



The Tiny Tartan Kindergarten

Policy and Procedure Document

The Springfield Anglican College

2023 / 2024

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Please note:

All policy and procedure documents for TSAC can be located via NEXUS.

1. Education Programme and Practice

1.1 EDUCATION, CURRICULUM AND LEARNING POLICY

The Tiny Tartan Kindergarten as part of the FSAC Ltd adopts as its fundamental philosophy the Board approved Mission statement.

National Quality Standard

QA1	1.1.1	Approved learning framework – Curriculum decision making contributes to each child's learning and development outcomes in relation to their identity, connection with community, wellbeing, confidence as learners and effectiveness as communicators.
	1.1.2	Child-centred Each child's current knowledge, strengths, ideas, culture, abilities and interests are the foundation of the program.
	1.1.3	Program learning opportunities – All aspects of the program, including routines, are organised in ways that maximise opportunities for each child's learning.
	1.2.1	Intentional teaching -Educators are deliberate, purposeful, and thoughtful in their decisions and actions.
	1.2.2	Responsive teaching and scaffolding -Educators respond to children's ideas and play and extend children's learning through open-ended questions, interactions and feedback.
	1.2.3	Child Directed learning – Each child's agency is promoted, enabling them to make choices and decisions that influence events and their world.
	1.3.1	Assessment and planning cycle - Each child's learning and development is assessed or evaluated as part of an ongoing cycle of observation, analysing learning, documentation, planning, implementation and reflection.
	1.3.2	Critical reflection – Critical reflection on children's learning and development, both as individuals and in groups, drives program planning and implementation.
	1.3.3	Information for families – Families are informed about the program and their child's progress through a range of strategies including, but not limited to portfolios, parent teacher interviews, critical reflection.
QA3	3.2.1	Inclusive environment – Outdoor and indoor spaces are organised and adapted to support every child's participation and to engage every child in quality experiences in both built and natural environments.
QA6	6.2.2	Access and participation - Effective partnerships support children's access, inclusion and participation in the program.

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QA7	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.
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National Regulations

Regs	73	Educational programs
	74	Information about the educational program to be kept available
	75	Information about educational program to be given to parents
	76	Documenting of child assessments or evaluations for delivery of educational program
	118	Educational Leader

EYLF

LO1 – LO5	All Learning Outcomes under the Early Years Learning Framework will be addressed through our Policy and practices.
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Aim

To create a positive, inclusive learning environment which encourages children to engage in activities and experiences based on their interests and everyday lives and achieve the Learning Outcomes of an approved learning framework.

Related Policies

Workplace Health & Safety Policy
 Space and Facilities Requirements
 Roles and Expectations of Educators
 Diversity Inclusion & Social Justice Policy
 Relationships with Children including Respect for Children & Interactions with Children

Our Mission

The Springfield Anglican College is a Christian faith community that nurtures life giving relationships and spiritual awareness. Our graduates will be well educated, resilient, creative, compassionate and respectful people of influence.

Our Values

The College is engaged in the fundamental task of forming and informing young minds and hearts. In promoting the good news of Jesus Christ

among students and families and among staff members, the Gospel values are central to all that we seek to do.

Faith	- loving God and our neighbours as ourselves
Hope	- fostering a positive, optimistic and empowering environment
Love	- demonstrating support, encouragement and compassion
Courage	- developing resilience and determination to succeed
Community	- respect, tolerance and working together in service to others
Justice	- inclusively, diversity and care for the environment

The College community of faith provides the foundation for the development of Christian values where children can experience the benefits of a supportive community. Children who are raised in a supportive and life giving faith community have the opportunity to model Christian values and ways of being, such that they can create and maintain communities of support in later life. Our ministry then is to develop the Christian identity and culture of the College community through a program of religious education, worship and service.

The faith community will be one that:

- Expresses its belief in the God of love;
- Practices God's love through care and compassion for all;
- Responds to the stages of children's development with diverse styles of Worship;
- Undertakes service toward one another and those in need;
- Implements an interactive, exploratory and persuasive curriculum from a Christian values perspective.

We will provide opportunities for children and staff members to develop Christian Spirituality, which involves:

- The ability to state what they believe about God, others and themselves;
- The ability to communicate with God, which includes different forms of prayer;
- The willingness to use internal struggles to build character and understanding of self and others;
- The disciplines of meditation, prayer, reflection and contemplation;
- The passion to be in mission for others, therefore being able to share themselves with the world;
- The discipline of study for the purpose of expanding understanding;
- The ability to find meaning in all things and events.

Each of us shares in the responsibility to participate actively in the Christian community through worship, witness and service and to take every opportunity to encourage our children and young people in their spiritual development. Our Colleges already have a strong foundation in these areas, which will continue to grow from strength to strength with your continuing support.

Educational Leader

The role of the Educational Leader is to affirm and extend educators' teaching practices, support the development of curriculum based on an approved learning framework and ensure children progress towards and achieve the outcomes of that framework.

Our service is committed to the Early Years Learning Framework (EYLF).

"While educators may plan or assess with a focus on a particular outcome or component of learning, they see children's learning as integrated and interconnected. They recognise the connections between children, families and communities and the importance of reciprocal relationships and partnerships for learning. They see learning as a social activity and value collaborative learning and community participation." Early Years Learning Framework p 14

EYLF Learning Outcomes

The Learning Outcomes recognise the importance of literacy, numeracy and social and emotional development.

1. Children have a strong sense of identity
2. Children are connected with and contribute to their world
3. Children have a strong sense of wellbeing
4. Children are confident and involved learners
5. Children are effective communicators

Educators will:

- plan a Curriculum based on children's interests, culture, language, ideas, play and everyday lives i.e. connections between children, families and communities
- work in partnerships with families to achieve Learning Outcomes, and encourage families to contribute to the Curriculum by sharing information about their child or completing activities with children
- build connections between the service, schools and the local community
- include children in decision making, including decisions about indoor and outdoor spaces, programming, routines and documenting their achievements, and give them appropriate levels of responsibility

- make use of spontaneous 'teachable moments' to scaffold children's learning
- engage in sustained shared conversations with children to extend their thinking
- support children's learning by participating in child led play
- provide a balance between child led, child initiated, and educator supported learning by creating learning environments and activities that stimulate children's imagination, creativity and curiosity and encourage children to investigate, experiment, explore, solve problems, create and construct
- use strategies like demonstrating, dramatic play, role play, open questioning, speculating, explaining, shared thinking and problem solving to promote and extend children's learning
- use resources (e.g. man- made and natural loose parts) and implement activities (e.g. dramatic play, visual arts, role play, games) to promote learning across all Learning Outcomes
- create outdoor learning spaces which invite open-ended interactions, spontaneity, risk-taking, exploration, discovery and connection with nature
- create both indoor and outdoor spaces that stimulate children's imagination, creativity and curiosity and encourage children to investigate, experiment and solve problems
- regularly provide opportunities for children to learn individually and as part of a group
- regularly assess what each child knows, can do and understands through an ongoing cycle of planning, documenting and evaluating, and then implement activities to help each child achieve all Learning Outcomes. Assessments will take into account the period of time each child spends at the service i.e.: part time / full time
- regularly add to a child portfolio for each child which includes written assessments of the child's learning. Portfolios will be available for a child's family members to view but they remain the property of the Service for the duration of the child's enrolment
- plan the curriculum with each child and the learning outcomes in mind, and remember that learning is not always predictable and linear
- celebrate the achievements and learning of each child
- with parents' consent, liaise with external agencies and professionals to support children with additional needs

- regularly evaluate their practices and reflect on how well the Curriculum is helping each child progress towards and achieve the Learning Outcomes
- display the curriculum in Kindergarten foyer and encourage families to contribute, make suggestions or ask questions about children's learning at any time
- provide the following information to parents whenever requested:
 - the content and operation of the educational program
 - information about the child's participation in the program
 - assessments of the child's developmental needs, interests, experiences and progress against the Learning Outcomes.

The Queensland Kindergarten Learning Guideline

Our service is committed to this Guideline which aims to enrich children's learning in the kindergarten year and is based on EYLF.

EYLF Learning Outcomes	Queensland kindergarten learning and development area KEY FOCUS
1. Children have a strong sense of identity.	<ul style="list-style-type: none"> • Building a sense of security and trust • Acting with increasing independence and perseverance • Building a confident self-identity
2. Children are connected with and contribute to their world.	<ul style="list-style-type: none"> • Building positive relationship with others • Showing increasing respect for diversity • Showing increasing respect for environments
3. Children have a strong sense of wellbeing.	<ul style="list-style-type: none"> • Building a sense of autonomy • Exploring ways to be healthy and safe • Exploring ways to promote physical wellbeing
4. Children are confident and involved learners.	<ul style="list-style-type: none"> • Building positive dispositions towards learning • Showing confidence and involvement in learning • Using technologies for learning and communication
5. Children are effective communicators.	<ul style="list-style-type: none"> • Exploring and expanding language • Exploring literacy and numeracy in personally meaningful ways • Exploring numeracy in personally meaningful ways

The decision-making processes we use to achieve these outcomes include:

- **planning** and organising for learning
- **interacting** and co-constructing learning
- **monitoring** and documenting learning
- **assessing** to inform ongoing decisions about learning, and sharing information with families and other partners
- **reflecting** on learning and practice.

Some of the things we consider when we're planning, interacting, monitoring, assessing and reflecting include:

- **responsiveness** to children
- building inclusive **partnerships**
- creating inclusive learning **environments**
- developing learning **contexts** — play, real-life engagements, and routines and transitions
- promoting children's **learning** and development.

Sources

Education and Care Services National Law and Regulations

National Quality Standard

Early Years Learning Framework

Queensland Kindergarten Learning Guideline

Review

The policy will be reviewed annually by:

- Management, Employees, Families, Interested Parties

Subject Description: Education Program and Practice	Policy/Procedure: Education, Curriculum & Learning No: 1.1
Date for Review: October 2024	

1.2 EDUCATOR & MANAGEMENT POLICY

NQS

	4.1.2	Continuity of staff - Every effort is made for children to experience continuity of educators at the service.
	4.2.1	Professional collaboration - Management, educators and staff work with mutual respect and collaboratively, and challenge and learn from each other, recognising each other's strengths and skills.
	4.2.2	Professional standards - Professional standards guide practice, interactions and relationships.

QA7	7.1.1	Service philosophy and purpose - 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.
	7.2.3	Development of professionals - Educators, co-ordinators and staff members' performance is regularly evaluated and individual plans are in place to support learning and development.

National Regulations

Regs	168	Education and care service must have policies and procedures
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Aim

Our Service aims to ensure that positive working relationships are formed between all educators and management. Educators and management will at all times conduct themselves in an ethical manner and strive to make all interactions positive and compliant with the Service's philosophy.

Related Policies

Illness, Injury and Trauma Policy
 Workplace Health and Safety Policy
 Privacy Policy
 Staffing Arrangements – Policy 4

Code of Conduct

The Approved Provider, Nominated Supervisor, educators, staff members, volunteers and students will uphold the **ethical Code of Conduct as outlined in the FSAC policy principles**, and promote positive interactions within the Service and the local community.

1. Commitment to our Service philosophy and values, including the promotion of a meaningful connection to the NQF and best practice in early childhood education in partnership with our families
2. Effective, open and respectful two-way communication and feedback between employees, children, families and management

3. Honesty and integrity in all interactions between children, families, employees and managers
4. Consistency and reliability in all exchanges with children, families, employees and managers
5. Commitment to a workplace which values and promotes the safety, health and wellbeing of employees, volunteers, children and families.
6. Commitment to an Equal Opportunity workplace and culture which values the knowledge, experience and professionalism of all employees, team members and managers, and the diverse heritage of our families and children.

The Approved Provider, Nominated Supervisor, educators, staff members and volunteers will:

- ensure their work is carried out efficiently, economically and effectively. They will act in a professional and respectful manner at all times while at work, giving their full attention to the Service responsibilities and adhering to all Service policies, procedures, laws and regulations.
- act honestly and exercise diligence in all Service operations.
- consider all relevant facts and make decisions or take actions fairly, ethically, consistently and with appropriate transparency. If they are uncertain about the appropriateness of a decision or action they will consider:
 - whether the decision or conduct is lawful
 - whether the decision or conduct is consistent with our policies and objectives
 - whether there will be an actual, potential or perceived conflict of interest involving obligations that could influence the business relationship or conflict with business duties
- comply with our Privacy and Confidentiality Policy when dealing with confidential information and records
- report (suspected) breaches of the code of conduct to a manager, preferably in writing.
- include children and families in the decision making process.
- implement activities and experiences that are age appropriate, culturally sensitive and inclusive
- refrain from developing close personal relationships with children outside work
- refrain from using abusive, derogatory or offensive language
- comply with all service policies, including those which ensure our activities and environment are safe for children and protect children from harm, abuse and neglect.

Management Responsibilities

In our service the Approved Provider and the Nominated Supervisor are responsible for:

- supporting the Nominated Supervisor, Certified Supervisor, Educational Leader, Room Leaders and educators in their role.
- keeping all service families up to date with relevant issues.
- recruiting and selecting educators and other staff members.
- ensuring educators and staff members have the correct qualifications.
- ensuring educator ratio and qualification requirements are met.
- ensuring all educators and staff understand their responsibilities under the education and care law and regulations, the National Quality Standard, the Early Years Learning Framework.
- developing the service policies and ensuring all educators follow our policies and procedures.
- ensuring all educators, staff, visitors and volunteers are aware of and comply with our Code of Conduct
- investigating and managing grievances from educators, staff members, families or volunteers (including incidents of workplace bullying) in accordance with our Grievance Guidelines.
- implementing effective communication and consultation procedures with educators and staff members about workplace issues.
- promoting the diverse skills and achievements of educators and staff (e.g. at educator meetings, through regular feedback, by sharing information with families and the community through notices and newsletters.)
- providing or organising appropriate information, instruction, training or supervision to educators and staff
- maintaining the financial viability of the Service.

Visitors

The Approved Provider and Nominated Supervisor will ensure the safety, health and wellbeing of all children by:

- ensuring visitors are only allowed entry to the service if they can be adequately identified. Tradespeople, business representatives and early intervention specialists or professionals, or support workers provided by early childhood agencies, must carry appropriate identification. Family members and family friends who, for example, attend service events or assist with learning activities May be identified by the parents of children at the service.
- requiring all visitors to sign in and out of the service for work health and safety and child protection reasons

- ensuring visitors, including long term visitors, are never left alone with any children being educated and cared for. Visitors will be supervised by educators or staff members at all times
- ensuring visitors have or obtain a child protection clearance if required by the child protection law before being allowed entry to the service <http://www.bluecard.qld.gov.au/>
- ensuring specialists or professionals engaged to support a child are only allowed to visit and engage with the child if written authorisation has first been obtained from the child's parents. Authorisation May form part of an education or support plan.

Communication Procedures

To allow effective communication and consultation to take place with educators/staff the Approved Provider / Nominated Supervisor will use various methods of communication including:

- direct conversations.
- phone communication including SMS messaging if appropriate.
- meetings.
- other forms of written communication e.g. letters, notices, emails.
- educator appraisals and reviews.

Educator Meetings

The service will hold regular team meetings at a time convenient for all educators. This will take place after the school day has ended so all educators can attend and educator to child ratios are not jeopardised. Team meetings will be conducted at least monthly, and staff will participate in whole College staff meetings quarterly.

Professional Development and Performance Management

We employ caring, loyal and capable educators who bring a high skill level, appropriate qualifications and a wide and varying amount of experiences to help implement our curriculum and philosophy. To maintain our commitment to quality education and care, we will implement a performance appraisal process. The College currently undertakes the Educator Impact performance management system, otherwise known as EI.

Performance Management/Appraisal

The Approved Provider will complete a performance appraisal for all educators and staff every 12 months. In addition, the Nominated Supervisor will complete a performance appraisal for new educators and staff after they have completed 6 months at the service.

Training

The Approved Provider will ensure that funds are set aside for training and development needs in the annual budget. Training will be provided on an equitable basis to all educators and staff and will include training about:

- identifying, assessing and minimising risks
- our policies, procedures, code of conduct, philosophy
- compulsory training required by industry standards or legislation
- pedagogy, the approved learning framework, the NQS, National Law and Regulations
- child protection and reporting obligations

Training May be delivered through:

- mentoring by appropriate educators/staff
- in-house workshops run by an external trainer
- external workshops, seminars etc.
- formal TAFE, college of University courses
- on-the-job training (e.g. through changes in role or through exchange of information between educators/staff)
- educator and management exchanges between services
- provision of appropriate resources (books, movies, documentaries etc).

Work, Health and Safety Issues

Bullying, Discrimination and Harassment

Discrimination occurs when someone is treated less favourably than others because they have a particular characteristic or belong to a particular group of people, such as age, race or gender. **Harassment** involves unwelcome behaviour that intimidates, offends or humiliates a person because of a particular personal characteristic such as race, age, gender, disability, religion or sexuality. It is possible for a person to be bullied, harassed and discriminated against at the same time.

Various anti-discrimination, equal employment opportunity, workplace relations, and human rights laws make it illegal to discriminate or harass a person in the workplace. Work Health and Safety laws include protections against discriminatory conduct for workers raising health and safety concerns.

Bullying is repeated and unreasonable behaviour towards a worker or a group of workers. Our service will not tolerate bullying in any form because it May have a detrimental effect on the psychological, emotional and/or physical wellbeing, health and safety of our educators and staff. Amendments to the Fair Work Act 2009 make it illegal to bully a person in the workplace from 1 January 2014.

Unreasonable behaviour includes actions that victimise, humiliate, intimidate or threaten and May be intentional or unintentional. It can

occur directly and by using information technology such as email, texting and social media. While one incident of unreasonable behaviour is not considered to be workplace bullying, it may escalate and it will not be ignored. Examples include:

- abusive, insulting or offensive language or comments.
- unjustified criticism or complaints.
- continuously and deliberately excluding someone from workplace activities.
- withholding information that is vital for effective work performance.
- setting unreasonable timelines or constantly changing deadlines.
- setting tasks that are unreasonably below or beyond a person's skill level.
- denying access to information, supervision, consultation or resources that adversely affects a worker.
- spreading misinformation or malicious rumours.
- changing work arrangements, such as rosters and leave, to deliberately inconvenience a particular worker or workers.
- excessive scrutiny at work.

Reasonable actions taken by the Approved Provider or Nominated Supervisor to direct or control the way work is carried out is not bullying behaviour. Examples of reasonable behaviour include:

- setting reasonable performance goals, standards and deadlines.
- rostering and allocating working hours where the requirements are reasonable.
- transferring a worker for operational reasons.
- deciding not to select a worker for promotion where a reasonable process is followed and documented.
- informing a worker about unsatisfactory work performance when undertaken in accordance with any workplace policies or agreements such as performance management guidelines.
- informing a worker about inappropriate behaviour in an objective and confidential way.
- implementing organisational changes or restructuring.
- termination of employment.

The Approved Provider or Nominated Supervisor will:

- ensure all educators, staff, visitors and volunteers are aware of and comply with our Code of Conduct.
- investigate and manage incidents of workplace bullying, harassment and discrimination in accordance with our Grievance Guidelines.

- consult with educators, staff and volunteers during staff meetings when:
 - identifying the risk of workplace bullying, harassment and discrimination.
 - making decisions about procedures to monitor and address workplace bullying, harassment and discrimination.
 - making decisions about information and training on workplace bullying, harassment and discrimination.
 - proposing changes to the way work is performed or rosters managed as this may give rise to the risk of workplace bullying, harassment and discrimination.
- provide appropriate information, instruction, training or supervision to educators, staff, visitors and volunteers to minimise the risks to their health and safety from workplace bullying, harassment and discrimination.
- contact the Police if there are incidents of workplace bullying, harassment and discrimination that involve physical assault or the threat of physical assault, or a visitor engages in bullying behaviour, harassment and discrimination and refuses to leave the Service.

Educators, staff, visitors and volunteers will:

- consider whether something they do or don't do will adversely affect the health and safety of others
- comply with any reasonable instruction, policy and procedure given by the Approved Provider or Nominated Supervisor in relation to workplace bullying, harassment and discrimination.
- report all incidents of workplace bullying, harassment and discrimination using our Grievance Guidelines.
- talk to the Approved Provider or Nominated Supervisor if they have any questions about workplace bullying, harassment and discrimination.

