain aware that they represent and could be identified as an employee of the service through any online activity.
- 4.7 Ensure the highest level of privacy settings are established and maintained on the account. Ensure personal information about families, children and staff is not posted online.
- 4.8 Staff and educators must maintain appropriate privacy of families, employees, students, children and volunteers, including when they have obtained permission to publish content publicly to share Baringa's work in early childhood education and for promotional purposes.

Baringa staff personal social media accounts

- 4.9 All staff to be aware of adhering to the Baringa Grievance Policy and Procedures, whereby the service will investigate any occurrences where a staff member:
- (a) Post photos or information of the service or children directly on their personal account without permission.
 - (b) Defame, harass or bully any other person who works at the service or is connected to the service.
 - (c) Is found guilty of any Facebook misconduct (on both the Service Facebook page and any private page) is aware that this may result in termination of employment.
 - (d) Harasses or bullies any other person who works at the service, family or community member connected to the Service.
 - (e) Post offensive or derogatory comments or information that could bring their professional standing or that of the Service into disrepute.
- 4.10 Staff members are to use their own personal discretion when adding a family of the Service as a 'friend' on Facebook or any other social media.
- (a) Baringa does not recommend staff to add families of the Service to personal social media accounts as they will still be seen as a representative of the Service and will be required to uphold the Service's Code of Conduct on all posts to their private wall.
 - (b) It is extremely important not to post information about the Service, colleagues, children, or families on personal social media accounts, as this not only contravenes the Service policies and code of conduct but is considered a breach of the Commonwealth's Privacy Act 1988 and Privacy and Personal Information Protection Act 1998.
 - (c) If adding families to personal social media accounts, Educators will adhere to relevant policies, including the code of conduct of the service.
- 4.11 Families are asked to respect that staff may have a personal policy on adding families to personal social media accounts due to their professional philosophy, and that the Service does not recommend staff to have families as friends on their private social media accounts.
- 4.12 However, staff and families are encouraged to share any social media posts that have been authorised and available publicly on Baringa's official social media accounts.

Consequences for inappropriate conduct

- 4.13 For inappropriate conduct to be lawful, there is a need to demonstrate a connection between the behaviour and the employment relationship that:
- (a) Is likely to cause serious damages to the relationship between the employee and employer the Service,
 - (b) Damages or harms the employer's Service's interest or reputation,
 - (c) Is incompatible with the employee's duties as employee in the education and care sector.
 - (d) A person who has been involved in inappropriate conduct may require reprimand as per our Code of Conduct Policy. This may lead to termination of their position.

5. **Related Legislation and Documents**

[Regulation 727 of the Education and Care Services National Regulations](#)

[Regulation 181 - 184 of the Education and Care Services National Regulations](#)

[Education and Care Services National Regulations](#)

Australian Children's Education & Care Quality Authority. (2014).

Early Childhood Australia Code of Ethics. (2016).

Guide to the Education and Care Services National Law and the Education and Care Services National Regulations. (2017).

Guide to the National Quality Standard. (2017).

Revised National Quality Standard. (2018).

6. **Feedback**

- 6.1 Families and staff may provide feedback about this document by emailing admin@baringa.org.au.

7. **Approval and Review Details**

Approval and Review	Details
Approval Authority	Executive Officer
Administrator	Centre Director
Next Review Date	30 June 2023

History	Details
Original Approval Authority and Date	17 June 2020
Amendment Authority and Date	N/A

PARTICIPATION OF VOLUNTEERS & STUDENTS POLICY

Our service values the participation of students and volunteers. Having students and voluntary workers within the Service helps to inform the community about our program and the value of the work we do. Students and voluntary workers are welcome at the Service: However, the children's care and safety are our first priority.

1. National Quality Standards

Area	Concept	Descriptor
7.1.1	Service philosophy and purposes	A statement of philosophy guides all aspects of the service's operations.
7.1.2	Management Systems	Systems are in place to manage risk and enable the effective management and operation of a quality service.
7.1.3	Roles and Responsibilities	Roles and responsibilities are clearly defined and understood and support effective decision-making and operation of the service.
7.2	Leadership	Effective leadership builds and promotes a positive organisational culture and professional learning community.
7.2.2	Educational leadership	The educational leader is supported and leads the development and implementation of the educational program and assessment and planning cycle.
7.2.3	Development of professionals	Educators, co-ordinations and staff members' performance is regularly evaluated and individual plans are in place to support learning and development.