Identifying Workplace Bullying, Harassment and Discrimination

The Approved Provider or Nominated Supervisor will minimise the risk of workplace bullying, harassment and discrimination occurring by:

1. Identifying the risk of workplace bullying, harassment and discrimination

- talking to educators, staff and volunteers (or conduct an anonymous survey) to find out if bullying is occurring or if there are unreasonable behaviours or situations likely to increase the risk of bullying, harassment and discrimination.
- monitoring patterns of absenteeism, sick leave, staff turnover, grievances, injury reports, workers compensation claims and other

such records to establish any regular patterns or sudden unexplained changes.

- watching for any changes in workplace relationships between educators, staff, volunteers, visitors and/or managers
- seeking feedback on the professionalism of workplace behaviours in exit interviews and from supervisors and where relevant families.

2. Implementing measures to prevent and respond to workplace bullying, harassment and discrimination

- implementing a Code of Conduct.
- providing educators, staff, volunteers and visitors with information about our bullying, harassment and discrimination policy and relevant procedures.
- implementing grievance procedures which deal with bullying complaints in a confidential, reliable and timely way (see Grievance Guidelines).
- implementing effective performance management processes.
- clearly defining jobs and seeking regular feedback from educators and staff about their role and responsibilities.
- reviewing and monitoring workloads and staffing levels.
- including educators and staff in decision making which affects their roles and responsibilities.
- consulting with educators and staff as early as possible about any changes that affect their roles and responsibilities.
- promoting and modelling positive leadership styles e.g. communicating effectively and providing constructive feedback both formally and informally.
- organising relevant leadership training for managers and supervisors e.g. on performance management.
- mentoring and supporting new and poor performing leaders, educators or staff.
- facilitating teamwork and cooperation.
- ensuring supervisors act in a timely manner on any unreasonable behaviour.

3. Reviewing measures to prevent and respond to workplace bullying, harassment and discrimination

The Approved Provider or Nominated Supervisor will implement a review of the bullying, harassment and discrimination policy and procedures if there is an incident of workplace bullying, when new or additional information about bullying becomes available or at the scheduled review date. Information will be obtained from confidential surveys, exit interviews and records of sick leave and workers compensation claims.

Training about Workplace Bullying, Harassment and Discrimination

The Approved Provider or Nominated Supervisor will organise face-to-face training, to ensure all educators, staff and volunteers can recognise workplace bullying, harassment and discrimination. Training will cover:

- our bullying, harassment and discrimination policy and procedures
- measures used to prevent bullying, harassment and discrimination from occurring
- how to report workplace bullying, harassment and discrimination
- how bullying, harassment and discrimination reports will be responded to
- where to go for more information and assistance.

The Approved Provider or Nominated Supervisor, and other educators and staff who May be involved in resolving workplace bullying, harassment and discrimination will be familiar with conflict resolution skills and undertake training in that area if required.

Work Experience Students and Volunteers

The Service is happy to support Work Experience Students and Volunteers in their efforts to become Early Childhood Professionals. They will be encouraged to obtain the qualifications necessary to work with children under the National Quality Framework.

Work Experience Students and Volunteers MUST follow all policies and procedures at the service.

Educators will:

- maintain open communication with Work Experience Students and Volunteers along with their practicum teachers.
- support the needs of all students and volunteers undertaking work experience during their placement.
- pass relevant skills and knowledge onto each student and volunteer.
- ensure all educators are provided with relevant feedback about tasks that 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 capabilities to support each student and volunteer in their placement.

Work Experience Students and Volunteers will:-

- learn about the children through observation and practical experience.
- develop skills and abilities needed to care for and educate children.
- learn about working as part of a team in the Early Childhood Profession.
- learn strategies employed when working in a team environment.
- learn skills already acquired by qualified educators in the Service.
- become familiar with families and children in the Service.
- keep educators aware of all written work requirements.

METHOD:

The Nominated Supervisor or Approved Provider will appoint an educator to be 'Student Supervisor,' arrange a pre-placement visit for the student or volunteer and inform those at the Service when this will occur. Families will also be informed when Work Experience Students and Volunteers are present at the service and about their role and hours they will be spending at the Service.

Sources

Education and Care Services National Regulations 2011

National Quality Standard

Early Years Learning Framework

Work Health and Safety Act 2011

Fair Work Act 2009

Preventing and Responding to Workplace Bullying: Safe Work

Australia Draft Code of Practice

Anti-bullying jurisdiction: FairWork Commission

Review

The policy and our code of conduct will be reviewed annually by:

- Management
- Employees
- Families
- Interested Parties

Subject Description: Education Program and Practice	Policy/Procedure: Educator and Management No: 1.2
Date for Review: October 2024	

1.3 EXCURSION POLICY

Relevant Laws and other Provision

The Tiny Tartan Kindergarten program will include excursions as part of their program to allow children to experience a range of learning opportunities and experiences.

The laws and other provisions affecting this policy include:

- Duty of Care
- Education and Care Services National Regulations (99, 100, 101 , 102 and 168 (2)(ga))
- Quality Area 1, 2.3.1, 2.3.2, 4.1.1 and 6.4.1
- Early Years Learning Framework
- QKLG

Procedures

- As part of the curriculum the children will participate in scheduled excursions and these will occur within the College grounds or the local community.
- Parents will be informed on enrolment and during orientation that activities outside The Tiny Tartan Kindergarten will occur as part of the learning program.
- Some of the activities undertaken will be, but not limited to: oval, courts, undercover area, library, prep playground, music room, Chinese room, Head of Primary Office, prep classrooms.
- Child: staff ratio must be maintained at all times.
- Staff will follow all legislative guidelines for excursions.
- Risk Assessments are completed by staff prior to the excursion. The risk assessment will be reviewed and signed by the College Workplace Health and Safety Officer prior to the excursion taking place.

The approved provider and nominated supervisor of The Tiny Tartan Kindergarten will ensure a risk assessment is carried out in accordance with regulation 101 before an authorisation is sought under regulation 102 for an excursion.

The risk assessment for an excursion must:

- Ensure a **SEPARATE Transport Risk Assessment** is conducted before the service transports any child as per Reg 102B, using the ACECQA transport risk assessment template
- Identify and assess risks that the excursion may pose to the safety, health or wellbeing of any child being taken on the excursion
- Specifically, how the identified risks will be managed and minimised
- Consider the route and destination for the excursion

- Any water hazards
- Any risks associated with water based activities
- The transport method – to and from the proposed destination
- The number of adults and children involved in the excursion
- Given the risks posed, whether any adults with specialised skills are required
- The proposed activities
- The proposed duration
- The items that should be taken

Authorisation for Excursions

The approved provider and the nominated supervisor will ensure that a child enrolled at The Tiny Tartan Kindergarten is not taken outside the Kindergarten premises on an excursion unless written authorisation has been provided. The service will ensure that all authorisations meet the requirements as set out in Reg 102D.

The authorisation must be given by a parent or other person named in the child's enrolment record as having authority to authorise the taking of the child outside The Tiny Tartan Kindergarten by an educator and must include:

- The child's name
- The reason
- The date of the excursion (unless the authorisation is for a regular outing)
- A description of destination
- Destination address
- Method of transport
- Proposed activities
- The period the child will be away from the Kindergarten
- The anticipated number of children
- The anticipated ratio of educators to children attending
- The anticipated number of staff members and / or other adults who will accompany and supervise the excursion
- That a risk assessment has been prepared and is available at the Kindergarten

If the excursion is a regular outing, the authorisation will only be required to be obtained once in a 12 month period.

Subject Description: Education Program and Practice	Policy/Procedure: Excursion Policy and Procedures No: 1.3
Date for Review: October 2024	

1.4 DIVERSITY, INCLUSION AND SOCIAL JUSTICE POLICY

The Tiny Tartan Kindergarten as part of an Anglican School community follows the Ethos teachings of the Anglican Church, and will value the following, 'The Anglican Church in its long history has come to value tolerance as a positive good and a distinguishing feature of a civilised community. Anglican schools should vivify such tolerance and acceptance and the care ethic implicit in this respect for others.' Children entering the Kindergarten bring with them a rich diverse cultural and social background and experience that will be valued and nurtured.

The laws and other provisions affecting this policy include:

- Anti-Discrimination Act 1991
- Early Years Learning Framework
- Queensland Kindergarten Learning Guideline
- National Quality Framework (QA 1-7)

A nation's culture is one that is based on a set of ethics that arises out of its beliefs. A multicultural society therefore is a society consisting of a variety of cultural expressions such as dress, foods, customs, language and religion.

- Staff will seek to show a positive attitude towards other cultures and acceptance of Australia as a multi-cultural society.
- The Tiny Tartan Kindergarten programs will assist children to have a greater acceptance of all peoples through the EYLF vision for child's learning of *Belonging, Being and Becoming*.
- All staff believe that the educational program must support the Child's self-esteem and pride in their family, community, ethnic and linguistic heritage.

Parents will:

- Inform staff of the family and child's cultural and/or language requirements at the time of enrolment.
- Inform staff of the family and child's additional needs at the time of enrolment or whenever identified.
- Be encouraged to contribute to the program and operation of the Kindergarten by sharing information about their child's needs.
- Be informed via the College Parent Lounge, noticeboard or other appropriate forms of communication about the Kindergarten's policies and practices.

Educators will:

- Ensure that their interactions with children, promotes gender equality.
- Ensure that their interactions with children, promotes equality regardless of race, culture or differences.
- Encourage children to develop to their full potential regardless of different abilities or needs

- Ensure that their language and daily practices are inclusive and non-discriminatory.
- Have the opportunity to develop their understanding of inclusion principles and anti-bias through professional development.
- Provide inclusive resources, experiences and materials.
- Ensure the physical environment reflects an inclusive and anti-bias approach.
- Implement a range of practices to actively counteract bias or prejudice.

Subject Description: Education Program and Practice	Policy/Procedure Diversity, Inclusion and Social Justice Policy No: 1.4
Date for Review: October 2024	

2. CHILDREN'S HEALTH AND SAFETY

2.1

GENERAL HEALTH AND SAFETY POLICY AND PROCEDURES

The Tiny Tartan Kindergarten strives, through the following policies and procedures, to provide a clean and healthy environment. Hygienic procedures are practised at all times to promote and support the health, wellbeing and safety of children. This recognises the particular needs of children in this respect, and of staff, parents and others coming to the Kindergarten.

The laws and other provisions affecting this policy include:

- Duty of Care
- Work Health & Safety Act (2011)
- Get Up & Grow (2009)
- Early Years Learning Framework
- Queensland Kindergarten Learning Guideline
- Quality Area 2
- Education and Care Services National Regulations 2011
- Staying Healthy 5th Edition

The approved provider of The Tiny Tartan Kindergarten will ensure that the Nominated Supervisors, Educators and Volunteers will implement

- Adequate health and hygiene practices
- Safe practices for handling, preparing and storing food
- Easy access to safe drinking water at all times
- The offering of food on a regular basis throughout the day (from their own lunch boxes)

The Admissions and Enrolment procedures (6.2) will include the requirement that parents advise any particular health issues (including medications, special dietary or other requirements). The Enrolments Officer and Nominated Supervisor will ensure that staff are aware of all such specific notified needs.

The Head of Primary and the Nominated Supervisor will ensure that staff have had appropriate education or training to enable them to undertake basic support of the health needs of children. This includes administering medications, treatment of allergic reactions, and administering basic first aid (see further First Aid Procedures under the Illness, Injury and Trauma Policy) and following special dietary requirements.

The Head of Primary and the Nominated Supervisor will ensure that there is at least one staff member who has the requisite first aid qualifications prescribed under *Education and Care Services National Regulation 2011* (ss. 136) and the 'first aid' procedures of Illness, Injury and Trauma Policy (2.7) and is present at The Tiny Tartan Kindergarten at all times.

- FSAC Ltd. Operational Policy Workplace Health and Safety Policy (see Appendix)
- Environmental Monitoring/Infection Control
- First Aid

Subject Description: Children's Health & Safety	Policy/Procedure: General Health and Safety No: 2.1
Date for Review: October2024	

2.2 MEDICAL CONDITIONS POLICY

The laws and other provisions affecting this policy include:

- Duty of Care
- Work Health & Safety Act (2011)
- National Quality Area 2
- Education and Care Services National Regulations 2011 (90 & 91 – chapter 4, Div 3)
- Each permanent educator will hold a current recognised First Aid qualification – Provide First Aid in an education and care setting (HLTAID012) and annually undertake Provide Cardiopulmonary Resuscitation (CPR - HLTAID009), as required by Education and Care Services National Regulations (ss.136).

Medical Management Plans

- Families will notify The Tiny Tartan Kindergarten in writing either through the enrolment process or as soon as possible, when a medical condition is identified or a change is made to any documented medical condition, specific health care need or allergy that requires a medical management plan for the child attending the service. A copy of the medical management plan must be given to The Tiny Tartan Kindergarten staff prior to a child attending the kindergarten.
- The approved provider will ensure that the Nominated Supervisors and Educators will follow the medical management plan in the event of an incident relating to the child's specific health care need, allergy or relevant medical condition.
- The Enrolments Officer, Head of Primary and Nominated Supervisor will identify any child with a medical condition, specific health care need or allergy that requires a medical management plan from the enrolment form, during the orientation process or as notified by the family.
- All staff will be notified of any child identified with any medical condition, specific health care need or allergy that requires a medical management plan, from the TASS digital medical file. All medical management plans for children attending TSAC will be located in Teacher Kiosk.
- Nominated Supervisors will ensure that children requiring a medical management plan will also have a risk minimisation plan created in consultation with the parents of the child.
- It is the responsibility of the parents to ensure that medication is provided to The Tiny Tartan Kindergarten prior to their child's arrival at The Tiny Tartan Kindergarten. All medication will be available at The Tiny Tartan Kindergarten prior to the child attending The Tiny Tartan Kindergarten.

- Should a child arrive at The Tiny Tartan Kindergarten without medication, either medication will be supplied immediately or the child will not be permitted to stay at the Kindergarten.
- The Nominated Supervisor and Kindergarten teacher, in consultation with the family, will develop a **risk-minimisation plan**:
- To ensure that the risks relating to the child's specific health care need, allergy or relevant medical condition are assessed and minimised; and
- If relevant, to ensure, that practices and procedures in relation to the safe handling, preparation, consumption and service of food are developed and implemented; and
- To ensure that practices and procedures are followed so that parents are notified of any known allergens that pose a risk to a child and strategies for minimising the risk are developed and implemented; and
- To ensure that practices and procedures are followed that ensure that all staff members and volunteers can identify the child, the child's medical management plan and the location of the child's medication are developed and implemented; and
- If relevant, to ensure, that practices and procedures ensuring that the child does not attend the Kindergarten without medication prescribed by the child's medical practitioner in relation to the child's specific health care need, allergy or relevant medical condition are developed and implemented.

Communications Plan

- The Nominated Supervisor will ensure that relevant staff members and volunteers are informed about the medical conditions policy, the medical management plan and risk minimisation plan for the child.
- Parents of a child with a medical management plan and risk minimisation plan are asked to communicate any changes to the medical management plan and risk minimisation plan for the child in writing. Parents sign and agree to do so on the Risk Minimisation Plan.

The approved provider of The Tiny Tartan Kindergarten will ensure that a copy of the Medical Conditions Policy will be provided to the parent of a child enrolled at The Tiny Tartan Kindergarten, if the service is aware that the child has a specific health need, allergy or other relevant medical condition.(R.91)

Anaphylaxis/Allergy Management

While not common, anaphylaxis is life threatening. It is a severe allergic reaction to a substance. While prior exposure to allergens is needed for the development of true anaphylaxis, severe allergic reactions can occur when no documented history exists. We are aware that allergies are very specific to an individual and it is possible to have an allergy to any foreign substance.

Educators will react rapidly if a child displays symptoms of anaphylaxis and will:

Follow the ASCIA recommended framework below, as set out in the ASCIA Guidelines for Acute Management of Anaphylaxis (2021)

Signs and symptoms of allergic reactions (ASCIA 2021)

Mild or moderate reactions (may not always occur before anaphylaxis):

- Swelling of lips, face, eyes
- Hives or welts
- Tingling mouth
- Abdominal pain, vomiting - these are signs of anaphylaxis for insect sting or injected drug (medication) allergy

Anaphylaxis – Indicated by any one of the following signs:

- Difficult or noisy breathing
- Swelling of tongue
- Swelling or tightness in throat
- Difficulty talking or hoarse voice
- Wheeze or persistent cough (unlike the cough in asthma, the onset of coughing during anaphylaxis is usually sudden)
- Persistent dizziness or collapse
- Pale and floppy (young children)
- Abdominal pain, vomiting - for insect stings or injected drug (medication) allergy

Immediate actions for anaphylaxis

1. Remove allergen (if still present), stay with person, call for assistance and locate adrenaline injector.
2. LAY PERSON FLAT - do NOT allow them to stand or walk
 - If unconscious or pregnant, place in recovery position - on left side if pregnant.
 - If breathing is difficult allow them to sit with legs outstretched
 - Hold young children flat, not upright
3. GIVE ADRENALINE INJECTOR – Give intramuscular injection (IMI) adrenaline into outer mid thigh without delay using an adrenaline injector if available OR adrenaline ampoule/syringe.
Adrenaline (epinephrine) is the first line treatment for anaphylaxis.
4. Give oxygen if available.
5. Phone ambulance - 000 (AU) to transport patient if not already in a hospital setting.
6. Phone family/emergency contact.
7. Further adrenaline May be given if no response after 5 minutes.

IF IN DOUBT GIVE ADRENALINE

8. Transfer person to hospital for at least 4 hours of observation.

9. Commence CPR at any time if person is unresponsive and not breathing normally.

ALWAYS GIVE ADRENALINE FIRST, then asthma reliever if someone with known asthma and allergy to food, insects or medication has SUDDEN BREATHING DIFFICULTY (including wheeze, persistent cough or hoarse voice) even if there are no skin symptoms.

Note: If adrenaline is accidentally injected (e.g. into a thumb) phone your local poisons information centre. Continue to follow this action plan for the person with the allergic reaction.

Anaphylaxis triggers and reaction times

The most common triggers of anaphylaxis are foods, insect stings and drugs (medications). Less common triggers include latex and ticks.

Anaphylaxis usually occurs within one to two hours of ingestion in food allergy. The onset of a reaction may occur rapidly (within 30 minutes) or may be delayed several hours (for example, in mammalian meat allergy and food dependent exercise induced anaphylaxis, where symptoms usually occur during exercise).

Anaphylaxis to stings and injected medications (including radiocontrast agents and vaccines) usually occurs within 5-30 minutes but may be delayed. Anaphylaxis to oral medications can also occur but is less common than to injected medications.

Adrenaline administration and dosages

Adrenaline is the first line treatment for anaphylaxis and acts to reduce airway mucosal oedema, induce bronchodilation, induce vasoconstriction and increase strength of cardiac contraction.

Give INTRAMUSCULAR INJECTION (IMI) OF ADRENALINE (1:1000) into outer mid-thigh (0.01mg per kg up to 0.5mg per dose) without delay using an adrenaline injector if available.

Risk Management

To minimise the risk of exposure of children to foods that might trigger severe allergy or anaphylaxis in susceptible children, educators and staff will:

- ensure children do not share food, utensils or food containers
- use non-food rewards with children.
- request families to label all drink bottles and lunchboxes etc with their child's name
- consider whether it's necessary to change or restrict the use of food products in craft, science experiments and cooking classes so

children with allergies can participate (follow risk minimisation plan for individual children with allergies)

- sensitively seat a child with allergies at a different table if food is being served that he/she is allergic to, so the child does not feel excluded.
- closely supervise all children at meal times, ensure food is eaten in specified areas and children are not permitted to 'wander around' the service with food

The Nominated Supervisor will also:

- instruct educators and staff on the need to prevent cross contamination
- consider requesting parents to not send food that contains highly allergenic elements, even if their child does not have an allergy (e.g. by placing a sign near the front door reminding families about this) In the case of a nut allergy this may prevent, for example, parents or other individuals visiting the service from bringing any foods or products containing nuts or nut material such as:
 - peanuts, brazil nuts, cashew nuts, hazelnuts, almonds, pecan nuts
 - Any other type of tree or ground nuts, peanut oil or other nut based oil or cooking product, peanut or any nut sauce, peanut butter, hazelnut spread, marzipan
 - Any other food that contains nuts
 - cosmetics, massage oils, body lotions, shampoos and creams such as Arachis oil that contain nut material
- consider the food allergies of all children. It may not be practical to prohibit all foods triggering food allergies.
- instruct staff and volunteers about measures necessary to prevent cross contamination between foods during the handling, preparation and serving of food and organise training as required e.g. careful cleaning of food preparation areas and utensils, use of different tools and equipment for allergic children
- ensure food preparation staff consult risk minimisation plans when planning cooking experiences
- provide information about anaphylaxis and organise training for all educators on how to administer adrenaline auto injector devices e.g. EpiPens
- ensure all permanent educators to undertake anaphylaxis management training
- ensure all educators administer medication in accordance with our "Administration of Medication Policy"

- ensure educators and staff regularly reflect on our documented risk management practices to prevent the triggering of an anaphylactic reaction, and implement improvements if possible

In relation to nuts and nut products, commercial food processing practices mean it is not possible to eliminate nuts and nut products entirely from our service e.g. there will be traces of nuts in many products. ***For this reason we are a nut aware service rather than a nut free service.***

The service will display an Australasian Society of Clinical Immunology and Allergy (ASCI) Action Plan poster for Anaphylaxis in a key location at the service, in each Kindergarten Kitchen and in the First Aid Room.

The Nominated Supervisor will ensure that an emergency auto-injection device kit is stored in a location that is known to all staff, including relief staff, easily accessible to adults (not locked away), inaccessible to children, and away from direct sources of heat.

Asthma Management

Asthma is a chronic lung disease that inflames and narrows the airways. Asthma symptoms include wheezing, cough, chest tightness or shortness of breath.

Educators and staff will implement measures to minimise the exposure of susceptible children to the common triggers which can cause an asthma attack. Triggers include:

- dust and pollution
- inhaled allergens, for example mould, pollen, pet hair
- changes in temperature and weather, heating and air conditioning
- emotional changes including laughing and stress
- activity and exercise

To minimise exposure of susceptible children to triggers which may cause asthma, educators and staff will ensure children's exposure to asthma triggers are minimised. This may include,

- implement wet dusting to ensure dust is not stirred up
- plan different activities so children are not exposed to extremes of temperature
- restrict certain natural elements from inside environments
- supervise children's activity and exercise at all times
- keep children indoors during periods of heavy pollution, smoke haze or after severe storms which may stir up pollen levels etc

The Nominated Supervisor will:

- consider children's asthma triggers before allowing pets to visit
- ensure indoor temperatures are appropriate and heating and cooling systems are being used appropriately
- assist educators to monitor pollution levels and adverse weather events

- ensure educators and staff regularly reflect on our documented risk management practices to prevent the triggering of an asthma attack, and implement improvements if possible

The service will display a National Asthma Council Australia Action Plan Poster in a key location at the service, including the kitchens in each Kindergarten Class and the First Aid Room.

Procedure for Asthma Attack

An asthma attack can become life threatening if not treated properly. If a child is displaying asthma symptoms, educators will:

- ensure a first aid trained educator with approved asthma training immediately attends to the child. If the procedures outlined in the child's medical management plan do not alleviate the asthma symptoms, or the child does not have a medical management plan, the educator will provide appropriate first aid, which may include the steps outlined in the National Asthma Council Australia Action Plan:
1. Sit the child upright - Stay with the child and be calm and reassuring
 2. Give 4 separate puffs of a reliever inhaler (blue/grey)
 - Use a spacer if there is one
 - Shake puffer
 - Give 1 puff at a time with 4-6 breaths after each puff
 - Repeat until 4 puffs have been taken
 3. Wait 4 minutes - If there is no improvement, give 4 more puffs as above
 4. If there is still no improvement call an ambulance on 000
 - Keep giving 4 puffs every 4 minutes until the ambulance arrives

The service will ensure that an Emergency Asthma First Aid Kit is stored in a location that is known to all staff, including relief staff, easily accessible to adults (not locked away), inaccessible to children, and at room temperature in dry areas. An Emergency Asthma First Aid kit should contain:

- Blue or grey reliever puffer
- At least 2 spacer devices that are compatible with the puffer
- At least 2 face masks compatible with the spacer for use by children under 5

Spacers and masks can only be used by one person. That person can re-use the spacer or mask but it cannot be used by anyone else. Educators will ensure the child's name is written on the spacer and mask when it is used.

Diabetes Management

Diabetes is a chronic condition where the levels of glucose (sugar) in the blood are too high. Glucose levels are normally regulated by the hormone insulin. The most common form of diabetes in children is Type 1. The body's immune system attacks the insulin producing cells

so insulin can no longer be made. People with type 1 diabetes need to have insulin daily and test their blood glucose several times a day, follow a healthy eating plan and participate in regular physical activity.

Type 2 diabetes is often described as a 'lifestyle disease' because it is more common in people who are overweight and don't exercise enough. Type 2 diabetes is managed by regular physical activity and healthy eating. Over time type 2 diabetics may also require insulin. Symptoms of diabetes include frequent urination, excessive thirst, tiredness, weight loss, vision problems and mood changes.

People who take medication for diabetes are also at risk of **hypoglycaemia** (they may have a "hypo") if their blood sugar levels are too low. Things that can cause a "hypo" include:

- a delayed or missed meal, or a meal with too little carbohydrate
- extra strenuous or unplanned physical activity
- too much insulin or medication for diabetes
- vomiting

Symptoms of hypoglycaemia include headache, light-headedness and nausea, mood change, paleness and sweating, and weakness and trembling. If left untreated people may become disorientated, unable to drink, swallow or stand, suffer a lack of coordination, loss of consciousness and seizures.

Educators and staff will implement measures to reduce the risk of children suffering adverse effects from their condition. These may include, for example:

- ensuring medication is administered as outlined in the medical management plan
- ensuring children eat at regular intervals and have appropriate levels of carbohydrate

The Nominated Supervisor will also ensure information about the child's diet including the types and amounts of appropriate foods as outlined in the child's Medical Management Plan is considered when preparing cooking experiences.

If a child is displaying symptoms of a "hypo" a first aid trained educator will:

- immediately administer first aid in accordance with the child's medical management plan. This may include giving the child some quick acting and easily consumed carbohydrate e.g. several jellybeans, 2-3 teaspoons of honey or some fruit juice. Once blood glucose is at regular levels the child may be given some slow acting carbohydrate to stabilise blood sugar e.g. slice of bread, glass of milk, piece of fruit

If a child is displaying severe hypoglycaemia (e.g. they're unconscious, drowsy or unable to swallow) a first aid trained educator will:

- immediately administer first aid in accordance with the child's medical management plan

- call an ambulance by dialling 000
- administer CPR if the child stops breathing before the ambulance arrives.

If a child is displaying symptoms of **hyperglycaemia** (High blood sugar) educators will follow all recommendations as outlined in the child's medical management plan.

Hyperglycaemia means high blood sugar level. This can develop over many hours or days.

It is possible for blood sugar levels to be high without a person realising.

Many people do not experience the symptoms of hyperglycaemia until their blood sugar levels are extremely high. Although their blood contains too much sugar, they cannot tell unless they do a finger prick test.

Symptoms

Feeling excessively thirsty

Frequently passing large volumes of urine

Feeling tired

Blurred vision

Infections (e.g. thrush, cystitis, wound infections)

Weight loss.

Common Causes

- Sickness
- Infection
- Stress
- Too much carbohydrate food at once
- Not enough insulin or diabetes tablets
- Other tablets or medicines.

Treatment

For people with type 1 diabetes

Parents May contact their child's doctor or Credentialed Diabetes Educator for advice about increasing the dose of short acting insulin. They May also need extra doses of this insulin (e.g., 2-4 units every 2 hours).

Test blood glucose levels frequently, as well as your urine for ketones every time you pass urine.

Drink extra water or low-calorie fluids to keep up with fluid lost by passing more urine.

Seek urgent medical attention if:

Vomiting stops them from drinking and makes eating difficult

Blood glucose levels remain high
Moderate to large ketones are present in the urine.
In type 1 diabetes, high blood glucose levels can progress to a serious condition called Ketoacidosis.

For people with type 2 diabetes

It is normal for blood glucose levels to go up and down throughout the day. An occasional high blood glucose level is not a problem. But if the blood glucose level remains high for a few days or if you they are sick, medical attention should be sought.

If not treated, high blood glucose levels can be dangerous and lead to Diabetic Ketoacidosis.

At all times, educators will follow each child's Diabetes Management Plan.

www.diabetesaustralia.com.au (last viewed 30/10/2023)

Subject Description: Children's Health & Safety	Policy/Procedure: Medical Conditions Policy No: 2.2
Date for Review: October 2024	

2.3 EXCLUSION POLICY

In order to ensure the wellbeing of all children and staff, The Tiny Tartan Kindergarten requires exclusion of children and staff with infectious diseases to reduce the risk of the spread of diseases to others. Exclusion periods are recommended by the NHRMC based on the time that the person is infectious to others.

The laws and other provisions affecting this policy include:

- Education and Care Services National Regulations (85,86,88)
- Staying Healthy 5th Ed
- National Quality Area 2

Children and staff with infectious diseases will be excluded from the service in accordance with National Health and Medical Research Guidelines. These guidelines can be found in *Staying Healthy 5th Edition*, (pg. 17).

See Appendix 1-

Table 1.1 Recommended Minimum Exclusion Periods.

Procedure:

- A medical certificate may be required for a child or adult to be readmitted to the service. Please refer to table 1.1.
- If a child is unwell at home, parents are asked not to send the child to the service, but to make alternative arrangements for their care.
- If a staff member is unwell, they should not report to work. Staff members should contact the Nominated Supervisor for staff absentees at the earliest possible time to advise of their inability to report to work.
- In the case of serious illness or hospitalisation, a child or staff member will require a medical certificate from their medical practitioner or specialist, verifying that they are sufficiently recovered to return to the service.
- Establish a diagnosis by way of a medical opinion
- Read exclusion guidelines as set out in table 1.1
- Act upon the minimum exclusion periods outlined in table 1.1
- Notify families of any common diseases identified by posting notices at the Kindergarten and provide relevant information to families about the disease
- Notify the relevant authorities of an outbreak of a notifiable infectious disease as per regulations.
- An excluded individual may return when the time specified by the exclusion guidelines has expired AND the individual is well enough to undertake normal activities.

- The person's general practitioner or other doctors **DO NOT HAVE THE AUTHORITY TO OVERRIDE EXCLUSION DECISIONS MADE BY THE SERVICE BASED ON NATIONAL HEALTH AND RESEARCH COUNCIL.**
- Exclusion is often a source of confusion because not every disease which is contagious requires exclusion. Please refer to table 1.1

Subject Description: Children's Health and Safety	Policy/Procedure: Exclusion Policy No: 2.3
Date for Review: October 2024	

2.4 IMMUNISATION AND MEDICATION POLICY

The laws and other provisions affecting this policy include:

- Education and Care Services National Regulations (85 - 88, 92 - 96)
- Staying Healthy 5th Ed
- National Quality Area 2

Immunisations

- The Tiny Tartan Kindergarten supports the recommendation of the National Health and Medical Research Council in Australia, that all children should be immunised.

Immunised Children

- Parents are required to provide information regarding the immunisation status of their child upon enrolment. A copy of the Immunisation History Statement (Medicare) is required for each child's file.

Schedule of Immunisation

- It is the responsibility of the parents to regularly amend the child's vaccination status by submitting new vaccination certificates after each immunisation.

All immunisation information for the following diseases must be kept up to date for school records:

- Diphtheria / Tetanus / Whooping Cough (Triple Antigen)
 - Haemophilus Influenzae Type B
 - Poliomyelitis (Oral Polio Vaccine)
 - Measles / Mumps / Rubella
 - Hepatitis B
 - Boosters as required
- Further information about immunisation can be located on the Immunise Australia Programme website at www.immunise.health.gov.au or by contacting the infoline on 1800 671 811

Non-immunised children

- It is policy of The Tiny Tartan Kindergarten that a non-immunised child is withdrawn from the Kindergarten in the event of an outbreak of a vaccine preventable disease until the outbreak has cleared.
- Please see **Appendix 2** for the routine schedule of vaccines provided under the National Immunisation Programme (NIP) is as follows. Further information regarding immunisation and vaccination can be found at: www.immunise.health.gov.au

Medication

- In the event that a child is required to take prescriptive medication during his/her attendance at Kindergarten, instructions from the child's Medical Practitioner or the attached pharmaceutical label must contain the following information: name of the child, name of the medication, dosage to be taken, frequency of dosage, prescribing doctor's name, and date issued. If this information is not on the label, **staff will not** administer the medication.
- Parents are asked to enter the details of medication to be given on the 'Medication Form' located in the Medical file.
- The medication that is kept will include the following details: the name of the child, the authorisation to administer medication signed by the parent or a person named in the enrolment form as having authority to do so, the name of the medication to be administered, the time and date the medication was last administered, the time or date it should next be administered, the manner in which it is to be administered.
- If the medication is administered to the child – staff will record: the dosage that was administered, the manner in which the medication was administered, the time and date medication was administered, the name and signature of the person who administered the medication and the name and signature of a witness.
- The approved provider will ensure that medication will not be administered to a child at The Tiny Tartan Kindergarten unless the administration is authorised, and that procedures are carried out in accordance with regulation 95.
- The medication must be brought to Kindergarten in a named zip lock bag.
- The dosage and time to be given must be entered on the form by the parent. Staff will not administer medication unless the parent indicates specific time/dosage.
- The medication must be given to a staff member on arrival.
- The staff member will place the medication in a storage facility that is inaccessible to all children.

Non-prescribed Medication (including alternative therapies)

- Non-prescribed medication (i.e. over the counter medications and alternative therapies) will not be given to any child unless prior written permission and instructions from the child's doctor have been received by the Nominated Supervisor or teacher.

- A chemist label with the doctor's instructions must be attached to medication.

Administering Puffers, Spacers and Nebulisers

- All asthma medication is to be administered as per the requirements of the Administering Medication policy.
- A letter from the doctor or instructions as per pharmacy label is required.
- Parents must provide an asthma management plan for the child, which has been developed in consultation with the child's doctor, advising staff of the child's triggers, symptoms and appropriate management techniques.
- A spacer must be used with a puffer for all children.
- Nebulisers will not be administered more often than four-hourly. If more frequent use is required the child should not be attending the Kindergarten.
- The doctor's letter must be renewed every twelve months if ongoing use is required.
- In the case of the child having an acute asthma attack or showing no improvement after the use of the nebuliser/puffer, the parent will be contacted or the child will be transported to hospital by ambulance.
- You are required to show the staff member the procedure for using the nebuliser so that both staff member and child feel secure in using the machine.

Anaphylaxis

- Anaphylaxis medication will be administered using the Administering Medication policy, with the following additions.
- Parents will be required to provide a letter from the child's doctor and an Anaphylaxis management plan (including photo of the child) detailing instructions for administering
- "The Anaphylaxis Management Plan must detail the triggers, symptoms and management techniques and this plan will be followed by Staff. EpiPen must be provided (and labeled).
- " The Anaphylaxis Management Plan must be up to date in accordance with the Anaphylaxis and Other Medical Issues Management Policy.

- All medication must be given to a staff member on arrival. For the safety of children, under no circumstances will medication be left in the child's bag, on top of lockers or in any other unsecured location.

Subject Description: Children's Health and Safety	Policy/Procedure: Immunisation and Medication No: 2.4
Date for Review: October 2024	

2.5

Administration of Authorised Medication Policy

NQS

QA2	2.1.2	Health practices and procedures - Effective illness and injury management and hygiene practices are promoted and implemented.
	2.2.1	Supervision - At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.

National Regulations

Regs	90	Medical conditions policy
	91	Medical conditions policy to be provided to parents
	92	Medication record
	93	Administration of medication
	94	Exception to authorisation requirement - anaphylaxis or asthma emergency
	95	Procedure for administration of medication
	96	Self-administration of medication

EYLF

LO3	Children take increasing responsibility for their own health and physical wellbeing. Educators promote continuity of children's personal health and hygiene by sharing ownership of routines and schedules with children, families and the community
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Aim

Our Service and our educators will only administer medication to a child if it is authorised or the child is experiencing an asthma or anaphylaxis emergency. We recognise it is essential to follow strict procedures for the administration of medication to ensure the health, safety and wellbeing of each child using the service.

Related Policies

Illness, Injury and Trauma Policy

Medical Conditions Policy

Immunisation and Medication Policy

Infectious Disease Policy

Implementation

Our service and educators will only administer medication to children if it is authorised by parents (or by someone authorised by parents on the enrolment record to make decisions about the administration of medication). If there is a medical emergency, we will also administer medication when authorised verbally by a parent, medical practitioner or an emergency service, however we may administer medication during an asthma or anaphylaxis emergency without first receiving authorisation.

Medication under the Regulations includes medication covered by the Therapeutic Goods Act 1989. Therapeutic goods include those for therapeutic use to:

- prevent, diagnose, cure or alleviate a disease, ailment, defect or injury
- influence, inhibit or modify a physiological process.

This covers products like sunscreen.

The Nominated Supervisor will ensure a copy of this policy is provided to parents when they enrol their child.

The Nominated Supervisor will ensure children's medication is regularly audited to ensure it has not expired and is in the original container with legible labels.

Administration of Medication (non-emergency)

Educators will administer medication to a child if it complies with our policy requirements and:

1. if the medication is authorised in writing by a parent or another authorised person and
 - is the original container
 - has not expired
 - has an original label and instructions that can be clearly read and, if prescribed by a doctor has the child's name
 - is administered in accordance with any instructions on the label or from the doctor.
2. after the child's identity and the dosage of the medication is checked by an educator who is not administering the medication.

This educator will witness the administration of the medication.

Over the Counter Medication (non-prescription medication)

Our service does not administer over the counter medication unless it has been prescribed by a medical practitioner. Medication may mask the symptoms of other, more serious illnesses and our educators are not qualified medical professionals.

Anyone delivering a child to the service must not leave medication in the child's bag or locker. Medication must be given directly to an educator on arrival for appropriate storage. Auto injection devices (e.g. EpiPens) and asthma puffers will be stored up high in the first aid room so they are inaccessible to children. All other medication will be stored in accordance with the storage instructions on the medication in a locked labelled container in the first aid cabinet, Green back pack or fridge. Non-refrigerated medication will be kept away from direct sources of heat.

Administration of Medication in emergencies other than anaphylaxis or asthma emergencies

1. Educators will administer medication to a child in an emergency:
 - if a parent or another authorised person verbally authorises the administration of the medication or
 - they receive verbal authorisation from a registered medical practitioner or emergency service if the parent or authorised person cannot be contacted.
2. The child will be positively reassured, calmed and removed to a quiet area under the direct supervision of a suitably experienced and trained educator.
3. The Nominated Supervisor will contact the child's parent, and provide written notice to the parent, as soon as possible.
4. The Nominated Supervisor will ensure the service completes an Incident, Injury, Trauma and Illness Record.

Educators will not administer medication if parents provide verbal authorisation in circumstances that are not emergencies. If educators are unsure whether they should be administering a medication in an emergency after receiving verbal authorisation from a parent or responsible person, educators will obtain authorisation from a registered medical practitioner or emergency service.

Administration of Medication during Anaphylaxis or Asthma Emergencies

1. Educators May administer medication to a child in an anaphylaxis or asthma emergency without authorisation.
2. The child will be positively reassured, calmed and removed to a quiet area under the direct supervision of a suitably experienced and trained educator.
3. The Nominated Supervisor will contact the child's parent and the emergency services as soon as possible.
4. The Nominated Supervisor will advise the child's parent in writing as soon as possible.
5. The Nominated Supervisor will ensure the service completes an Incident, Injury, Trauma and Illness Record.

Medication Record

Educators will complete a Medication Record with the name of the child which:

- contains the authorisation to administer medication
- details the name of the medication, the dose to be administered and how it will be administered, the time and date it was last

administered, and the time and date or circumstances when it should be administered next

- if medication is administered to a child (including during an emergency), details the dosage that is administered and how it is administered, the time and date it is administered, the name and signature of the person that administered it, and the name and signature of the person that checked the child's identity and dosage before it was administered and witnessed the administration.