2. Purpose

Our Service supports participation of work placement students (including work experience students) and volunteers wanting to develop professional skills and knowledge in their effort to become Early Childhood Professionals. We aim to build relationships with community members, providing appropriate learning opportunities for students and volunteers to contribute to our program. To ensure a professional and pleasurable learning experience, students and volunteers will be encouraged to participate in the centre's daily routine and assist in accordance with their qualification level to work with children under the National Quality Framework requirements.

3. Scope

This policy applies to children, families, staff, management, and visitors of the Service.

4. Implementation

MANAGEMENT/NOMINATED SUPERVISOR/ RESPONSIBLE PERSON WILL:

- Appoint an educator to be the 'Student Supervisor/mentor,' for the duration of the placement.

- Conduct an orientation for the student or volunteer including taking the student or volunteer on a tour of the Service, showing emergency exits, staff room and bathroom facilities.
- Provide the student/volunteer with a Work Placement Orientation Package.
- Negotiate with the student or volunteer the times/hours to be worked, and dates of the placement.
- Advise students or volunteer to bring in a poster with a photo introducing themselves and outlining the reason for their placement.
- Inform families, children, and Educators when work experience students and volunteers are present at the Service, including their role and hours they will be attending the Service.
- Ensure work placement students or volunteers are never left alone with children or included in the ratio of adult to children.
- Ensure students are aware that they must not discuss concerns, issues or complaints with parents, guardians and/or visitors.
- Introduce the student or volunteer to educators and their Room Leader.
- Assist the student or volunteer to complete the Educator Acknowledgement Checklist.
- Show the student or volunteer where they can access the Service's policies.
- Ensure the student has signed a confidentiality agreement prior to commencing their placement.
- Discuss any relevant important information about specific children to the student or volunteer (i.e. court orders, additional needs, dietary needs) so that the student or volunteer is aware of potential issues.
- Liaise with learning institutions and accept suitable student placements under the institution's supervision.
- Assist learning institutions to place suitable students with individual Educators.
- Ensure student's/volunteer's paperwork and insurances are current.

EDUCATORS WILL

- Maintain open communication with work experience students and volunteers along with their practicum teachers about their performance.
- Support all student's and volunteer's practicum requirements to the best of their ability during the placement.
- Work as a team sharing appropriate skills and knowledge with each student and volunteer.
- Ensure all colleagues are provided with relevant information about tasks the student is required to complete in the service as part of their practicum.
- Be aware of student and volunteer expectations.
- Have the time and proficiencies to support each student and volunteer in their placement.
- Encourage students to seek help and advice as required.
- Be a positive role model, showing appropriate behaviour and conduct themselves in a professional manner.
- Guide the students throughout the day.
- Make the student or volunteer feel welcome and a valued member of the team.

THE ROOM LEADER WILL

- Discuss the progress of written work and performance with the student or volunteer.
- Discuss any concerns raised by the student with the Student Supervisor.
- Ensure students or volunteers are directly supervised at all times during children's nappy change times.
- Encourage students to use their initiative.
- Ensure the student/volunteer remains up to date with their assessments/tasks to be completed.
- Discuss concerns with student/volunteer with management.
- Never leave the student alone with a child or children.
- Provide honest and accurate feedback to the student's training institution supervisor as required.

WORK EXPERIENCE STUDENTS AND VOLUNTEERS WILL

- Learn about the children through interaction and practical experience.
- Develop the skills and knowledge needed to care for and educate children.
- Learn about the importance of working as part of a team in the Early Childhood profession.
- Learn strategies for working in a team environment.
- Learn and accommodate the expectations of qualified educators in the Service.
- Inform their team leader in writing of what will be expected of them by their training body, University or School, or any other training organisation, and provide time sheets and evaluation forms.
- Keep up to date with all written work requirements.
- Work a variety of shifts to gain knowledge of different aspects of Service operations.
- Bring in a poster introducing themselves that will include:
 - Name
 - Photo
 - Course they are studying
 - RTO/university they are studying with
 - Dates and times they will be at the Service
 - The focus of their study.
- Discuss any problems the student may be experiencing with their room leader.
- Adhere to all service policies and procedures.
- Never remove a child from direct staff supervision.

PROBITY CHECKS

- All students will supply identity details to the Nominated Supervisor.
- All students will complete a Working with Children Volunteer/student declaration.
- All students will have a meeting with the Nominated Supervisor to receive information regarding the following service policies:
 - a) Child protection
 - b) Record Keeping and Confidentiality

c) Complaints

STUDENTS AT RISK

If educators feel that the student is at risk of failing their practicum, the following steps will be taken:

1. The Room Leader will alert the Student's training institution Supervisor of any concerns regarding the student.
2. Both the Student Supervisor and the Room Leader will discuss concerns with the student.
3. The ~~Team~~ Room Leader will arrange for the student's supervisor/assessor to visit the Service and discuss concerns that have ascended.
4. The student's educational institution and Nominated Supervisor will govern the outcome of the practicum.

TERMINATION OF PRACTICUM

Termination of student's placement will occur if the student:

- Harms or is at risk of harming a child in their care.
- Is under the influence of drugs or alcohol.
- Fails to notify the Service if they will not be attending the Service.
- Does not adhere to starting times or break times.
- Is observed using repeated inappropriate behaviour at the Service.
- Does not comply with all policies and procedures addressed in the student package.
- Does not provide the photo with an introduction on commencement.
- Does not keep up to date with their work placement tasks.
- Removes any child or children from the direct supervision of an educator.

SOURCE:

Department of Education, Employment and Workplace Relations (DEEWR). (2009). *Belonging, being and becoming: The early years learning framework for Australia*.

Education and Care Services National Regulations. (2011).

Office of the Director of Equal Opportunity in Public Employment. (1996). *Dealing with employee work-related concerns and grievances: Policy and guidelines*: ~~NSW DPC~~
https://arp.nsw.gov.au/sites/default/files/Dealing_with_Employee_Work-related_Concerns_and_Grievances.pdf

Fair Work Act 2009 (Cth).

Guide to the National Quality Standard. (2017).

Fair Work Commission: Anti-bullying jurisdiction.

Safe Work Australia. (2016). *Guide for preventing and responding to workplace bullying*:
<https://www.safeworkaustralia.gov.au/system/files/documents/1702/guide-preventing-responding-workplace-bullying.pdf>

Revised National Quality Standards. (2018).

Work Health and Safety Act, 2011.

SUN SMART POLICY

Last Update:	20 October 2017	Previously Numbered	5.6
References:	A, C		
National Quality Standard:			
Policy Directive 5.6.1	The Baringa Childcare centre will effectively implement behavioural, environmental and organizational strategies that protect children and workers attending the service from the potentially harmful effects of the sun's UV radiation.		

Background

Australia has the highest incidence of skin cancer in the world. Over exposure to the sun during childhood and adolescence is known to be a major cause of skin cancer, over-exposure during adulthood also increases the lifetime risk of skin cancer. Our sun smart policy has been developed to ensure that all children and workers at Baringa Childcare are protected as much as reasonably practicable from skin and eye damage caused by potentially harmful ultraviolet (UV) rays of the sun. It is implemented from the beginning of August to the end of May, when UV levels reach 3 and above.

Due to low levels of UV experienced in Canberra around the June and July period, sun protection behaviour will not be enforced during this period, this is to assist children and workers maintain their winter vitamin D levels. However, sun protection may still be required if in Alpine areas, heading north or if outdoors for extended periods.

The policy aims to promote among children, workers and parents:

- Awareness of the need for sun protection and appropriate personal, environmental & organisational sun protection practices.
- Positive attitudes towards skin protection.
- Responsible decision making about skin protection.

Requirements

A combination of sun protection behaviour is to be implemented from the beginning of August to the end of May (i.e. when UV levels reach 3 and above) and will take into consideration:

Scheduling of activities

- When possible, minimise outdoors activities in the direct sun between the hours of 11.00am to 3.00pm during the daylight saving/summer time.
- Wherever possible outdoor activities will be scheduled before 11.00am and after 3.00pm daylight saving/summer time.

- The children's lunch, rest time, & indoor activities will be held between 11.00am & 3.00pm to avoid UVR exposure in the middle of the day during the daylight saving/ summer period when UV levels peak.
- All outdoor activities held between 10.00 am & 2.00 pm (11.00am & 3.00 pm daylight saving time) will be held in shaded areas.