We will use the Medication Record that follows the regulations and the ACECQUA guidelines

Sources

**Education and Care Services National Law and Regulations
National Quality Standard
Early Years Learning Framework**

Review

The policy will be reviewed annually by:

- Management
- Employees
- Families
- Interested Parties

Subject Description: Children's Health and Wellbeing	Policy/Procedure: Administering Medication No: 2.5
Date for Review: October 2024	

2.6 ILLNESS, INJURY AND TRAUMA POLICY

The Tiny Tartan Kindergarten takes a proactive stance to avoid injuries happening and to help minimise any impact of an injury or illness with the staff responding appropriately and as a priority to any injury or illness. Children who become ill or have an injury will be removed, to a quiet place to rest. Parental rights and responsibilities with respect to any injury to and illness of their child are acknowledged and will be taken into account when administering any procedures. When a child is sick, the parent will be contacted regarding their child's illness and will collect their child as soon as possible on notification of illness.

The laws and other provisions affecting this policy include:

- Duty of Care
- Work Health & Safety Act (2011)
- Education and Care Services National Regulations 2011(ss.85 -87, 89)
- NQF Quality Area 2

Written permission from the child's parent/carer will be sought through the enrolment process for the Nominated Supervisor or delegate to obtain medical attention, in keeping with the Policies and Procedures of the Kindergarten.

The Tiny Tartan Kindergarten will also obtain written consent from parent/carers for the use of all health and other personal information that the College has relating to the child for the purpose of enabling staff to:

- Administer care and assistance to the child including by obtaining emergency or other medical assistance or care for the child in accordance with the Injury and Illness Policy and Procedures of the Kindergarten.
- Report any injury or illness as required by law.
- The Approved Provider through the Nominated Supervisor must ensure that a parent of a child being cared for at The Tiny Tartan Kindergarten is notified as soon as practical; but no later than 24 hours after the occurrence, if the child is involved in an accident, injury, trauma or illness while the child is being educated and cared for by the education and care service.
- Permanent Tiny Tartan Kindergarten staff will hold a current recognised First Aid qualification and annually undertake CPR updating of their qualification. Educators will also undertake anaphylaxis management and asthma management training as required by Education and Care Services National Regulations (s. 151)
- Appropriate First Aid Kits and manuals are kept in a secure place, accessible to educators only (s. 89)
- First Aid kits are to be replenished as appropriate.
- All staff members are required to wear disposable gloves when administering First Aid, or in any situation where there is body fluid present. These gloves will be disposed of safely, immediately after use.

A child presenting with an injury or illness while at The Tiny Tartan Kindergarten:

- Staff will attend to the child as a priority comforting and calming the child.
- A first aid qualified staff member will administer appropriate first aid and assess the condition of the child.
- No medication will be administered unless it complies with the Administering Medication Policy or Education and Care Services National regulations 2011 (s 94). Exception to authorisation requirement – anaphylaxis or asthma emergency.
- The child will be separated from other children and made as comfortable as possible in a quiet well ventilated area.
- Parents will be notified to collect their child as soon as is practicable.
- The child will be monitored by staff until the arrival of the parent/carer.
- If the child's condition deteriorates or is such that first aid administered by staff is more than basic first aid is necessary, an ambulance will be called to provide emergency medical attention.
- The Tiny Tartan Kindergarten will provide a staff member to accompany the child in the ambulance ensuring a staff member with first aid remains at the Kindergarten and that all staff child ratios are maintained.
- All costs incurred in obtaining medical attention will be met by the parent/carer.

All injuries or illnesses will be recorded on an Incident, injury, trauma and illness form as soon as is reasonably possible by the person administering care or first aid.

This record will be presented to the parent & signed by the parent no later than 24 hours after the incident.

These records will be kept at the Kindergarten and will not be used for any other purpose except in accordance with the Injury Illness and Trauma Policy and the Privacy Policy (2.6)).

Treatment will be recorded on the Incident Report Form, noting:

- child's name and age
- date and time of accident or onset of illness
- details of accident or relevant circumstances surrounding the child becoming ill and any apparent symptoms
- supervising staff present at time of accident
- treatment and/or action taken and any products or structure involved and outcome of accident (including involvement of Queensland Ambulance Transport Board)
- whether first aid kit or medication was used and details
- reporting member or educator's signature
- witness's signature, if possible
- reporting member of educator's signature

- time, date and name and results of notification or attempts at notification of parent/ guardians of an accident or illness to the child
- signature of staff member completing form and witness's signature, if possible
- signature of parent

In case of accidents, where a parent is required to sign documents relating to medical treatment and cannot be contacted then the Certified Supervisor on duty shall be authorised to sign for the parent.

In the event of a minor injury, the parent will be advised of the injury and of the treatment given upon collection of their child.

In the event of a serious injury a local practitioner/ambulance will be contacted immediately and then the parent or, if necessary, the emergency contact person.

Notice of serious incident, Education and Care Services National Regulations 2011(ss.97), the Nominated Supervisor is under obligation to report to the State Regulatory body within 24 hours of the incident or when the person became aware of the incident.

If children are showing any of the following signs, parents are well advised to keep them at home.

Vomiting

- If your child is suffering from vomiting, regardless of the cause, they must be kept at home for 24 hours from the completion of the vomiting attack.

Diarrhoea

- Regardless of the cause, children must be kept away from the Kindergarten for 24 hours, from the last attack, and have a normal bowel motion before they return.

Conjunctivitis

- Children must be kept away from the Kindergarten from the time medical treatment has started and until the discharge has stopped.

Ear Infections

- If there is a discharge, the child will need to be excluded.

Colds

If children have any of the following symptoms, they need to be kept away for a minimum of 24 hours or until well enough to cope with a normal Kindergarten day:

- thick green discharge
- persistent or deep cough
- wheezing
- fever
- listlessness or lack of appetite

Please see the recommendations for exclusion as set out in Staying Healthy
5th Edition

https://www.health.qld.gov.au/_data/assets/pdf_file/0022/426820/timeout_poster.pdf

Subject Description: Children's Health & Safety	Policy/Procedure: Illness Injury & Trauma Policy No: 2.6
Date for Review: October2024	

2.7 INFECTIOUS DISEASES POLICY

The Tiny Tartan Kindergarten acknowledges its responsibility regarding infectious diseases. The Kindergarten will attempt to remove individuals and/or serious risks to the health of children and staff from possible cross-infection whilst respecting the rights of individual privacy.

The laws and other provisions affecting this policy include:

- Duty of Care
- Education and Care Services National Regulation 2011 (88)
- NQF Quality Area 2
- National Health and Medical Research Council recommended periods of exclusion
- Staying Healthy 5th Ed.
- The Tiny Tartan Kindergarten will subscribe to reasonably available alert services through the Commonwealth Government Department of Health (see www.health.gov.au and www.cda.gov.au) and Queensland Health (www.health.qld.gov.au) to keep up to date information on infectious diseases within the community.
- A child will be removed from the program and the parents contacted if the child is found to be suffering from an infectious, contagious disease or a recognised exclusion illness/condition.
- It is the responsibility of the parent to inform The Tiny Tartan Kindergarten of any infectious disease that their child or other immediate family members May be suffering. The Tiny Tartan Kindergarten will then notify The Springfield Anglican College.
- It is the responsibility of educators to inform the Nominated Supervisor of any infectious disease that they or their immediate family members May be suffering. The Nominated Supervisor will then inform The Springfield Anglican College.
- The Nominated Supervisor or representative of The Springfield Anglican College is responsible for reporting to the State Health Authority all notifiable diseases and to report this to parents of other children in the Kindergarten as appropriate, but having regard to the privacy of individuals concerned (7.1)
- A notice will be posted and attention drawn to it when there has been a report of an infectious disease at The Tiny Tartan Kindergarten, families May also in some instances be notified via NEXUS.
- For diseases which are from time to time published as requiring a doctor's certificate clearing the child/educator, the doctor's certificate will be required before the child/educator is re-admitted to The Tiny Tartan Kindergarten.

- The rights of individual privacy will be respected at all times, and in particular the Privacy Policy (7.1) will be observed by all Educators implementing these procedures relating to infectious diseases.

Subject Description: Children's Health and Safety	Policy/Procedure: Infectious Diseases Policy No2.7
Date for Review: October2023	

2.8 BREAKING THE CHAIN OF INFECTION POLICY

*(Including Hand
Hygiene and Cough &
Sneeze Etiquette
Policies)*

In order to ensure the wellbeing of all children and staff, The Tiny Tartan Kindergarten tries to limit the spread of disease to keep the children and staff healthy.

The laws and other provisions affecting this policy include:

- Education and Care Services National Regulations (77)
- National Quality Area 2
- Staying Healthy 5th Ed.

The most important way to break the chain of infection and stop the spread of diseases are

- Effective hand hygiene
- Exclusion of ill children, educators and other staff
- Immunisation

Other strategies to prevent infection include:

- Cough and sneeze etiquette
- Appropriate use of gloves
- Effective environmental cleaning

Hand Hygiene

- *Hand hygiene is one very effective way to control the spread of infection. Hand hygiene is a general term that refers to washing hands with soap and water or using an alcohol based hand rub.*

Soap and water

- The most effective method of hand hygiene is using soap and water. Washing your hands with soap and running water loosens, dilutes and flushes off dirt and germs. Soap alone cannot remove dirt or kill germs—it is the combination of running water, rubbing your hands and the detergent in the soap that helps loosen the dirt, remove the germs and rinse them off your skin.

Alcohol-based hand rubs

- It is important to remember that soap and water are the best option when your hands are visibly dirty. However, alcohol-based hand rubs have been proven to increase hand hygiene in healthcare settings, and it makes sense to have them in education and care services.
- Alcohol-based hand rubs are also known as antiseptic hand rubs, waterless hand cleaners, gels or hand sanitisers. They can be a fast and effective way to remove germs that may have been picked up by touching contaminated surfaces.
- Alcohol-based hand rubs reduce the number of germs on your hands; they do not remove dirt from your hands.
- Alcohol-based hand rubs are useful when performing multiple tasks in which hands can potentially become contaminated; for example, when assisting children with eating, when on excursions, in the

playground, or in other situations where soap and water are not always available.

- It is a good idea to place an alcohol-based hand rub at the entrance to the education and care service. This can help remind parents, carers and children (as well as educators and other staff) to have clean hands when they enter the service. If you have visible dirt, grease or food on your hands, it is preferable to wash your hands with soap and water, rather than use an alcohol-based hand rub. However, even if your hands are visibly dirty, using an alcohol-based hand rub is better than not cleaning your hands at all.
- Alcohol-based hand rubs are safe to use as directed, but children May be at risk if they eat or drink the hand cleaner, inhale it, or splash it into their eyes or mouth. Alcohol-based hand rubs should be kept well out of reach of children and only used with adult supervision.

Antibacterial soap

- Antibacterial soaps kill some (but not all) bacteria, and do not kill viruses. There is no place for the routine use of antibacterial soap in education and care services.

Hand drying

- Effective hand drying is just as important as thorough hand washing. Damp hands pick up and transfer up to 1000 times more bacteria than dry hands.
- Drying your hands thoroughly also helps remove any germs that May not have been rinsed off. Using disposable paper towel is the preferred option in education and care services.

How to wash hands with soap and water

The process of thoroughly washing, rinsing and drying your hands or a child's hands should take around 30 seconds.

There are five steps to washing hands:

1. Wet hands with running water (preferably warm water, for comfort).
2. Apply soap to hands.
3. Lather soap and rub hands thoroughly, including the wrists, the palms, between the fingers, around the thumbs and under the nails. Rub hands together for at least 15 seconds (for about as long as it takes to sing 'Happy birthday' once).
4. Rinse thoroughly under running water.
5. Dry thoroughly.
6. Hands will be dried in the Kindergarten with paper towel. Supervise children when washing their hands and help them get into the habit of hand hygiene. If you wear rings or other jewellery on your hands, move the jewellery around your finger while you lather the soap to

ensure that the area underneath the jewellery is clean. Always wet hands first before applying soap. This helps the soap to lather more and prevents the skin from drying.

How to clean hands with alcohol-based hand rub

Only use an alcohol-based hand rub if your hands are not visibly dirty. The hand rub should contain 60–80% alcohol.

There are three steps to using alcohol-based hand rub:

1. Apply the amount of hand rub recommended by the manufacturer to palms of dry hands.
2. Rub hands together, making sure you cover in between fingers, around thumbs and under nails.
3. Rub until hands are dry.

Using gloves

If there is a chance that you May come in contact with faeces, urine, saliva, vomit or blood, you should wear disposable gloves.

If you are not likely to come in contact with these body fluids, there is no need to wear gloves. If you do come in contact with body fluids but gloves are not available, it is important to thoroughly wash your hands with soap and water as soon as you finish the activity.

Disposable gloves

- Disposable gloves should never be reused or washed for reuse. They must be thrown away as soon as you have finished the activity that requires gloves.
- Always wash your hands before and after wearing disposable gloves. Wear gloves on both hands:
 - When changing nappies - there are billions of germs in faeces and sometimes in urine.
 - When cleaning up faeces, urine, blood, saliva or vomit, including when it is on clothes. However, note that overuse of gloves can cause skin reactions and sensitivity. It is important to remember that the outside of the glove is dirty and the inside of the glove is clean. Avoid touching the inside of a glove with the outside of another glove and avoid touching bare skin or clean surfaces while wearing contaminated gloves.

How to remove disposable gloves

- Pinch the outside of one glove near the wrist and peel the glove off so it ends up inside out.
- Keep hold of the peeled-off glove in your gloved hand while you take off the other glove - put one or two fingers of your ungloved hand inside the wrist of the other glove. Peel off the second glove from the inside, and over the first glove, so you end up with the two gloves inside out, one inside the other.
- Put the gloves in a plastic-lined, hands-free lidded rubbish bin, and wash your hands. If a hands-free lidded rubbish bin is not available, put the gloves in a bucket or container lined with a plastic bag, then tie up the bag and take it to the outside garbage bin.

Many germs can be spread through the air by droplets. By covering your mouth and nose when you cough or sneeze, you reduce how far the droplets can travel and stop them from contaminating other surfaces. In the past, people were encouraged to cover their coughs and sneezes with their hands. But if you do not clean your hands immediately, germs stay on your hands and can be transferred to other surfaces.

Remember: cover your cough and sneeze to stop the spread of germs

The correct way to prevent the spread of germs that are carried in droplets is by coughing or sneezing into your inner elbow, or by using a tissue to cover your mouth and nose. Put all tissues in the rubbish bin straight away and clean your hands with either soap and water or an alcohol-based rub.

Educators will teach the Kindergarten children to use good cough and sneeze etiquette to avoid spreading germs.

Subject Description: Children's Health & Safety	Policy/Procedure: Breaking the Chain of Infection No: 2.8
Date for Review: October 2024	

2.9 HYGIENE POLICY

For the ongoing and general health and wellbeing of the children, the Kindergarten strives to ensure for its children and staff a standard of general hygiene which complies, as a minimum, with legal requirements and, as far as reasonably possible, with the standards expected in the wider community.

The laws and other provisions affecting this policy include:

- Duty of Care
- WH & S Act (2011)
- NQF Quality Area 2
- Education and Care Services National Regulations 2011 (77)
- Staying Healthy 5th Ed.

Use of Gloves:

- When having contact with bodily fluids (e.g. blood, mucus, vomit, urine, faeces etc), educators will wear disposable gloves. See also Food Handling.
- Used gloves are to be carefully disposed of, immediately after use, in such a way that they would reasonably be expected to be secure from children or other educators.

Educators are responsible to advise the Nominated Supervisor (or Certified Supervisor) to ensure that there is an adequate store of disposable gloves available at all times.

Covered waste disposal bins are conveniently placed at The Tiny Tartan Kindergarten and emptied daily.

All recycled items used at The Tiny Tartan Kindergarten, which are suspected of coming from a non-hygienic environment, will not be used.

Cupboards containing foodstuffs are to be kept in a hygienic state, with food in sealed and dated containers. Cupboards containing resources are kept in a hygienic state so as to protect against vermin.

Washing Hands (National Quality Standard 2)

Educators will wash their hands, and ensure that children wash their hands, thoroughly with soap and water:

- before handling, preparing and eating food
- on entering and exiting the classroom (beginning and end of day)
- prior to and after giving First Aid (sanitising gel before gloving is appropriate)
- after going to the toilet, handling of animals or other activities which could lead to the spread of infection
- after contact with cleaning of body fluids (blood, mucus, vomit, urine, faeces etc)

- before participating in activities such as playdough and sand play, and again after finishing the activity, before moving on to another area
- hand washing will be portrayed as a positive experience for children with Educators modelling appropriate practices
- Educators will use a variety of resources (e.g. charts, videos, songs & chants) to assist children in developing good hand washing practices.
- Parents will be encouraged to use alcohol-based hand sanitizer on arrival and departure. This will be made available at each gate and near the sign in sheets.

Subject Description: Children's Health & Safety	Policy/Procedure: Hygiene Policy No: 2.9
Date for Review: October 2024	

2.10 SUN PROTECTION POLICY

The laws and other provisions affecting this policy include:

- Qld Cancer Council – Early Childhood settings SunSmart Policy Guidelines
- NQF Quality Areas 1,2,3,4,6 & 7
- Duty of Care
- WH&S Act (2011)
- Education and Care Services National Regulations 2011 (114)

Sun safety will be conducted at The Tiny Tartan Kindergarten throughout the whole year. Staff will ensure children attending our Kindergarten are protected from the harmful effects of the sun at all times. The Nominated Supervisor and staff will:

- Encourage the use of sun protective clothing, hats and SPF 50+ broad-spectrum sunscreen for children and Educators when outside, please note that The Tiny Tartan Kindergarten uniform fulfils this.
- All Educators will remind children and staff to wear a hat and that sunscreen is applied whenever they are outside. This will include undercover areas. The Tiny Tartan Kindergarten uniform bucket hat fulfils this requirement.
- Parents will be requested to apply sunscreen to their children at home before attending kindergarten.
- For families that have forgotten, sunscreen will be provided next to the sign in sheet in the foyer.
- Ensure this requirement is met throughout the year and include time during times of overcast weather.
- Educators to ensure that sunscreen is to be reapplied every two hours or earlier during times of increased physical activity.
- Sunscreen will be applied at least 20 minutes prior to sun exposure.
- Where possible, the kindergarten staff will plan daily outdoor activities outside of peak UV times, and always offer activities that are available in well shaded areas. The Kindergarten Staff will utilise the Sunsmart App to get up to date information regarding UV levels. The Tiny Tartan Kindergarten maximises the use of available shade for outdoor activities and plan activities which reduce time spent in the sun between 10am to 3pm, ensuring children have plenty of opportunity to play in shaded areas.
 - Multiple sun protection methods are required whenever the UV Index level is forecast to reach 3 or above. (In Queensland, the UV index level is 3 or above all year round).

Parents will provide a Hat as part of the College Uniform.

The Tiny Tartan Kindergarten will supply a generic brand of sunscreen for use during the day.

If the generic brand is unsuitable for children then parents will be asked to provide named SPF 50+ broad spectrum, water resistant sunscreen for their child. This is to be kept out of reach of children and used when appropriate.

Incorporate education programs that focus on sun safe messages.

Ensure all Educators to act as positive role models for children in all aspects of Sun Safety Behaviour.

Seek support for the Sun Safe message through messages, parent meetings and NEXUS.

Review the Sun Safety Policy annually with Educators, parents, children and management.

This service is a SunSmart member and as part of the SunSmart program we are demonstrating to the community that The Tiny Tartan Kindergarten is involved in many SunSmart activities and protecting the children in our care, as well as staff, from the harmful effects of ultraviolet radiation from the sun. – Service membership details can be found in the Kindergarten Foyer.

- Queensland Cancer Council website

Subject Description: Children's Health and Safety	Policy/Procedure: Sun Protection Policy No: 2.10
Date for Review – October 2024	

2.11 EMERGENCY / LOCKDOWN AND EVACUATION POLICY

NQS

QA2	2.2.1	Supervision - At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.
	2.2.2	Incident and emergency management - Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practised and implemented.
QA6	6.2.3	Community engagement - The service builds relationships and engages with its local community.

National Regulations

Regs	168(2)(e)	Policies and procedures in relation to emergency and evacuation
	97	Emergency and evacuation procedures
	98	Telephone or other communication equipment

EYLF

LO3	Children become strong in their social and emotional wellbeing.
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Aim

In the event that the service needs to be evacuated, we aim to conduct this in a rehearsed, timely, calm and safe manner to secure the safety of each person using the service. The safety and wellbeing of each child, educator and person using the service is paramount above any other consideration in the time of an emergency or evacuation. Any other procedures will be carried out only if it is safe to do so.