Shade

- Workers and children will be encouraged to use available shade whenever outdoors.
- The Baringa Childcare Centre management Board & Director will work to ensure current shade is maintained, there are shelter & trees providing adequate shade in the grounds where possible and plans for future shade, if necessary.

Clothing, Hats and Sunglasses

- Children and workers will wear clothing that protects as much skin as possible.
- Children and workers will be expected to wear a broad-brimmed hat, legionnaire style hat, or bucket hat with a deep crown that provides sun protection for the face, neck & ears, whenever they are involved in outdoor activities. Children not wearing an appropriate hat will be expected to play in shade/use a hat from spare set of hats kept for this purpose.
- Children and workers will be expected to wear suitable foot wear e.g.: enclosed comfortable shoes.
- Children and workers are required to wear shirts and longer style shorts/skirts.
- Parents will be advised on enrolment of the requirement to dress children in appropriate sun protective clothing.

Sunscreen

- Broad spectrum sunscreen with an SPF of 30+ will be liberally applied to clean, dry skin, 15-20 minutes before children and workers go outside.
- Sunscreen will be reapplied after two hours. Sunscreen will not be used to extend time in the sun, Sunscreen will be applied more frequently if children are involved with water play or are perspiring, have had their face and hands washed etc.
- Baringa Childcare Centre will provide a supply of sunscreen. Baringa Childcare Centre will ensure that sunscreen is available for use in each room.
- The Baringa Childcare Centre will notify all parents/carers about the use of sunscreen at the Centre on enrolment and annually. Parents/carers will be required to notify Baringa Childcare Centre in writing if their child is allergic to sunscreen or if they do not wish sunscreen to be applied to their child.
- With parent consent, children with naturally very dark skin will not be required to apply sunscreen.
- Sunscreen may be applied to babies on small areas of skin that is not protected by clothing or a hat when sun exposure is unavoidable.

Babies

- Babies will not be purposely exposed to direct UV when UV levels reach 3 and above. When UV levels are 'low' (i.e. under 3) some direct sun exposure is fine, however if spending extended time outdoors during this low UV period then it is still recommended to seek out some shade.

Education

- Reinforcing the Sun Smart message in all Baringa Childcare Centre activities is an important strategy in the adoption of skin protection behaviours.
- Workers will be encouraged to role model appropriate Sun Smart strategies.
- Workers will be encouraged to keep up to date with new information and resources through contact with the education service at Cancer Council ACT and SunSmart resources at: <http://www.actcancer.org/>
- Skin cancer prevention and awareness will be included in appropriate teaching activities and games etc.
- Parents will be encouraged to role model appropriate Sun Smart strategies when attending Baringa Childcare Centre.
- Baringa Childcare Centre will promote the Sun Smart message to parents/carers.
- Workers are encouraged to familiarise themselves with Canberra's Daily SunSmart UV Alert: <http://www.bom.gov.au/nsw/uv/canberra.shtml>

Occupational UV Exposure

Under OH&S requirements Baringa Childcare Centre has a duty of care to protect all workers as much as reasonably practicable from foreseeable harms, including occupational UVR exposure. Workers also have an OH&S responsibility to protect their own health and wellbeing. Baringa Childcare will work together with workers to reduce the risk associated with occupation UV exposure.

Excursions

All of the above will apply to children, workers, parents and carers where possible when attending excursions.

BEHAVIOUR MANAGEMENT POLICY

Last Update:	November 2016	Previously Numbered	1.2
References:	G, EE, LL, MM, OO		
National Quality Standard:			
Policy Directive 1.2.1	We provide "positive guidance" to children in an environment that nurtures a child's self-respect, self-worth and security. We believe that this will encourage children to behave in a way that is acceptable in the childcare environment. Baringa Childcare Centre educators receives		

	Professional Development training on behaviour management and guidance annually.
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Unacceptable Behaviour Requirements

We consider unacceptable behaviour to be:

- Harming another child, educators, another parent or visitor physically (biting, hitting, pinching, punching etc.)
- Aggressive or rude language to other children, educators, family members and visitors
- The violent destruction of Centre equipment or furniture; and
- Bullying

We actively use the following methods to decrease unacceptable behaviours:

- Acknowledge acceptable behaviour by verbal & non-verbal encouragement
- Role modelling by educators using appropriate language and physical gestures
- Structuring the environment to suit children's individual needs
- Planned patterns of restful and active play to prevent excitement
- Educators using language that suits a child's developmental stage
- The provision of flexibility in routines being consistent in setting limits and over expectations
- The encouragement from educators for children to be responsible for their own behaviour and to set their own limits
- Providing supportive environments to ensure respectful behaviour
- Educators will be flexible with the daily room routines but remain consistent in setting limits and expectations
- Educators in the older children's rooms will set aside times in the group time section of their program to discuss topics of learning empathy and compassion for others, how to feel confident in front of others, and develop the skills for resilience towards bullying and being bullied
- Individual Rooms develop goals in consultation with the children. Educators will assist the children with becoming familiar with these room rules/limits.

Procedures

When unacceptable behaviours are exhibited:

- Educators will try to distract the child, defuse the situation and attempt to redirect the child to another experience
- Educators will use positive language when an unacceptable behaviour is displayed by a child
- Educators will help children to realise the consequences of their actions

If unacceptable behaviours continue:

- Educators will meet with the family, and will work together to develop strategies or the child in diminishing the unacceptable behaviour. This will ensure that consistency in dealing with the behaviour exists between parents and centre educators
- If families and educators cannot reach a solution to deal with the behaviour, then Centre educators will work together with parents to refer the child to appropriate specialist educators e.g. Speech Pathologist, Behavioural Therapist etc. Educators will work closely with parents and specialist educators to monitor the child's progress and document subsequent assessments from the initial meeting. Educators will develop consistent strategies in conjunction with specialist educators to assist in the development of positive behavioural patterns in the child and offer support to parents.
- Once the above procedures have been implemented, and in the event a child continues to display behaviour which puts the safety and wellbeing of others at risk, cancellation of care at Baringa Childcare Centre may result. This final step will only be implemented after all other avenues have been sought.
- In the event a parent/s or legal guardian of a child displaying challenging behaviours refuse to acknowledge and work with Centre educators to reach an appropriate solution for the challenging behaviour/s, the child's enrolment for may be cancelled. Cancellation of the child's enrolment is at the discretion of the Centre Director, Management Board and the relevant Team Leader.
- If children are exhibiting violent physical behaviours (i.e. hitting, kicking etc.), educators will ensure that the child is in no physical danger, by removing hazards (e.g. chairs, tables, toys etc.) Educators will try not to physically restrain the child as this may increase the risk of injury to educators or children. By physically restraining this also means educators will not use any form of violent behaviour to overpower a child. Educators that are seen using any of the above mentioned actions may face disciplinary and legal action.
- If educators are unable to calm the child who is displaying violent behaviours educators will remove other children from the immediate environment. The family will then be called to collect their child, and a educators will stay with the upset child until a family member arrives. Management, educators and the family will then convene at the earliest time to consider steps to manage the unacceptable behaviour.

OCCUPATIONAL HEALTH & SAFETY POLICY

Last Update:	1 August 2016	Previously Numbered	5.1
References:	A, Q, CC, GG, HH, LL		
National Quality Standard:			
Policy Directive 5.1.1	The health and safety of all employees, children, parents and visitors to the Baringa Childcare Centre is the responsibility of the employer and employee. In fulfilling this responsibility, the employer/employee has a duty to provide and maintain a working environment that is safe and where risk to health is kept as low as reasonably practicable. An Occupational Health and Safety Officer will be appointed by the Director.		

Requirements

Baringa educators and management are responsible for;

- Providing and maintaining safe systems of work.
- Maintaining the work place in a safe and healthy condition.
- Providing information, training and supervision for all employees enabling them to work in a safe and healthy manner.
- Maintain information and records relating to employee's health and safety.
- The health & safety of themselves, the children in their care, their colleagues & any visitors

The employer is responsible for the implementation and monitoring of this policy. In fulfilling the objectives of this policy, the employer is committed to regular consultation with employees to ensure that the policy operates effectively and that health and safety issues are regularly reviewed.