Related Policies

Incident, Injury and Trauma and Illness Policy

Administering Medication Policy

Death of a Child Policy

Medical Conditions Policy

Emergencies can include but not limited to, cyclone, flood, fire or bushfire, presence of dangerous animals and insects, any situation requiring the Kindergarten premises to be locked down or situation requiring the evacuation of the Kindergarten.

A risk assessment must be carried out by FSAC Ltd, the Approved Provider to identify potential emergencies.

1. Emergency evacuation procedures will be clearly displayed near the entrance and emergency exits of each room at the Kindergarten.
2. A copy of the emergency and evacuation floor plan and instruction are displayed in a prominent position near each exit at the facilities used by the Kindergarten.

3. Emergency contact numbers are clearly displayed near the phone and exit signs are clearly visible.
4. Educators are to ensure that all exits are kept clear and unlocked to enable a quick departure.

The Springfield Anglican College (The Tiny Tartan Kindergarten) Workplace Health and Safety Representative will be responsible to ensure that:

1. There is an alarm siren for sounding warnings of an emergency, which is kept in good working order and tested regularly.
2. The Tiny Tartan Kindergarten has appropriate fire extinguishers that are properly working and maintained, and that staff have basic training in the use of the fire blankets and fire extinguishers kept at the Kindergarten; and
3. The Springfield Anglican College on behalf of The Tiny Tartan Kindergarten calls upon the advice of the Queensland Fire Service (or another appropriate Authority) to provide up-to-date information.
4. Staff members conduct regular fire drills at least once per term (minimum every 3 months) and evaluations are recorded accordingly.
5. Emergency evacuation procedures will be clearly displayed near the entrance of each room at the kindergarten.
6. Staff members are to ensure that all exits are kept clear and unlocked to enable a quick departure.

In the event of an evacuation: The Tiny Tartan Kindergarten will follow the procedures for the evacuation of children as described in The Springfield Anglican College – Emergency Response Plan - Primary Campus (Meeting location for all classes – TSAC Primary Oval)

In the event of a lockdown: The Tiny Tartan Kindergarten will follow the procedures for the lockdown of children as described in The Springfield Anglican College – Emergency Response Plan - Primary Campus

Subject Description: Children's Health and Safety	Policy/Procedure: Emergency/Lockdown and Evacuation Policy No: 2.11
Date for Review: October2024	

2.12 DRILLS

The laws and other provisions affecting this policy include:

- *Duty of Care obligations which exist under the:*
- Work Health & Safety Act 2011 (Qld)
- Child Protection Act 1999 (Qld)
- Education and Care Services National Law (97)
- FSAC Ltd Policy - Workplace Health & Safety Policy
- National Quality Area 2

To ensure the safety of children, educators and visitors attending The Tiny Tartan Kindergarten, the Nominated Supervisor and the Head of Primary will make certain that the Kindergarten has regular practice drills for both Emergency Evacuation and Emergency Lockdown procedures.

Emergency evacuation and lockdown procedures must be practiced at least every 3 months, during its period of operation.

The Nominated Supervisor will ensure that records are kept of all emergency and evacuation practice.

As part of this practice process and to ensure that the procedures cover the requirements of the Kindergarten, Educators will complete a feedback sheet to be filed accordingly.

The feedback sheets will be forwarded to The Springfield Anglican College Primary Campus Workplace Health & Safety Officer.

Subject Description: Children's Health & Safety	Policy/Procedure: Drills No: 2.12
Date for Review: October 2024	

2.13 FOOD AND NUTRITION

The laws and other provisions affecting this policy include:

- Get Up & Grow –Healthy eating & physical activity for early childhood (2009)
- NQF National Quality Area 2
- Education and Care Services National Regulations (77 & 78)

AIMS OF NUTRITION POLICY

The Tiny Tartan Kindergarten strives to achieve several aims in the area of Food and Nutrition. These are:

- To provide a food and nutrition policy that is consistent with Get Up & Grow - Healthy eating & physical activity for early childhood for children (2009).
- When providing food for the children during the Kindergarten program and when encouraging families:
 - To provide children with appropriate food to grow and develop naturally
 - To enjoy a wide variety of nutritious food including plenty of wholemeal breads, wholegrain cereals, vegetables and fruits
 - To include milk, yoghurt, cheese and/or alternatives
 - To limit saturated fats and moderate total fat intake
 - To encourage water as a drink
 - To eat only a moderate amount of sugars and food containing added sugar
 - To choose low salt foods
 - To eat foods containing calcium and iron
 - To provide physical activity in conjunction with appropriate food as it is important for all children
- To identify the strategies needed to deliver nutritional care.
- To care for food by preparing and storing safely.
- To provide information to parents about the nutrition provided to their children while in the care of The Tiny Tartan Kindergarten.
- To encourage children to engage in physical activity.

To achieve these aims, policies have been developed which directly relate to food, nutrition and physical activity. These are:

- Staff promote healthy eating habits
- Staff implement effective and current food safety and hygiene practice
- Staff engage children in physical activity

To address these principles, five key policy areas have been developed. These are:

AREA A

Healthy Food and Beverages This addresses what, when and how much

AREA B

Safe Food Strategies This addresses how to store, prepare, cook and serve food safely

AREA C

Social Aspects of Food This addresses social, cultural and family issues surrounding food

AREA D

Learning about Food This addresses the preparation of food and food awareness activities

AREA E

Monitoring the Nutrition Policy This addresses the monitoring of the nutritional policies that are in place.

AREA F

Engaging in physical activity This addresses the link between nutrition and the need for physical activity.

Goals

- To provide information on nutritious foods to assist parents in deciding appropriate food to supply their child.
- Cooking experiences which increase children's knowledge of healthy food.

Strategies

- Information will be provided to parents that show the nutritious value of providing foods from the five food groups – breads and cereals, dairy foods, meat and meat alternatives, fruit and vegetables.
- Water will be the primary drink and will be available at all times.
- Parents will be advised when their child is not eating well and a strategy will be developed to monitor their progress.
- Due to students being enrolled who have severe allergies children cannot bring nuts or nut-based products to Kindergarten. This will also include peanuts and peanut based products.

Goals

- To provide families with information on how to store, prepare and serve food in a safe hygienic manner and to promote hygienic food practices.

Strategies

- A routine will be followed where children eat at regular and predictable intervals.
- Children will be required to remain seated when eating and drinking.

- Staff and children will wash their hands before eating or drinking or handling food.
- Food will be stored safely. Classrooms are temperature controlled and families will be asked to provide freezer blocks in their child's lunch box to ensure food remains cold. The refrigerator will be kept at 4 degrees Celsius or below.
- Parents will be encouraged to use freezer blocks in lunch boxes to keep lunches cool.
- Lunch boxes supplied by parents will be stored in the climate controlled classroom.
- In cooking activities, staff will carefully supervise the children ensuring safety around hot food, beverages and appliances at all times.
- Staff will be regularly updated on the special dietary needs of the children. In particular, staff will be advised of food allergies and intolerances to ensure children will not be given inappropriate foods – risk minimisation plans for children with intolerances and allergies will be followed at all times.
- Working areas where food is prepared will be kept in a clean and hygienic manner.

Goals

- To reinforce the values of family, school and community through provision of a caring eating environment that reflects these values.

Strategies

- To select recipes and food related activities from a variety of different cultures.
- To celebrate special occasions with culturally significant and appropriate foods. For example, birthday cakes, Easter foods etc.
- Food will not be used as a form of punishment or reward either by its provision or denial.
- Staff members will participate in the eating of food with the students when appropriate.
- Children will be seated when eating and drinking.
- Emphasis will be placed on promoting an eating environment where children are relaxed and able to enjoy their food with sufficient time for the children to eat and not feel rushed.
- Care will be taken to ensure children with special dietary needs are not excluded from food related activities or singled out by their dietary differences.

Goals

- To teach children about food, nutrition and hygiene

Strategies

- Children participate in the preparation of food to give them practical experience in the preparation of food.

- Children learn about the foods they eat and the importance of eating healthy foods (e.g. Food Pyramid).
- Children will be instructed in the importance of good hygiene when handling food.
- Children May participate in food related activities including but not limited to, cooking, food art and food music.

Goals

- To monitor the performance of The Tiny Tartan Kindergarten with respect to the nutrition policy
- To identify key areas of effectiveness
- To use a consultative process that includes staff, parents and students to identify and improve any areas which are not optimum.

Strategies

- To make available to all parents a copy of the latest Food and Nutrition Policy.
- To seek input from the children to assist in evaluating the cooking.
- To seek input from parents to evaluate the Nutrition Policy.

Goals

- To engage children in physical activity through active play.

Strategies

- To encourage physical activity through play and structured physical activities
- To limit sedentary activity to less than an hour at a time.

<http://www.health.gov.au/internet/main/publishing.nsf/Content/phd-early-childhood-nutrition-resources> - (Last Accessed: 10.10.2022)

Subject Description: Children's Health & Safety	Policy/Procedure : Food and Nutrition 2.13
Date for Review: October 2024	

2.14 FOOD HANDLING POLICY

All food which is handled (including preparing, eating or storing it) at The Tiny Tartan Kindergarten is to be handled using all care to ensure that the food is not contaminated, nor allowed to become contaminated, or unfit to be eaten.

The laws and other provisions affecting this policy include:

- Duty of Care
- NQF National Quality Area 2
- Local Authority (Ipswich City Council) food handling by-laws.
- Education and Care Services National Law Act 2010
- Education and Care Services National Regulations 2011 (77,78)

Please refer to Policy 2.8 Breaking the chain of infection, regarding further information on hand hygiene and the use of alcohol-based hand rubs.

The Nominated Supervisor will be responsible for ensuring that all food preparation and preparation areas comply with all laws and regulations, including Local Council by-laws (or equivalent) where applicable.

Staff will ensure that their hair does not fall into food, long hair will be tied back when preparing any food for children.

All food preparation services and utensils will be kept clean and will be thoroughly clean before use.

Staff will wash their hands and ensure that children wash their hands, thoroughly with soap and water before handling, preparing and eating of food.

Perishable items will be covered and refrigerated. Non-perishable items will be stored in airtight containers.

Perishable food brought by staff and children from home will be stored in a climate-controlled classroom with suitable freezer packs to ensure freshness, or alternatively refrigerated as soon as possible. The refrigerator will be always kept below 4 degrees Celsius. The refrigerator will be checked and cleaned weekly. The microwave and stove will be cleaned after use.

Food that has fallen on the ground or handled by another child will not be eaten by staff, nor be permitted to be eaten by any child. Food that is not fit to be eaten is to be immediately disposed of, in an appropriate manner, so that it will not be eaten.

Subject Description: Children's Health & Safety	Policy/Procedure: Food Handling Policy No 2.14
Date for Review: October 2024	

2.15 ANTI-BULLYING POLICY

The Tiny Tartan Kindergarten as part of The Springfield Anglican College will follow the policy as set out in the Behaviour Management Policy for the management of bullying as defined below:

Bullying is a pattern of behaviour by one person towards another, which is designed to hurt, injure, embarrass, upset, or discomfort that person.

It can be:

- Physical aggression;
- The use of put-down comments or insults;
- Name-calling;
- Damage to the person's property;
- Deliberate exclusion from activities;
- The setting-up of humiliating experiences.

The laws and other provisions affecting this policy include:

- Duty of Care
- Workplace Health & Safety Act (2011)
- NQF Quality Areas 2 and 5
- Child Protection Act 1999 and Child Protection Regulations 2000
- Commissioner for Children and Young People and Child Guardian Act 2000.

Educators will be active in identifying and eliminating bullying behaviour when interacting with children.

All children will be made aware through stories, discussion and education that bullying is unacceptable behaviour.

The program will contain opportunities for children to engage in activities that promote secure, respectful, and reciprocal relationships with others.

Please refer to The Springfield Anglican College "Student Anti-Bullying Policy V1.1 and Student Anti-Bullying Procedure V2.6.

The Nominated Supervisor and Head of Primary will ensure that all educators have access to information on bullying and strategies to use to assist children to deal with any bullying.

The Nominated Supervisor and Head of Primary will ensure that all educators are in-serviced on anti-bullying and become aware of different strategies for combating bullying. All reports of bullying will be investigated by the Nominated Supervisor; reports of serious bullying will be reported to and investigated by the Head of Primary.

Subject Description: Children's Health & Safety	Policy/Procedure: Ant-Bullying Policy No: 2.15
Date for Review: October 2024	

2.16 CHILD PROTECTION POLICY

NQS

QA2	2.2.3	Child protection - Management, educators and staff are aware of their roles and responsibilities to identify and respond to every child at risk of abuse or neglect.
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Regs	84	Awareness of child protection law
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Aim

To ensure all employees take their responsibility to protect children from any type of harm very seriously, understand their reporting obligations and are aware of our risk management strategy which includes practices designed to ensure the safety and wellbeing of children is paramount.

The Tiny Tartan Kindergarten recognises that protecting students from harm and the risk of harm is fundamental to maximising their personal and academic potential. For this reason, the welfare and best interests of the students within our Kindergarten will always be a primary consideration. It is an expectation of all employees to ensure that their behaviour towards and relationships with students reflect standards and care for students and are not unlawful. The Kindergarten will respond diligently to a report of suspected or actual harm, or risk of harm to a student.

The Springfield Anglican College, as a member of the Anglican Schools Commission has a comprehensive Child Protection Policy, which covers the actions to be taken if a member of staff or a parent of the Kindergarten becomes aware or reasonably suspects that harm has been done to a student of the Kindergarten. The policy can be accessed on the College website.

Please refer to - Student Protection in Anglican Schools Policy, Procedures and Resources

Related Documentation

Student Protection in Anglican Schools Policy, Procedures and Resources

Illness, Injury & Trauma Policy

Incident, Illness, Injury and Trauma Forms

Child Protection Annual Review

TSAC Staff Induction Processes

TSAC Staff Appraisal Processes

TSAC Staff Recruitment Processes

TSAC Staff Professional Development Processes

Position Descriptions

Staff Records

Risk Management Plans

Implementation

Under the *Child Protection Act 1999* abuse and neglect is referred to as "harm" which is any detrimental effect of a **significant nature** on a child's physical, psychological or emotional wellbeing:

- *physical abuse*, for example, beating, shaking, burning, biting, causing bruise or fractures by inappropriate discipline, giving children alcohol, drugs or inappropriate medication
- *emotional or physiological abuse*, for example, constant yelling, insults, swearing, criticism, bullying, not giving children positive support and encouragement
- *neglect* for example, not giving children sufficient food, clothing, enough sleep, hygiene, medical care, leaving children alone or children missing school, and
- *sexual abuse or exploitation*, for example, sexual jokes or touching, exposing children to sexual acts or pornography or having sexual intercourse with a child or young person under 16 years of age (even if the child has consented).

Approved Providers, Nominated Supervisors, and educators 18 years of age and over are mandated reporters under the 'Mason's Law' amendments which commenced on 1 July 2017. **These individuals must report their reasonable suspicion that a child has suffered, is suffering or is at an unacceptable risk of suffering significant harm caused by physical or sexual abuse and there is not a parent willing and able to protect the child from harm.** However, all employees and where relevant volunteers at our service will report a child at risk of any form of significant harm if they have a reasonable belief that a child is, could be or has been harmed based on their:

- first hand observation of the child or family
- what the child, parent or other person has disclosed
- what can reasonably be inferred based on observation, professional training and/ or experience.

Child Protection Risk Management Strategy

The Springfield Anglican College has policies and procedures in place to meet the eight mandatory requirements of the Risk Management Strategy outlined in the Working with Children legislation. The eight requirements include:

1. Aim
2. Code of Conduct
3. Recruitment, Selection and Training Procedures for employees and volunteers which include child protection principles
4. Procedures for handling disclosures and suspicions of harm
Reporting and Documenting Abuse or Neglect
5. Procedures for Managing Breaches

6. Policies and procedures for compliance with the Blue Card system
7. Risk Management for High Risk Activities and Special Events
8. Strategies for Communication and Support

Refer to Appendix A: Child Protection Anglican Education and Care Services (also available on NEXUS)

Subject Description: Children' Health & Safety	Policy/Procedure: Child Protection Policy No: 2.16
Date for Review: October 2024	

2.17 WATER SAFETY

The safety of children attending The Tiny Tartan Kindergarten is important. Water safety is an issue that will be taken seriously by all staff when engaging children in any water activity.

The laws and other provisions affecting this policy include:

- Duty of Care
- Standard 2.2
- Element 2.2.1 – At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard
- Education and Care Services National Law Act 2010 (sections 165,167,174)
- Education and Care Services National Regulations (101,168)

Educators will undertake a risk assessment prior to any activity that involves children playing with water, this includes but is not limited to, water play.

All activities involving water in a container require constant supervision by an Educator.

All children will be adequately supervised at all times and protected from harm and hazards. Educators will be conscious of the physical environment and be attuned to the needs of individual children.

Educators will ensure that water-based activities will be emptied once play has ended, for example, water troughs will be emptied before educators and children move indoors at the end of outdoor play. Educators will ensure that the water is used in a sustainable way, for example, used to water the grass or garden if appropriate to do so.

Subject Description: Children's Health & Safety	Policy/Procedure : Water Safety (including safety during any water based activities) No: 2.17
Date for Review: October 2024	

2.18

Sleep, Rest, Relaxation and Clothing Policy

NQS

QA2	2.1.1	Wellbeing and comfort - Each child's wellbeing and comfort is provided for, including appropriate opportunities to meet each child's need for sleep, rest and relaxation.
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National Regulations

Regs	81	Sleep and Rest
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EYLF

LO3	Children take increasing responsibility for their own health and wellbeing
	<ul style="list-style-type: none">• Children recognise and communicate their bodily needs (for example, thirst, hunger, rest, comfort, physical activity).• Educators consider the pace of the day within the context of the community.• Educators provide a range of active and restful experiences throughout the day and support children to make appropriate decisions regarding participation.

Aim

Our Service aims to meet each child's needs for sleep, rest and relaxation in a safe and caring manner that takes into consideration the preferences and practices of each child's family.

Related Policies

- Physical Environment Policy
- Medical Conditions Policy

Implementation

Most children benefit from periods of rest which help them grow and ensures their learning and development. Our service implements rest periods which are consistent with the developmental needs of children, including a short period of rest each day for our Kindergarten children.

The Nominated Supervisor will ensure:

- there is a quiet and restful environment for sleep and rest that enables educators to see, hear and closely monitor children
- there are comfortable spaces for children to engage in quiet experiences
- educator to child ratio is always maintained while children are sleeping and resting
- a copy of this policy is available to parents

The Nominated Supervisor will ensure educators, staff, and volunteers:

- accommodate each child's and family's preferences for rest, sleep and clothing to the extent they are consistent with our policies and requirements. This includes preferences related to a child's social and cultural heritage. In line with the principles and objectives of the National Law, if a resting child falls asleep without assistance in instances where families have requested the child not have naps, educators may allow the child to sleep for a period they believe is in the best interests of the child's health and wellbeing
- follow the procedures in this policy which are based on recommendations from Red Nose www.rednose.com.au . If a child has a medical condition which prevents educators from following these procedures, for example a condition which prevents a child from being placed on their back, an alternative resting practice must be authorised by a registered medical practitioner in writing. This should be part of a child's Medical Management Plan
- verbally communicate daily with parents about their child's sleep and rest routines at the service and at home
- regularly monitor all children who are sleeping with specific attention to breathing patterns
- monitor the temperature of the rest environment to ensure it is comfortable without becoming too hot or cold
- help children learn about their needs for rest and comfort and where appropriate negotiate the need for sleep and rest with children. Children will be encouraged to communicate their needs where possible and to make appropriate decisions
- provide children who do not require sleep or rest with quiet, activities
- support children who need rest and relaxation outside our designated "rest time"
- group children in a way that minimises overcrowding
- comfort children when required. We discourage rocking children to sleep so that children do not come to expect this from their families at home

Safe resting practices for preschool children (3-5yrs)

Educators, staff and volunteers will:

- place preschool children on their back to rest
- allow preschool children to find their own sleeping position if they move while sleeping or after lying on their back initially

- ensure a preschool child's face is never covered with bed linen while they are sleeping
- use light bedding as the preferred option
- settle children in beds without bottles (for safety and dental hygiene reasons)
- play calm, relaxing music

Refer www.productsafety.gov.au for more information.