Duties

OH&S Officer

- Regular equipment checks.
- Regular chemical compliance checks.
- Monitoring educators Manual Handling procedures.
- Maintaining first aid boxes.
- Reviewing cleaning and disinfecting procedures.
- Documenting (or reporting where necessary) incidents & accidents.
- Ensuring information is available to all educators & visitors

Educators

- Ensure that children, parents and visitors to Baringa are not exposed to risk to their health or safety and are free from harm.
- Observe, implement and fulfil the responsibilities under the "Work Health & Safety Act 2011" and the 'Childcare Act 2002'.
- Follow the correct manual handling procedures.
- Take all reasonably practical steps for their own health and safety and of others affected by their actions at work.
- Ensure work areas are safe and help reduce accidents to themselves and others.
- Employees to inform employer of any incidences and accidents with the work place as soon as practicable.

Baringa Childcare Centre Occupational Health and Safety

- Follow correct record keeping procedures for incidences and accidents etc.
- Report any potential and actual hazards in the work place to the OH&S officer.
- Check children's equipment regularly.
- Supervise children at all times.
- Store all dangerous chemicals appropriately.
- Keep children out of kitchen areas.
- Ensure all power points have safety plugs.
- Do not have hot drinks around children.
- Shut and lock all gates behind you.
- Clean up all spills immediately (to prevent slipping)

All safety procedures covered under other policies e.g., Behaviour management, nutrition, medication etc., will apply under this policy.

MANUAL HANDLING PROCEDURE

The correct manual handling procedure is as follows:

Assess the risk:

- How heavy is the object?
- Do I need help to move the object?
- Is the path clear of obstacles?
- Can I move this object safely?

Prepare:

- Assess object to be lifted, path to be followed and final placement of object.
- Clear path of obstructions
- Check load for sharp edges, staples etc.
- Assess load to see if suitable to carry without assistance
- Seated work - never lifts loads in excess of 4.5 kg
- Standing Position - as the load increases so does the risk of injury. Therefore, more care is required for heavy weights. Only lift weights that you can safely handle.
- No employee will lift, lower or carry loads in excess of each individual's safe working load.
- Never lift loads which are too heavy for you – seek assistance if required

Then Lift:

- The front foot should be beside the object and pointing in the direction of travel.
- The back foot should be slightly behind and a hip width from the front foot.
- Hands should be diagonally opposite full length of fingers and if possible the palms of the hands should be used.
- Bend your knees and use your legs to lift the load.
- Your back should be as near to straight as possible (raise head with chin in just before lifting this will keep your spine straight).
- Arms should be kept as straight as possible with elbows close to your sides.

Follow the procedure for nappy changes, with the child using the ladder to climb up to the table and down, not you lifting.

Do not stand on tables, chairs or other items to hang things in a room or reach items stored above.

REMEMBER

DON'T change your grip while carrying.

DON'T twist. Always use your feet to move your body.

DO face the spot on which the load will rest.

GENERAL FIRST AID

All serious incidents should be referred to an employee with First Aid training. There will always be a first aid qualified staff member on duty to comply with Education and Care Services National Regulations.

When an accident takes place, an Accident Report must be complete at the time of the accident. It should not be left to a later time. Any trauma to the head must result in an immediate phone call to the family, no matter how insignificant the injury appears to be.

Minor cuts

- After bleeding is controlled, wash area under running water
- If dirty, wash surrounding skin with soap and water. Towel dry
- If a wound is deep with edges separated, bring together and hold with adhesive strip
- Dress wound with gauze bandage.

Bruising

- Rest the affected area. Continued movement will only lead to continued bleeding
- Ice the area. The application of cold to the skin surface reduces pain, swelling and bleeding in tissue below. Wrap ice (or ice pack) in a wet cloth before applying
- Apply pressure to the area to slow down blood flow in the area
- Raise body part above heart level to further reduce blood flow to damaged tissues
- Do not apply lotions, ointments or oily dressings
- Do not prick or break blisters
- Do not put towels, cotton wool or adhesive dressing directly on the wound

Burns

- Flood the area with gentle running cold tap water for about 10 minutes
- Remove jewellery and clothing from the affected area except if stuck to skin
- Cover the area with a sterile, non-stick dressing.