Safety Checks: Beds, Environment

The service will conduct a safety check of the resting environments, equipment

Hygiene practices

The Nominated Supervisor and educators will ensure:

- mattress protective covers are cleaned with soap and water daily and when visibly soiled (using the 3 step cleaning process)
- cleaning schedules are displayed in each Kindergarten kitchen
- each child has their own bed linen which is washed every week following their last day at the service

If a child soils a cot or mattress educators, staff will:

- wash hands and put on gloves
- clean the child
- remove gloves
- dress the child
- wash child's hands and their hands
- put on gloves
- clean the bed
 - remove the bulk of the soiling or spill with absorbent paper towels
 - place the soiled linen in a plastic-lined, lidded laundry bin
 - clean bed thoroughly with detergent and water
 - disinfect if there was potentially infectious material
 - remove gloves and wash hands
 - provide clean linen for the bed

Children's Clothing

Children should wear The Tiny Tartan Kindergarten uniform. This clothing is comfortable, suitable for the weather, allows them to explore and play freely, and minimises the risk of injury. Educators may remove necklaces or a piece of jewellery if deemed a possible safety risk.

On dress up days, or when children need to be changed in to spare clothes (other than the TTTK uniform), educators will encourage parents to dress their children in clothes (or provide clothes) that:

- are loose and cool in summer to prevent overheating and warm enough for cold weather including outdoor play in winter
- protect them from the sun during outdoor play in line with our Sun Protection Policy
- do not restrict children's comfort or compromise their safety when sleeping and resting
- do not compromise their safety during activities e.g. clothes with cords
- allow easy access for toileting e.g. elasticised trousers, track pants – rather than buttons, zips, belts etc
- can get dirty when children play and engage in activities.
- include appropriate footwear so children can play comfortably and safely. (closed in shoes as part of our uniform)
- are clearly labelled with the child's name.

Educators, staff and volunteers will:

- ensure children are protected from the sun during outdoor activities in line with the Sun Protection Policy
- monitor children to ensure they are appropriately dressed for all weather, play experiences, rest and sleep routines
- provide clean and appropriate spare clothing to children if needed
- encourage children to use aprons for messy play and art experiences to protect their clothing

Amber Teething Necklaces and Bracelets

Based on Australian Government product safety warnings, we do not allow children to wear amber teething necklaces or bracelets at our Kindergarten. This is to minimise the risk they may choke on the beads if the necklaces or bracelets break apart.

Sources

Education and Care Services National Law and Regulations

Early Years Learning Framework and Kindergarten Guidelines

Work Health and Safety Act 2011

Work Health and Safety Regulations 2011

Standards Australia: AS/NZS 2172:2010, Cots for household use—Safety requirements

Standards Australia AS/NZS 2195:2010, Folding cots—Safety requirements

rednose.com.au

**NHMRC: Staying Healthy Preventing infectious diseases in early
childhood education and care services
NQF e-bulletin Qld 9.5.16**

Subject Description: Children's Health & Safety	Policy/Procedure : Sleep, Rest, Relaxation and Clothing Policy No: 2.18
Date for Review: October 2024	

3. PHYSICAL ENVIRONMENT

3.1 SPACE & FACILITIES REQUIREMENTS POLICY

The Tiny Tartan Kindergarten will ensure that facilities used for the program and range of activities provided are in keeping with the Policy and Procedures of the Kindergarten and is a safe and stimulating environment which is accessible to all children and allows for their physical and psychological comfort.

The laws and other provisions affecting this policy include:

- NQF Quality Area 3
- Policy Budgeting and Planning
- W H & S Act 2011
- National Construction Code Volume One & Two Building Code of Australia (BCA)
- Education and Care Services National Regulations (103 – 111 and 113 – 115)

The Tiny Tartan Kindergarten management –FSAC Ltd, the Approved Provider, will ensure the following facilities are provided:

- The premises and all equipment and furniture used by the Kindergarten in providing education and care are safe, clean and in good repair.
- Any outdoor space used by children at The Tiny Tartan Kindergarten is enclosed by a fence or barrier that is of a height and design that children preschool age or under cannot go through, over or under.
- A minimum of 3.25 sq m of unencumbered floor space per child.
- Indoor space that allows the ready supervision of all parts from any other part including all functional areas and provides reasonable separation between each group's areas, the area of the kitchen is excluded unless it is primarily used as part of an educational program.
- A minimum outdoor play space of 7 sq m of unencumbered outdoor space per child with adequate useable shade space.
- Rooms that are well ventilated.
- Indoor spaces that are well ventilated, have adequate natural light and maintained at a temperature that ensure the safety and wellbeing of children.
- Adequate, developmentally, and age-appropriate toilet, hand washing, bathing and drying facilities are provided for use by children being educated and cared for at the kindergarten.
- Convenient access to the toilet, hand washing, bathing, and drying facilities from the indoor and/ or younger outdoor spaces.
- Laundry facilities and/or
- Hygienic facilities are provided for storing soiled clothing and linen prior to their disposal or laundering and these are inaccessible to children.

- Adequate facilities for the safe handling, preparation, storage and disposal of food and beverages.
- An adequate area or areas are available at the kindergarten for the purpose of conducting the administrative functions of the Kindergarten, consulting with parents of children and conducting private conversations.
- Space is organised to encourage choice and to facilitate active engagement with the environment.
- Each child has access to furniture, materials, and developmentally appropriate equipment suitable for the educational program.
- Specified shaded outdoor play space to be provided to protect children from overexposure to ultraviolet radiation from the sun.
- The approved provider of a Kindergarten must not have a swimming pool on the education and care premises.
- The premises must be maintained in a way that does not obstruct the view and enables educators to supervise children at all times that they are being educated and cared for by the kindergarten but have regard to maintaining the rights and dignity of the children.
- Outdoor space must allow children to explore and experience the natural environment.

National Construction Code Volume One & Two - Building Code of Australia (BCA)

Subject Description: Physical Environment	Policy/Procedure: Space and Facilities Requirements Policy No:3.1
Date for Review: October 2024	

3.2 WORKPLACE HEALTH AND SAFETY

The Tiny Tartan Kindergarten management FSAC Ltd is committed to ensuring a safe and healthy workplace for all our employees, visitors and contractors by eliminating or minimising the risk of injury or disease.

The laws and other provisions affecting this policy include:

- *Duty of Care obligations, existing under the following:*
- Work Health and Safety Act 2011 (Qld)
- Education and Care Services National Law & Regulations
- Quality Areas 2 and 3.
- Child Protection Act 1999 (Qld)
- FSAC Ltd. Policy – Workplace Health and Safety

FSAC Ltd. will make available to The Tiny Tartan Kindergarten the necessary resources (i.e. people, facilities and equipment) to:

- Comply with all relevant workplace health and safety legislation; and
- Ensure the health and safety of employees and others.

FSAC Ltd. will conduct their activities and provide a work environment that:

- Protects the health, safety and welfare of all persons, including staff, contractors and visitors, affected by our workplace activities.
- Actively encourages controlling risk in the workplace by comprehensive risk assessment and risk management practices.
- Strives for continuous improvement in workplace health and safety within the Colleges.

FSAC Ltd. will address risk management as a priority. Workplace Health and Safety is both an individual and shared responsibility of all managers, supervisors and employees. The following responsibilities are essential to the success of the policy. Together, managers and employees will endeavour to reach consensus through a process of joint consultation.

Managers and supervisors are responsible (within the scope of their authority) for:

- Integrating workplace health and safety into all aspects of the workplace.
- Promoting communication about workplace health and safety as a normal component of all aspects of work.
- Planning developing, implementing and monitoring a workplace health and safety program.
- Taking effective action to provide and maintain a healthy and safe workplace.

Employees are responsible for:

- Working in a healthy and safe manner.
- Encouraging others to work in a healthy and safe manner.
- Cooperating with, supporting and promoting workplace health and safety in the workplace.
- Reporting any unsafe conditions or practices that come to their attention.

Please refer to the TSAC Work Health and Safety Management Policy

Subject Description: Physical Environment	Policy/Procedure: Workplace Health & Safety No: 3.2
Date for Review: October 2024	

4. STAFFING ARRANGEMENTS

4.1 DETERMINING THE RESPONSIBLE PERSON PRESENT AT THE SERVICE

FSAC Ltd management the Approved Provider of The Tiny Tartan Kindergarten has a responsibility to ensure that the person in day-to-day charge of the kindergarten is a fit and proper person. In the absence of the nominated supervisor, the approved provider will place in day-to-day charge of the service a Responsible Person with their written consent. This person must meet the requirements and conditions of the Education and Care Services National Law 2010 and Regulations 2011 about ensuring fitness and propriety.

The laws and other provisions affecting this policy include:

- Duty of Care
- National Quality Area 4
- Education and Care Services National Regulations 2011 238A, (24 (k), 34, 35, 46, 47, 133, 146)
- Education and Care Services National Law (s 162 (1) (a) to (c) and 108 (1)(b) and 112 (c))

The approved provider of an education and care service must ensure that one of the following persons is always present that the service is educating and caring for children:

- a. The approved provider, if the approved provider is an individual or, in any other case, a person with management or control of an education and care service operated by the approved provider; or
- b. The nominated supervisor of the Kindergarten; or
- c. A responsible person who has been placed in day to day charge of the Kindergarten in accordance with the national regulations.

Any change of the Nominated Supervisor must be notified to the Regulatory Body.

The name of the Responsible Person in Charge who is on duty will be identified for parents and visitors. A sign will be clearly visible in the Kindergarten Foyer.

The educator must have sufficient skills to be placed in day-to-day charge of a Kindergarten.

The educator must be over the age of 18 years and have:

- Adequate knowledge and understanding of the provision of education and care to children
- The ability to effectively supervise and manage a Kindergarten
- At least 3 years' experience working as an educator in a Kindergarten or a children's service or a school or in a service regulated under a former education and care service law

- An approved diploma level education and care qualification, or an approved early childhood teaching qualification.

All educators working at The Tiny Tartan Kindergarten must obtain a criminal history check either by holding a 'Blue Card' a Working with Children's Check Qld or 'Exemption card' through the Commission for Children and Young People and Child Guardian.

The Nominated Supervisor will be responsible for implementing the educational programs, supervision and safety of the children present at the Kindergarten, food and beverages provided for children, the administration of medication, excursions, staffing and other matters as prescribed which are in accordance with regulations.

Subject Description: Staffing Arrangements	Policy/Procedure: Determining the Responsible Person Present at the Service No: 4.1
Date for Review: October 2024	

4.2 ROLE AND EXPECTATIONS OF EDUCATORS POLICY

The Tiny Tartan Kindergarten encourages the building of cohesive, qualified, motivated staff who are provided with adequate training and knowledge to enable them to discharge their critical role as the day-to-day educators of children at the Kindergarten. All matters pertaining to employment at the College is undertaken by the Head of Primary in consultation with the Human Resources Department.

The laws and other provisions affecting this policy include:

- Duty of Care
- NQF Quality Areas 1-7
- Education and Care Services National Regulations (125, 126, 136-141, 143, 145, 147-149, 151, 152, 155, 156, 168)

The approved provider of The Tiny Tartan Kindergarten will designate in writing a suitably qualified and experienced educator, co-ordinator or other individual to lead the development of the educational programs in the Kindergarten (Educational Leader).

A person left in charge of The Tiny Tartan Kindergarten will be known as the *Responsible Person in Charge*. A responsible person will be:

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

The approved provider OR the nominated supervisor will appoint a person in day to day charge of the service. The person must give written consent. They must meet the minimum requirements to be appointed to the role.

Reporting to the Head of Primary, the Nominated Supervisor is responsible to the Head of Primary. The Nominated Supervisor contributes to the College vision and goals implementing the educational programs, supervision and safety of the children present at the Kindergarten, food and beverages provided for children, the administration of medication, excursions, staffing and other matters as prescribed are in accordance with regulations.

Reporting to the Head of Primary, the teaching staff are responsible to the Head of Primary for the implementation and outcomes of the learning program.

Reporting to the Head of Primary, the Educator is responsible for the efficient and effective operation and environment of The Tiny Tartan Kindergarten.

Subject Description: Staffing Arrangements	Policy/Procedure: Role & Expectation of Educators Policy No: 4.2
Date for Review: October 2024	

4.3 EMPLOYMENT OF EDUCATORS

FSAC Ltd the Approved Provider for The Tiny Tartan Kindergarten assists staff to meet the requirements and expectations of compliance with the National Quality Standards and the Education and Care Services National Law Act 2010 in such a way as to best fulfil the Kindergarten's ability to care for children and to follow the law and procedures of the Kindergarten.

The laws and other provisions affecting this policy include:

- Duty of Care
- NQF National Quality Area 4
- Education and Care Services National Regulations (Part 4.4 areas relevant to Centre-based-care)

The need for new educators will be directed to the Head of Primary and Human Resource Department, who undertakes recruitment on behalf of The Tiny Tartan Kindergarten in accordance with FSAC Ltd recruitment requirements:

- All staff will receive a written position description.
- All permanent and part time staff will be employed with a six month probation period.

The Approved Provider must ensure that the following information is kept in relation to each staff member.

- Nominated Supervisor: (146)

The staff record must include the following information in relation to each nominated supervisor—

(a) the full name, address and date of birth of the nominated supervisor;

(b) evidence—

(i) of any relevant qualifications held by the nominated supervisor; or
(ii) if applicable, that the nominated supervisor is actively working towards that qualification as provided under regulation 10.

(c) evidence of any approved training (including first aid training) completed by the nominated supervisor;

(d) if the education and care service is located in a jurisdiction with a working with children law or a working with vulnerable people law, a record of the identifying number of the current check conducted under that law and the expiry date of that check, if applicable, unless paragraph (e) applies;

(e) if the nominated supervisor is a teacher registered under an education law of a participating jurisdiction and has provided proof of that registration, a record of the identifying number of the teacher registration and the expiry date of that registration;

- Staff Members: (147)

The staff record must include the following information in relation to staff members—

- (a) the full name, address and date of birth of the staff member;
- (b) evidence—
 - (i) of any relevant qualifications held by the staff member; or
 - (ii) if applicable, that the staff member is actively working towards that qualification as provided under regulation 10;
- (c) evidence of any approved training (including first aid training) completed by the staff member;
- (d) if the education and care service is located in a jurisdiction with a working with children law or a working with vulnerable people law, a record of the identifying number of the current check conducted under that law and the expiry date of that check, if applicable, unless paragraph(e) applies;
- (e) except in the case of New South Wales, Queensland and Tasmania, if the staff member has provided proof of the staff member's current teacher registration under an education law of a participating jurisdiction, a record of the identifying number of the teacher registration and the expiry date of that registration;

- Educational Leader¹⁴⁸

The staff record must include the name of the person designated as the educational leader in accordance with regulation 118.

- Volunteers and students: (149)

1) The staff record must include the following information in relation to each student or volunteer who participates in the centre-based service—

- (a) the full name, address and date of birth of the student or volunteer;
- (b) if the centre-based service is located within a jurisdiction with a working with children law or a working with vulnerable people law and the student or volunteer is required or permitted to obtain a working with children check under that law—a record of the identifying number of the student's or volunteer's current working with children check conducted under that law and the expiry date of that check, unless paragraph(c) applies;
- (c) except in the case of New South Wales, Queensland, South Australia and Tasmania, if the student or volunteer has provided proof of their current teacher registration under an education law of a participating

jurisdiction—a record of the identifying number of the teacher registration and the expiry date of that registration.

(2) The approved provider of a centre-based service must also keep a record for each day on which the student or volunteer participates in the service, the date and the hours of participation.

- Responsible person (150)

The staff record must include the name of the responsible person at the centre-based service for each time that children are being educated and cared for by the service.

The Approved Provider must ensure that the following information is kept in relation to each staff member:

- The name of each educator who works directly with children being educated and cared for by the Kindergarten.
- The hours that each educator works directly with children being educated and cared for by the Kindergarten.
- The name the responsible person at each time that children are being educated and cared for by the Kindergarten and,
- The record of educators working with children May be kept on a daily, weekly or monthly basis or any longer periodic basis determined by the approved provider.

Subject Description: Staffing Arrangements	Policy/Procedure: Employment of Educators 4.3
Date for Review: October 2024	

4.4 DUTY OF CARE

The Tiny Tartan Kindergarten as part of FSAC Ltd adopts the Board approved TSAC Operational Policy Duty of Care. TSAC and their staff have a specific Duty of Care to take reasonable steps to protect the safety and welfare of all children who attend our Colleges from both known and reasonably foreseeable risks of harm and/or injury. When organizing activities for children, Educators need to balance the risk involved in the activity with the intended outcomes. The Duty of Care includes providing appropriate and constant levels of student supervision at all times, in all situations, both within the College facilities and while children are on College excursions.

The laws and other provisions affecting this policy include:

- TSAC Operational Policy Duty of Care
- National Quality Area 4
- Education and Care Services National Regulations 2011 (168)
- WH & S Act 2011

'A requirement that a person act toward others and the public with the watchfulness, attention, caution and prudence that a reasonable person in the circumstances would use.

If a person's actions do not meet this standard of care, then the acts are considered negligent, and any damages resulting May be claimed in a lawsuit for negligence.' (Source: Law. Com Dictionary)

'Young children do not have the capacity to appreciate danger and take evasive action; their size and their naivety make them susceptible to injury. These matters are within the knowledge of a "reasonable man".' (Miller Harris Lawyers, 2003)

- The standard of care that is expected of a 'reasonable' Educator demonstrating diligence and skill, having regards to the circumstances
- May be affected by factors such as:
 - The extent to which an activity is inherently dangerous – that is, the level of risk involved
 - The age of the child – generally, as the age of a child increases, the required standard of care decreases (Herd 2001)
 - The intellectual capacity of the child in care
 - The caregiver's knowledge or previous experience of a child's behavior
- **Do's**
 - Be aware of your Duty of Care at all times for the safety and welfare of children in your care
 - Take all reasonable steps to minimise harm and/or injury to children
 - Report any concerns you have about systems and/or practices to your immediate supervisor
 - Look beyond the immediate task and "see" the larger picture in terms of potential risks
 - Discuss the Duty of Care with colleagues and keep your "antennae" up to potential risks at all times

- **Don'ts**

- Proceed with any activity if you are not confident that harm and/or injury has been assessed and control measures are in place
- Assume that because a volunteer or a teacher aide is assisting you in supervising the children, that your responsibility is reduced
- Assume that the person using the facilities before you have left them in a safe state
- Assume that children and young people perceive the risks that an adult does or abide by rules or behave in a reasonable manner up to potential risks at all times.

We all have an obligation of care and are legally accountable. It is the responsibility of the Educator to report any concerns regarding incidents immediately to the Nominated Supervisor. Failure to do so can leave the assistant in a negligent position.

- The Nominated Supervisor, the Head of Primary and the Human Resource Manager will ensure that all The Tiny Tartan Kindergarten staff receives Professional Development on Duty of Care.

Colleges Operation -Duty of Care Policy (See Appendix)

Subject Description: Staffing Arrangements	Policy/Procedure: Duty of Care No: 4.4
Date for Review: October 2024	

4.5 STAFFING RATIOS

The Tiny Tartan Kindergarten will comply at all times with the Education and Care Services National Regulations as it pertains to staffing ratios.

The laws and other provisions affecting this policy include:

- Duty of Care
- National Quality Area 4
- Education and Care Services National Regulations 2011(122, 123, 132)

The Tiny Tartan Kindergarten staff child ratio will be 1 staff member to 11 children at all times. In each group 1 staff member will have a recognised Early Childhood Teacher qualification; the next staff member will preferably have a Diploma of Children's Services or equivalent, but a minimum of Certificate III in Children's Services if a suitable Diploma qualified staff member is unavailable.

All ratios will be maintained unless a risk assessment suggests a different staff ratio to minimise the risk.

All staff are allowed a lunch break of 30 minutes a day off the floor, relieved by other suitably qualified staff.

Staff will be allowed a further 15-minute tea break, which will be relieved by other suitably qualified staff.

The Nominated Supervisors or delegate will ensure that breaks are conducted at appropriate times to allow adequate supervision of children when risks are minimised.

Subject Description: Staffing Arrangements	Policy/Procedure : Staffing Ratios No: 4.5
Date for Review: October 2024	

4.6 PARTICIPATION OF VOLUNTEERS AND STUDENTS ON PRACTICUM PLACEMENTS

Volunteers and students are a valued and integral part of the staffing of the Kindergarten and are managed in a consistent and professional manner, in accordance with the other policies of the Kindergarten which apply to employed staff, modified only as necessary to reflect the voluntary nature of the role.

The laws and other provisions affecting this policy include:

- See appropriate laws and other provisions relating to each staff policy
- NQF Quality Area 2, 4, 6
- Commission for Children and Young People and Child Guardian Act 2000.
- Education and Care Services National Regulations 2011 (149)

The Tiny Tartan Kindergarten:

- All students undertaking practicum with the Kindergarten will be under the conditions as set down by the College and relevant University.
- All students must hold a current positive suitability notice under the Commission for Children and Young People and Child Guardian Act, 2000.
- All students must comply with the relevant Education and Care Services National Regulations 2011 whilst they are attending the Kindergarten.
- All volunteers without a child attending the Kindergarten unit must possess a current positive suitability notice under the Commission for Children and Young People and Child Guardian Act, 2000. A copy of the notice will be maintained by the Kindergarten.
- No volunteers will be left alone with children in their care.
- An induction process will occur for all volunteers, conducted by the Human resource team.
- A staff record must include the full name, address and date of birth of each student or volunteer participating in the Kindergarten.
- A record of each day on which the student or volunteer participates in the Kindergarten, the date and the hours of participation.

Subject Description: Staffing Arrangements	Policy/Procedure: Participation of Volunteers & Students on Practicum Placement Policy No: 4.6
Date for Review: October 2024	

4.7 CODE OF CONDUCT

The Tiny Tartan Kindergarten as part of the FSAC Ltd adopts as its expectations for staff behaviour in performing their duties the Board approved Code of Conduct.

The laws and other provisions affecting this policy include:

- Anti-Discrimination Act 1991
- Commission for children and Young People & Child Guardian Act 2000
- Education (Accreditation of Non-State Schools) Act 2001
- Education (General Provisions) Act 2006
- Education (Queensland College of Teachers) Act 2005
- W H & S Act (2011)
- FSAC Ltd. Policy, Procedures and Guidelines for the Prevention and Elimination of Workplace Bullying and Harassment
- NQF Quality Area -4.

This Code of Conduct (the Code) clarifies and affirms the standards of behaviour that are expected of employees of FSAC Ltd in the performance of their duties.

In the light of advice arising from recent industrial case law and best employment practices, the Code aims to help all employees understand and fulfil their legal and professional responsibilities in achieving a safe and supportive workplace environment.

This Code of Conduct (the Code) is also designed to meet FSAC Ltd's legal obligation to provide a Code of Conduct for all employees under the Student Protection Risk Management Strategy as detailed in the **Commission for children and Young People & Child Guardian Act 2005** and to comply with the relevant provisions of the Education (Accreditation of Non-State Schools) Act 2001.

This Code of Conduct applies to all FSAC Ltd employees contracted on a temporary, casual, fixed term, or continuing basis. Volunteers and students should refer to the **Volunteer Code of Conduct and Student Code** of conduct respectively.

The requirements of the Code apply at all times whilst a contract of employment with FSAC Ltd exists.

Employees should note that the Code and the FSAC Ltd's Student Protection Policy are also to apply while escorting students on campus, excursions, and tours within or outside Australia.

FSAC Ltd unequivocally commits to fostering the dignity, self-esteem and integrity of every person. To meet this commitment this Code of Conduct has been developed in consultation with relevant parties. The provision of a safe and supportive environment is essential to ensure that

all employees and the children and young people entrusted to our care are affirmed in their dignity and worth as a person.

FSAC Ltd believes that children and young people should develop skills in building positive relationships based on those modelled by our employees.

FSAC Ltd fully endorses the view that a large part of what children and young people learn comes from their observation of others. Hence, in the crucial area of learning how to develop positive interpersonal relationships and social skills, children and young people require suitable role models. This Code of Conduct establishes the basis on which all employees can be such role models for children and young people.

In addition, it is expected that all FSAC Ltd employees adhere to principles and practices of student protection as a fundamental responsibility.

Embracing the Anglican Churches' Vision of establishing and developing Faith community, the FSAC Colleges, at the organisation and individual level are collaboratively engaged in the educational ministry of the Churches.

Please refer to ***The Code of Conduct for Anglican Schools*** document which is available via NEXUS and in the service foyer.

Subject Description: Staffing Arrangements	Policy/Procedure: Code of Conduct No: 4.7
Date for Review: October 2024	

4.8 STAFF PROFESSIONAL DEVELOPMENT

The laws and other provisions affecting this policy include:

- Duty of Care
- National Quality Area 4
- Education and Care Services National Regulations
- Policy 4.2 Roles and Expectations of Educators

All staff will undertake sessions of professional development as suggested or identified from:

- The College staff review process.
- Educators May identify their own opportunities
- The Nominated Supervisor with the Head of Primary will regularly provide information on suitable professional development opportunities available to all staff
- The Nominated Supervisor and the Head of Primary must ensure that Educators are aware of the existence and application of the current child protection law and any obligations that Educators might have under the law.

Subject Description: Staffing Arrangements	Policy/Procedure: Staff Professional Development No: 4.8
Date for Review: October 2024	

4.9 EDUCATORS GRIEVANCE POLICY

The laws and other provisions affecting this policy include:

- Duty of Care
- NQF National Quality Area 2
- WH & S Act 2011
- Education and Care Services National Regulations 2011 (168)

The Tiny Tartan Kindergarten adopts the Complaints Management in Anglican Education & Care Services Policy (ACSQ) v 2.0 and Complaints Management in Anglican Education & Care Services Procedures (ACSQ) v 2.0.

The Tiny Tartan Kindergarten

- All staff will receive a copy of the Grievance Policy as part of their induction/orientation package.
- All staff will complete a sign off letter to indicate that they have read and understood their obligation under this policy and this will be placed on their staff file.
- All complaints or concerns will first be addressed and discussed with the Head of Primary.
- Matters remaining unresolved will be forwarded to the College Principal who will investigate the issue and inform all parties concerned of the outcome of the investigation. The Complaints Management in Anglican Education & Care Services Procedures (ACSQ) v 2.0. will be followed for the resolution of all grievances.
- All persons involved will be informed of the outcome of that meeting.

See also : Complaints Management in Anglican Education & Care Services Policy (ACSQ) v 2.0 and Complaints Management in Anglican Education & Care Services Procedures (ACSQ) v 2.0.

Subject Description: Staffing Arrangements	Policy/Procedure: Educators Grievance Policy No: 4.9
Date for Review: October 2024	

4.10 DRESS STANDARD POLICY

The College is proud of its high standard of presentation for staff and the professional image. It is therefore a condition of employment that all staff will follow the TSAC Dress Standard Procedure.

The laws and other provisions affecting this policy include:

- Duty of Care
- TSAC Dress Standard Procedure v1.5

All staff will maintain a professional appearance at work and during attendance at College functions. Personal grooming and other personal aspects of each staff member's appearance will set a high standard regardless of employees' roles. The particular attire worn by staff will be consistent with the physical requirements of each staff member's duties, to facilitate comfortable and safe working conditions. It is also recognised that staff of the College have diverse personal and cultural characteristics, which may play a role in the way that they choose to present themselves. All candidates seeking employment with the College will be expected to reflect and uphold the organisational image and values.

Educators will be responsible to ensure that their attire is well presented at all times.

Jewellery should be kept to a minimum and be tasteful. No body piercing other than pierced ears are allowed and as long nails are both dangerous and inappropriate around children they need to be kept at a short length.

To help parents identify staff members, educators are to wear name badges at all times. If at some time you lose your badge, please tell the Nominated Supervisor so that a replacement can be ordered. (This replacement will be at your expense).

Subject Description: Staffing Arrangements	Policy/Procedure : Dress Standard Policy No: 4.10
Date for Review: October 2024	

5. RELATIONSHIPS WITH CHILDREN

5.1 RESPECT FOR CHILDREN POLICY

The children and their wellbeing, health and safety, are the focus of The Tiny Tartan Kindergarten. Children are to be treated by staff at all times as unique and valued individuals and with respect and dignity.

Duty of Care - The principle of duty of care is embedded in many laws and regulations which aim to protect and maintain the health, wellbeing and safety of others. For ECEC services, duty of care obligations exist under the:

- Work Health and Safety Act 2011 (Qld)
- Child Protection Act 1999 (Qld)
- Education and Care Services National Law (Qld).

Duty of care principles also inform codes of ethics and professional behaviour, such as the Early Childhood Australia (ECA) Code of Ethics (ECA, 2006).

- NQF National Quality Area 5
- Education and Care Services National Regulations 2011 (155, 156)

The children are to be considered and, as far as reasonably possible, actively involved in the ongoing development of:

- The program (Policy 1.1) and evaluating of the program (1.1)
- Policies and Procedures will guide the staff at The Tiny Tartan Kindergarten to:
 - foster self-esteem and confidence in children;
 - respect the diversity of children's backgrounds and abilities and accommodate the individual needs of each child; and
 - treat all children equitably.
- All policies and procedures will be reviewed annually.
- The Tiny Tartan Kindergarten has a range of activities that actively counteract bias or prejudice.
- Staff avoids making comparisons between children

Subject Description: Relationships With Children	Policy/Procedure: Respect for Children Policy No: 5.1
Date for Review: October 2024	

5.2 INTERACTIONS WITH CHILDREN

The laws and other provisions affecting this policy include:

- Duty of Care as it exists within:
 - Work Health and Safety Act 2011 (Qld)
 - Child Protection Act 1999 (Qld)
 - Education and Care Services National Law (Qld).
- NQF National Quality Areas 1,2,4,5 & 6
- Education and Care Services National Regulations (155, 156)

Educators will ensure that all children are encouraged to express themselves and their opinions by providing a variety of opportunities through their interactions with the children.

Educators will ensure children have opportunities to become self-reliant and to develop self-esteem by providing experiences that allow children to make decisions and take responsibility for those decisions through encouragement and modelling.

Educators are to ensure that the dignity and rights of each child being educated and cared for by the Kindergarten are maintained at all times. Educators will ensure that each child is given positive guidance and encouragement toward acceptable behaviour.

Educators are to ensure that children at The Tiny Tartan Kindergarten are not required to undertake activities that are inappropriate, having regard to each child's family and cultural values.

Educators are to ensure that children at The Tiny Tartan Kindergarten are engaged in activities that are age, physically and developmentally appropriate.

Educators are to ensure that a child is not separated from other children for any reason other than illness or accident. In the case that a child is required to be separated for medical reasons, (i.e.: allergies) consideration is to be given to provide the child an alternative opportunity that allows them to feel included. Educators will modify programs according to risk minimisation plans, while ensuring children maintain a sense of inclusion and belonging.

The Approved Provider and Nominated Supervisor will ensure all children will be given the opportunities to interact and develop positive relationships with each other and with staff members of the Kindergarten.

Subject Description: Relationships with Children	Policy/Procedure : Interactions with Children No: 5.2
Date for Review: October 2024	

5.3 DELIVERY AND COLLECTION OF CHILDREN POLICY

NQS

QA2	2.2.1		Supervision - At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.
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National Regulations

Regs	99	Children leaving the education and care service premises
	158	Children's attendance record to be kept by approved provider

AIM

To ensure the safety and wellbeing of children at all times.

RELATED POLICIES

Child protection Policy

Enrolment Policy

Illness, injury and Trauma Policy

IMPLEMENTATION

The Nominated Supervisors, educators, staff and volunteers will adhere to the following procedure at all times to ensure the safety of children.

Children and families will not be allowed to enter and remain in our Kindergarten classrooms prior to the advertised operating hours of the service as the service is not licensed to accept children before this time.

Arrival:

- All children must be signed in by their parent or person who delivers the child to our service. Children who have attended EY ABCC will be signed in by an EY ABCC educator. If the parent or other person forgets to sign the child in they will be signed in by the nominated supervisor or an educator.
- An educator will greet and receive each child to ensure the child is cared for at all times.
- A locker or shelf space will be made available to children and their families. Students names are located on individual lockers. Children will be designated both a locker in the foyer and a locker inside the classroom.

Departure:

- All children must be signed out by their parent or person who collects the child from our service. If the parent or other person authorised to collect the child forgets to sign the child out they will be signed out by the nominated supervisor or an educator.
- Children can only be collected by a parent, an authorised nominee named on their enrolment record, or a person authorised by a parent or authorised nominee to collect the child. Authorisations from parents or authorised nominees must be made in writing.

- Children who are attending EY ABCC will be signed out by the Nominated Supervisor or Kindergarten educators, and then signed in to the EY ABCC program by the EY ABCC representative (using EY ABCC's digital platform).
- Children may leave the premises if a parent or authorised nominee provides written authorisation for the child to leave the premises, including authorisation to go on an excursion (please refer Excursion Policy).
- No child will be released into the care of an unauthorised person. If the person becomes aggressive or violent and will not leave the premises the Nominated Supervisor or educator will:
 - ensure the safety of all children and adults at the service, and implement lockdown procedures if required
 - ring the police on 000.
- Nominated Supervisors will ensure that the authorised nominee pick-up list for each child is kept up to date. Records regarding authorisation to collect are located in each child's enrolment file, and in the emergency contact folders.
- No child will be released into the care of anyone not known to educators. Parents must give prior notice where:
 - the person collecting the child is someone other than those mentioned on the enrolment form (e.g. in an emergency / with written permission) or
 - there is a variation in the persons picking up the child, including where the child is collected by an authorised nominee who is unknown to educators.

If educators do not know the person by appearance, the person must be able to produce some photo identification. If staff cannot verify the person's identity they will be unable to release the child into that person's care
- If a parent appears to be intoxicated, or under the influence of drugs, and staff feel that the person is unfit to collect their child, they will:
 - discuss their concerns with the parent, if possible without the child being present
 - suggest they contact another parent or authorised nominee to collect the child
 - inform the police of the circumstances, the person's name and vehicle registration number if the parent insists on taking the child. Educators cannot prevent an incapacitated parent from collecting a child, but must consider their obligations under the relevant child protection laws
- If an authorised nominee, or person authorised by a parent or authorised nominee, appears to be intoxicated, or under the influence of drugs, and staff feel that the person is unfit to take responsibility for the child, they will not let the child leave with the person. They will contact the parent and advise that another person needs to collect the child
- If a child has not been collected by a parent or nominated person by 3:05pm, the Kindergarten Staff will contact the parent / guardian by phone. The child will be signed out of Kindergarten by the Kindergarten Educator, and into the care of the Early Years ABCC service, if EY ABCC child / staff ratios permit. Please note, on enrolment, parents give permission for their child to be signed in to the EY ABCC service by Kindergarten staff, if they are unable to collect their child by the end of the Kindergarten approved hours, for example, in an emergency. Kindergarten

staff will always contact the parent/guardian by phone, as stated above. Please note, a fee will apply for the EY ABCC attendance.

- If a child has not been collected from the Early Years After and Before College Care (EY ABCC) by the time they are due to close the EY ABCC service, the Nominated Supervisor or Responsible Person in Charge of the EY ABCC will follow all ABCC policies including:
 - (again) attempt to contact the parents or other authorised nominees
 - leave a voicemail or SMS message on the parent's phone if they do not answer advising he or she will wait up to 30 minutes before ringing the police or Child Protection Hotline
 - wait for 30 minutes and, if the parents or authorised nominee has not arrived, ring the police or Child Protection Hotline for guidance on the appropriate action to take.
- At the end of each day educators will check all lockers and the premises including outdoors and indoors to ensure that no child remains on the premises after the service closes.
- Children may leave the premises in the event of an emergency, including medical emergencies.
- Details of absences during the day will be recorded.

REVIEW

The policy will be reviewed annually by:

- Management
- Kindergarten Staff
- Families

SOURCES

Education and Care Services National Regulations 2011
Early Years Learning Framework
National Quality Standard
Work Health and Safety Act 2011
Work Health and Safety Reg 2011

Subject Description: Relationships with Children	Policy/Procedure : Delivery and Collection of Children Policy No: 5.3
Date for Review: October 2024	

5.4 BEHAVIOUR MANAGEMENT POLICY

The Springfield Anglican College, in accordance with FSAC Ltd Board Policy 8.1 - Behaviour Management Procedure, is committed to providing an environment that protects and nurtures individual children. It is the expectation of FSAC Ltd Board that the values and beliefs of the Christian gospel are reflected in the processes that monitor student behaviour and protect against instances of bullying and harassment.

The laws and other provisions affecting this policy include:

- Duty of Care
- Anti-Discrimination Act 1991
- Commission for children and Young People & Child Guardian Act 2000
- Education (Accreditation of Non-State Schools) Act 2006
- Education (General Provisions) Act 2006
- FSAC Ltd Behaviour Management Policy
- NQF National Quality Areas 2 & 5

SPECIAL NOTE: The Behaviour Management Policy should be read in concert with Policy No. 2 Student Protection in Anglican Schools Policy and Procedures which deals with matters of harm, sexual abuse or inappropriate behaviour. The Student Protection Policy and Procedures must be kept at the forefront when considering and implementing the contents of this policy and associated procedures. If reasonable suspicions that harm exists, and/or sexual abuse has occurred or is likely to occur, the Student Protection Policy and Procedures must be followed.

Staff will deal with behaviour management issues using FSAC Ltd Policy 8.1 - Behaviour Management Procedure

Subject Description: Relationships with Children	Policy/Procedure : Behaviour Management Policy No: 5.4
Date for Review: October 2024	

6. COLLABORATIVE PARTNERSHIPS WITH FAMILIES AND COMMUNITIES

6.1 ACCESS POLICY

The Tiny Tartan Kindergarten has Service Approval to operate as an education and care service for all children aged from 3 years up to but not including school age children. The program is designed to include children from various backgrounds. Christian beliefs and values are central to our ethos. We welcome children of all families who accept this ethos, regardless of religious or ethnic origin.

The laws and other provisions affecting this policy include

- NQF National Quality Area 6
- Education and Care Services National Regulations 2011(73,75,76,80,86,99,102,111,157,168,171,173)
- Education and Care Services National Law 2010 (sections 172,175)

The program and staff will encourage equal, cultural diversity and will attempt to understand individual children's backgrounds and provide opportunities that are sensitive to their needs.

The Tiny Tartan Teachers and Educators will work to understand individual children's backgrounds and provide opportunities that are sensitive to their needs.

To enable children to participate in the range of activities at the Kindergarten, the Nominated Supervisor will consult with parents/carers regularly and invite suggestions for The Tiny Tartan Kindergarten.

Subject Description: Collaborative Partnerships with Families and Communities	Policy/Procedure: Access Policy No: 6.1
Date for Review: October 2024	

6.2

ADMISSION AND ENROLMENT POLICY

NQS

QA2	2.1.2	Health practices and procedures - Effective illness and injury management and hygiene practices are promoted and implemented.
QA6	6.1.1	Engagement with the service - Families are supported from enrolment to be involved in the service and contribute to service decisions.