Chemical Burns

- Refer to SDS for the product
- Flood the affected area with large volumes of water
- Wash the area with running water for a further 20 minutes to dilute any further remaining chemicals
- Dress the affected area as you would a burn

GENERAL SAFETY HINTS

(Use this information as a general guide only)

- Always work with safety in mind
- Be aware of any hazards and report them immediately
- Hallways and doors must always be kept completely clear. If something is left there, even for a moment, there may be a need to do an emergency evacuation and they could become a hazard
- Walk, do not run (particularly up and down stairs)
- Do not stand on chairs or furniture – you may fall
- Open doors slowly – someone may be on the other side
- Do not leave your room without telling your room colleague. This is for safety and security reasons
- Report all accidents immediately, no matter how small they might appear

- Practice good hand washing techniques
- Know the evacuation procedures for emergencies

Cleaning

- Improper use of Chemicals can be dangerous. Always read the directions on the packaging
- Always adhere to the cleaning schedule in the Service. Do not introduce new products to the Service without approval from the Nominated Supervisor
- Never mix chemicals together
- Never put chemicals into unmarked containers
- Always follow manufacturer's directions (see Safety Data Sheets – they are available on site)
- Replace lids firmly on containers after use to stop accidental spills
- Do not sniff or taste the chemical
- Wash your hands immediately if you spill chemicals on them
- If in doubt, speak to the Nominated Supervisor about what you are handling and its correct use. By doing this, you will help prevent accidents from happening
- In the event of a chemical spill, isolate the area and advise the Nominated Supervisor.

Electrical

- Always check the equipment, particularly for frayed cords and plugs. If the cord is damaged do not use it and report
- Always keep electrical leads and plugs out of water and away from dampness, to avoid an electrical accident (if you receive a minor shock, immediately stop using the equipment and have it checked)
- Keep power cords out of the way so that you do not accidentally trip on them
- Turn the power off before removing the power lead from the socket
- Hold the plug in your hand when disconnecting the lead. Pulling the plug out from a distance may cause damage to the equipment or the wall socket
- Do not use faulty equipment. Report it immediately to your supervisor
- Do not attempt to fix anything electrical
- Do not tamper with any electrical installation
- Replace child safety sockets in the power point as soon as you are finished with the socket

Slips and Trips

- Wear covered in shoes with slip resistant soles and heels. This will help to prevent falls and provide protection for your feet
- Look for objects that could trip you
- Pick up objects and cover any item sticking up from the floor so as not to cause injury
- When using mops or brooms, leave standing in an upright position out of children's reach. If left lying down, they can be stepped on and cause injury
- It is critical that warning signs must be displayed on wet and slippery floors, where others may walk
- It is critical that you clean up spills immediately to avoid slips and falls. If you witness a slip and fall whilst on duty, whether it is a work colleague or visitor the appropriate paper work must be filled out immediately

IMPORTANT: Safety is everyone's responsibility – that includes you. Think safety, work safely.
Report all accidents no matter how small and make your workplace a safe workplace.

Job Descriptions

(Optional - Insert the relevant job description here and update the contents page)

ACKNOWLEDGEMENT FORM

By signing this page you acknowledge:

1. That you have read and will abide by the Staff Handbook
2. That you have read and will abide by the Service’s Policy Manual in its entirety
3. That you have been introduced to the Service’s WHS Procedures and Reporting including;
 - a. Room Checklist
 - b. Cleaning Routines
 - c. Storage of Hazardous Products
 - d. Accident Reporting
4. That you have been introduced to the Service’s Programming Procedure and documentation including;
 - a. Programming Cycle
 - b. Observations and evaluations
 - c. Portfolios
5. That you have been introduced and are confident with the families and children, you are aware of allergies, additional needs, cultural awareness, and important and relevant background information.
6. That you are aware of administrative commitments such as;
7. Sign In and out procedure
8. Payroll procedure
9. Staff meeting procedure
10. Quality Improvement Plan
11. You have provided copies of your current First Aid Certificate, Child Protection Training, Asthma and Anaphylaxis Certificate, Industry Qualifications and relevant certificates for In-services that relate to the Industry
12. You have provided evidence of current Immunisation status
13. You will successfully complete a Working with Children’s Check
14. You have completed the Job application and supplied details of two referees
15. Received your Uniform and Name badge

I _____ hereby acknowledge having received a copy, read and understood the Staff Handbook and Procedures and Policies of (Submit name of service) and:
 I agree to abide by these requirements at all times.
 I agree to abide by the National Quality Framework including, the National Quality Standard, the Early Years Learning Framework, Education and Care Services National Law, Education and Care Services National Regulations, and Early Childhood Australia’s Code of Ethics.

SIGNED		DATE	
WITNESS		DATE	