National Regulations

Regs	77	Health, hygiene and safe food practices
	78	Food and beverages
	79	Service providing food and beverages
	80	Weekly menu
	88	Infectious diseases
	90	Medical conditions policy
	92	Medication record
	93	Administration of medication
	96	Self-administration of medication
	97	Emergency and evacuation procedures
	99	Children leaving the education and care service premises
	100	Risk assessment must be conducted before excursion
	101	Conduct of risk assessment for excursion
	102	Authorisation for excursions
	157	Access for parents
	160	Child enrolment records to be kept by approved provider and family day care educator
	161	Authorisations to be kept in enrolment record
	162	Health information to be kept in enrolment record
	168	Education and care service must have policies and procedures
	173	Prescribed information is to be displayed
	177	Prescribed enrolment and other documents to be kept by approved provider
	181	Confidentiality of records kept by approved provider
	183	Storage of records and other documents

EYLF

LO1	Children feel safe, secure, and supported
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Aim

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

The Tiny Tartan Kindergarten

- Enrolment documents will be prepared and regularly updated by The Springfield Anglican College Enrolment Team in conjunction with the Head of Primary, to seek all information in accordance with these policies and procedures. Enrolment procedures at TSAC are now completed in a digital format.
- The following process will be followed when enrolling children in the Kindergarten program:
 - To enable us to process your Application, please complete applications digitally, with your non-refundable Application Fee as set out in the Application guidelines.
 - Tours are recommended (although not compulsory) as part of the application process
 - Applications are placed in an enrolment pool, awaiting the next step in the interview process
 - Upon receipt of your Application, an interview with the parents/guardians, child/ren and the Head of College (or a suitable alternative) will be arranged. As part of the interview process a tour of the College will be offered (if the family has not already toured the campus).
 - To ensure the College is able to offer your child a progressive and engaging academic, cultural, physical and spiritual education, the Head of College will review all facets of your application before issuing an *Enrolment Letter of Offer*, dependant on placements available.
 - Upon welcoming you to the College an *Enrolment Letter of Offer* will be forwarded to you, with all relevant documentation that will require signing, this can be done either digitally or manually. This will acknowledge your acceptance of our offer and secure a place for your child/ren.
 - Fees and charges for enrolment will be as set out in the online enrolment form.
 -
 - Once your enrolment has been finalised, you will be invited to participate in information sessions as a new parent of the College, including a Kindergarten orientation session.
- The Head of Primary, delegate or enrolment officer will explain all enrolment procedures to parents as required.
- Strictly for the purpose of enabling the Kindergarten to fulfil its Duty of Care responsibilities to the child and comply with these

policies and procedures, the following information in relation to children is requested from all parents/carers, and records are kept in a secure and accessible place:

- Personal details (name, address and date of birth)
 - Relevant medical details including immunization details
 - Relevant parental/guardianship and residential details (if any)
 - Primary language spoken at home
 - Copies of relevant court orders
 - Details of people authorised to collect children from the program
 - Name, home address and phone numbers of parent/carer
 - Name, home address and phone numbers of persons who may be contacted in an emergency
 - Name, address and phone number of the child's doctor
 - Authorisation to seek emergency medical, hospital and ambulance services
 - Any special medical, physical, emotional, dietary, religious, cultural or other needs or considerations relating to the child
 - Medication records if required.
- All information obtained through the enrolment procedures will be kept in strictest confidence and used only for the purposes for which it is obtained.

Subject Description: Collaborative Partnerships with Families and Communities	Policy/Procedure: Admission & Enrolment Policy No: 6.2
Date for Review: October 2024	

6.3 COMMUNICATION WITH PARENTS

The Tiny Tartan Kindergarten encourages communication with and participation by parents/carers because it enhances the service we provide. Parents are welcome to attend the Kindergarten or talk to the Nominated Supervisor and staff during operation. We encourage parents to provide feedback in a way that will assist us to provide a better service.

The laws and other provisions affecting this policy include:

Child Care Act, 2002

National Quality Area 6

Education and Care Services National Regulations 2011 (157, 168)

- For new families, the first point of contact will be the Head of Primary, delegate or member of the enrolments team) who will explain the College Kindergarten program; identify the child's needs with the parent/carers and the child and answer any questions the family may have regarding any part of the College and its programs.
- A Parent Handbook will be provided, based on the policies and procedures, to all parents/carers prior to commencing at the College.
- Parents/carers will have free access to meet with the Nominated Supervisor, teaching staff, the Head of Primary and or Coordinator of EY ABCC by appointment, to discuss any issues or concern with respect to their child and/or the Kindergarten. (See also Grievance Handling Policy)
- Before entering the premises all persons need to be identified and approved by the Nominated Supervisor or delegate. An approved person is a person who has been given permission by the parent/carer, staff or College.
- On departure from the premises, parents/carers/visitors are welcome to provide feedback on their visit whether in discussion or in writing.
- The Nominated Supervisor will treat all enquiries and concerns and the persons making them, seriously and with respect and will endeavour wherever possible to answer questions and provide required information or direct those persons to another member of College staff who can assist.
- Any deficiencies in the Kindergarten which are identified through this process and can be rectified will be taken into account by modifying or enhancing these Policies and Procedures, or the program, as appropriate.
- Information for parents about changed Policies and Procedures will be communicated through:
 - The College website
 - NEXUS
 - Notice boards
 - Verbal communication
 - Any changes to policies in particular those under Education and Care Services National Regulations 2011 (168) and

families will receive at least 14 days prior to the changes taking affect a formal letter detailing the changes.

Subject Description: Collaborative Partnerships with Families and Communities	Policy/Procedure: Communication with Parents Policy No: 6.3
Date for Review: October 2024	

6.4 COMMUNICATION AND COMMUNITY

The Tiny Tartan Kindergarten is part of its local community and seeks to act as a responsible neighbour and community member, both in the interests of its community and of enhancing the experience of children as members of the community.

The laws and other provisions affecting this policy include:

NQF National Quality Area 6

Early Years Learning Framework

- The Nominated Supervisor is responsible to ensure that the kindergarten holds current contacts and information on the relevant community resources, and that staff are made aware of them through regular staff meetings and other means of communication.
- The Parent Handbook makes it clear that families have access to information on relevant community resources for the children, and the Nominated Supervisor ensures that they are indeed available on request by parents/carers.
- Information will be regularly shared through NEXUS
- Members of the community will have free access to meet with the Nominated Supervisor by appointment after school hours, (provided that parents and children of the Kindergarten are the greater priority), to discuss any issues or concerns with respect to the Kindergarten. (See also Grievance Handling Policy)
- The Nominated Supervisor will treat all enquiries and concerns with respect and confidentiality and will endeavour wherever possible to answer questions and provide required information.
- Any deficiencies in the service which are identified through this process and can be rectified will be taken into account by modified or enhancing these Policies and Procedures, or the program, as appropriate.

Subject Description: Collaborative Partnerships with Families and Communities	Policy/Procedure: Communication and Community Policy No: 6.4
Date for Review: October 2024	

6.5 COMPLAINTS POLICY AND PROCEDURES

The Tiny Tartan Kindergarten will adhere to the approved Grievance Management Procedure TSAC v4.2 and Complaints Management in ECS ACSQ Policy 2.0. The Board is committed to providing a fair, safe and productive educational environment at its College, where grievances are dealt with in a transparent and equitable manner. An essential part of developing that environment is ensuring that members of the College communities (staff, students, parents, carers and the public) are encouraged to come forward with their grievances in the knowledge that the College will take appropriate action to resolve those grievances.

The laws and other provisions affecting this policy include:

National Quality Area 6

Complaints Management in Anglican Education & Care Services Policy (ACSQ) v 2.0 and Complaints Management in Anglican Education & Care Services Procedures (ACSQ) v 2.0.

Education and Care Services National Regulations 2011 (157, 168)

All grievances from children, families or members of the community will be respected and treated in a fair and equitable manner with a strong desire to resolve the grievance through the following procedure:

- All complaints or concerns will first be addressed and discussed with the Nominated Supervisor.
- If after discussing the issue with the Nominated Supervisor the matter is still unresolved then it should be forwarded, in written form, to the Head of Primary, who will contact the person and arrange a meeting.
- All persons involved will be informed of the outcome of that meeting.
- Matters remaining unresolved will be forwarded to the College Principal who will investigate the issue and inform all parties concerned of the outcome of the investigation. Grievance Management Procedure will be followed for the resolution of all grievances, in partnership with the Complaint Management in ECS ACSQ Policy.
- Both parents and staff should respect each other's roles and concerns.

Subject Description: Collaborative Partnerships with Families and Communities	Policy/Procedure: Complaints Policy and Procedures 6.5
Date for Review: October 2024	

7. LEADERSHIP AND SERVICE MANAGEMENT

7.1 QUALITY IMPROVEMENT PLAN

The laws and other provisions affecting this policy include:

National Quality Area 7.2

Education and Care Services National Regulations 2011 (55, 56, 238)

- A Quality Improvement Plan must be prepared for The Tiny Tartan Kindergarten against the National Quality Standard and the Regulations. It will:
 - Identify any areas that the kindergarten, staff, children, families and community consider May require improvement.
 - Contain a statement of the philosophy of the service.
 - Be reviewed and revised annually and when directed by the Regulatory authority
 - Be submitted to the Regulatory authority on request.

Subject Description: Leadership and Service Management	Policy/Procedure: Quality Improvement Plan No: 7.1
Date for Review: October 2024	

7.2 PRIVACY POLICY

The Tiny Tartan Kindergarten respects the privacy of all individuals and seeks only the information it needs in order to provide a quality service and protect the children in its care. All information gathered will be handled with confidentiality and sensitivity and in keeping with legal requirements.

The laws and other provisions affecting this policy include:

Duty of Care

Privacy Act

TSAC Operational Policy Privacy Policy

National Quality Area 7

Education and Care Services National Regulations 2011 (181-184)

- The Tiny Tartan Kindergarten complies with the Privacy Act and The Springfield Anglican College Operational Policy Privacy Policy and all documents kept at The Tiny Tartan Kindergarten will be kept in a secure location.
- Information relating to any family using The Tiny Tartan Kindergarten will not be released except with the prior consent of the individual or as required by Law.
- The Tiny Tartan Kindergarten staff will sign a Confidentially Agreement prior to employment and will not divulge information unless it pertains to The Tiny Tartan Kindergarten business and this will be placed on their staff file.

Subject Description: Leadership and Service Management	Policy/Procedure : Privacy Policy No: 7.2
Date for Review: October 2024	

7.3 INSURING RISK MANAGEMENT

Kindergarten is subject to a number of important legal, regulatory, industry and policy requirements regarding risks. The service is a responsible organisation and seeks to act in a risk aware fashion, including the identification and management of material risks and ensuring compliance as far as reasonably possible with all such requirements, in the interests of providing a better service and avoiding exposure to breaches which could threaten the delivery of some or all parts of the service.

The laws and other provisions affecting this policy include:

Duty of Care

National Quality Area 7

Education and Care Services National Regulations 2011 (36, 97, 100, 101)

Risk Management Policy

- The management of The Tiny Tartan Kindergarten is committed to ensuring a safe and healthy workplace for all our employees, visitors and contractors by eliminating or minimising the risk of injury or disease
Management will make available the necessary resources (i.e. people, facilities and equipment to:
 - Comply with all relevant workplace health and safety legislation; and
 - Ensure the health and safety of employees and others
- The Tiny Tartan Kindergarten will conduct their activities and provide a work environment that:
 - Protects the health, safety and welfare of all persons, including staff, contractors and visitors, affected by our workplace activities
 - Actively encourages controlling risk in the workplace by comprehensive risk assessment and risk management practices
- Strives for continuous improvement in workplace health and safety within The Tiny Tartan Kindergarten will address risk management as a priority. Workplace Health and Safety is both an individual and shared responsibility of all staff members.
- The following responsibilities are essential to the success of the policy. Together all staff members will endeavour to reach consensus through a process of joint consultation.
- Nominated Supervisor and Certified Supervisors are responsible (within the scope of their authority) for:
 - Integrating workplace health and safety into all aspects of the workplace
 - Promoting communication about workplace health and safety as a normal component of all aspects of work
 - Planning developing, implementing and monitoring a workplace health and safety program
 - taking effective action to provide and maintain a healthy and safe workplace

- Educators are responsible for:
 - Working in a healthy and safe manner
 - Encouraging others to work in a healthy and safe manner
 - Cooperating with, supporting and promoting workplace health and safety in the workplace
 - Reporting any unsafe conditions or practices that comes to their attention
- The Head of Primary will, in conjunction with the Workplace Health and Safety Representative develop and maintain a risk management program including a method of ensuring that the Kindergarten takes appropriate steps to comply with:
 - the policies and procedures of the Kindergarten;
 - the Service Approval applicable to the Kindergarten; and
 - the laws applicable to the Kindergarten.
- The Head of Primary, or delegate, acting as Quality Officer is responsible for monitoring changes in the Quality Areas, in the law and other regulatory requirements. To do this, the Head of Primary will proactively and fully inform her/himself, through subscribing to appropriate information services, industry bodies and attending all relevant and appropriate forums for discussing these issues.
- The Head of Primary will monitor staff on an ongoing basis, and through formal annual performance reviews, will ensure, amongst other things, that they understand and apply the policies and procedures of the Kindergarten.
- The Head of Primary will inform staff of all changes and requirements through the staff training program.

Subject Description: Leadership and Service Management	Policy/Procedure: Insuring Risk Management No: 7.3
Date for Review: October 2024	

**7.4
FEES POLICY**

**Relevant Laws and
other Provisions**

Procedures

The Tiny Tartan Kindergarten will have its fees set by the Board in keeping with the annual budgetary figures that are required for the provision of quality childcare in keeping with the Philosophy of the College.

The laws and other provisions affecting this policy include:

National Quality Area 7

Education and Care Services National Regulations 2011 (168)

Fees for the Kindergarten program provided during term time between 8:15am and 3:00pm are set and due for payment via the College finance departments. All issues with these fees must be made to the finance department.

- Child Care Benefit (CCB%) and Child Care Rebate (CCR) are **NOT** applicable to any fees for The Tiny Tartan Kindergarten program.

Full disclosure of current fee schedule will be located in the foyer of The Tiny Tartan Kindergarten and available on the College website.

Subject Description: Leadership and Service Management	Policy/Procedure: Fee Policy No: 7.4
Date for Review: October 2024	

7.4.1 Queensland Free Kindy Subsidy Policy

As part of the Queensland Government Free Kindy Subsidy Program, families who meet the following criteria will be eligible for the subsidy.

To be eligible for the Free Kindy Subsidy the following must apply:

- The child must have turned four years old by 30 June in the year they participate in the program.
- A family may not claim the subsidy from any other Kindergarten program provider.
- If the child attends a second sessional provider, the family must nominate via the Funding Nomination Form which sessional provider is to receive the subsidy.
- If the child attends a second, long care provider, the sessional provider must receive the subsidy.

The subsidy is applicable to 600 hours over the Kindergarten school year which equates to a Part time position over 39 to 40 weeks.

The Free Kindy Subsidy can only be claimed once per child, per year.

The Free Kindy subsidy directly off-sets a child's kindergarten fees and is paid directly to services to reduce out-of-pocket expenses for eligible parents.

Families enrolled in either the full time program or who nominate another sessional provider as the recipient of the subsidy will be required to pay the tuition fees listed in the Domestic Fee Schedule

All booklist items are provided free of charge to all Kindergarten students

All families are required to pay the annual Capital Levy fee listed in the Domestic Fee Schedule

Our service will ensure that details of the Free Kindy Subsidy will be provided to families via the Kindergarten Orientation Handbook and Kindergarten Orientation section of the website.

Our Service will ensure families receive a Kindergarten Funding nomination form which families declare and nominate any alternative providers used and which provider they nominate to receive the subsidy. This form will be provided on the Kindergarten orientation section of the website.

Families will be reimbursed the full free Kindy subsidy to which they are eligible. However, families will be reimbursed for no more than the cost of their kindergarten program fees.

To ensure receipt of Plus Kindy Support Subsidy from Independent Schools Queensland Central Governing Body (ISQCGB), our service will

provide enrolment data to ISQCGB in a timely manner and maintain QKFS funding compliance as per our Central Governing Body Agreement.

Our service will ensure that this subsidy is applied with sound financial and governance practices. Details of receipt and application of these funds will be provided annually to ISQCGB in our audited financial statements.

Parents and Carers of the child are responsible for:

- Completing the Kindergarten Funding Nomination Form and returning it to the College by the requested date.
- Familiarising themselves with the eligibility criteria and Fees schedule provided on the Kindergarten orientation website.

Our Service will

- Take a copy and record the information provided by parents on the Kindergarten Nomination Form
- Provide ISQ CGB with Enrolment and program information via the ISQ Kindergarten Portal
- Make updates to the ISQ Kindergarten Portal for any terminated or new enrolments

Subject Description: Leadership and Service Management	Policy/Procedure : Fee Policy No: 7.4.1
Date for Review: October 2024	

7.4.2
LOW SES (SEIFA)
SUBSIDY POLICY

As part of the Queensland Kindergarten Funding Scheme (QKFS), the Low SES Subsidy provides eligible services with additional funds to reduce out-of-pocket expenses for parents and families by supporting the service as a whole. Services eligible for this subsidy are located in Socio-Economic Indexes for Areas (SEIFA) areas 1-4. The funding is a per child loading of 45% of the standard subsidy rate for services operating in locations in SEIFA 1 and 2 areas and a per child loading of 30% of the standard subsidy rate for services operating in locations within SEIFA 3 and 4 areas.

Queensland Government Funding Scheme – Guidelines for Central Governing Body Organisations and Member Kindergarten Services

Independent Schools Queensland CGB Operating and Best Practice Guide

Our service will ensure that the Low SES Subsidy is used to support all families with eligible kindergarten children by keeping our kindergarten program fees accessible and ensuring that parents and carers incur minimum out-of-pocket expenses.

To ensure the receipt of the Low SES Subsidy from Independent Schools Queensland Central Governing Body (ISQCGB), our service will provide enrolment data to ISQCGB in a timely manner and maintain QKFS funding compliance as per our Central Governing Body Agreement.

Receipt of the subsidy from ISQCGB will be in conjunction with receipt of Standard QKFS subsidy by semester.

Our service will ensure that this subsidy is applied with sound financial and governance practices. Details of receipt and application of these funds will be provided annually to ISQCGB in our audited financial statements.

Subject Description: Leadership and Service Management	Policy/Procedure : Fee Policy No: 7.4.2
Date for Review: October 2024	

7.5 QUALITY COMPLIANCE

The Tiny Tartan Kindergarten strives to obtain at least the 'National Quality Standard' rating as compliance with the National Quality Standard and the requirements for Education and Care Services National Regulations 2011 in such a way as to best fulfil its ability to care for children and to carry out the agreed policies and procedures of the Kindergarten.

The laws and other provisions affecting this policy include:

Duty of Care

National Quality Area 7

Education and Care Services National Regulations 2011 (55 - 72)

- The Tiny Tartan Kindergarten has developed, and will regularly review and update, written policies for conduct of the Kindergarten (including at least the matters required by 168 Education and Care Services National Regulations 2011 and to a 'National Quality Standard' compliance level)
- The Head of Primary or her/his nominated delegate, is to act as Quality Officer and is required to:
 - ensure and monitor the implementation of this Quality Compliance Policy;
 - check for, record and act on any non-compliances by the Kindergarten or its staff with this Quality Compliance Policy or any Quality Areas; and
 - Monitor changes in the Education and Care Services National Regulations 2011 which May affect or require a change to any of the policies and procedures of the service.
- The Tiny Tartan Kindergarten adopts a statement of service philosophy, as part of its policies and procedures, which reflects 'National Quality Standard' compliance with the Quality Principles as a minimum, but which truthfully reflects the values promoted by the Board, the Approved Provider.
- Educators are an important part of the service and:
 - are consulted as appropriate in the development and modification of all policies and procedures;
 - are provided with an up-to-date Staff Handbook, containing relevant information necessary to enable staff to abide by the service's policies and procedures; and
 - agree to adhere to all values, policies and procedures; through written terms of employment and role statements, including acceptance that material or repeated failure to comply May result in termination of employment.
- The Head of Primary is responsible for conducting regular informal assessments, and formal annual performance reviews, of all staff's adherence to policies and procedures and to take immediate appropriate steps to address non-compliances.

- The statement of Service Philosophy is displayed prominently within the building of The Tiny Tartan Kindergarten, in the Staff Handbook, and in the Parent Handbook/enrolment materials.
- Children and families are an important part of the Kindergarten and are:
 - actively invited to participate in decision-making and policy development where appropriate; and
 - kept informed of all policies and procedures and their means of communicating with The Tiny Tartan Kindergarten through the Parent Handbook.

Subject Description: Leadership and Service Management	Policy/Procedure : Quality Compliance No: 7.5
Date for Review: October 2024	

7.6

PROVIDER APPROVAL/SERVICE APPROVAL

The laws and other provisions affecting this policy include:

Duty of Care

National Quality Area 7

Education and Care Services National Law 2010

Education and Care Services National Regulations 2011 (15-23 and 24, 25, 27-29, 31-33, 34-36, 39-45)

FSAC Ltd being the Board of The Springfield Anglican College will be the Approved Provider for The Tiny Tartan Kindergarten.

- The Tiny Tartan Kindergarten will be seeking Service Approval. FSAC Ltd will comply with section 11(c) of the Law, the prescribed information for an application by a person other than an individual is the information set out in clause 7 and 8 of Schedule 2.
- The Head of Primary will ensure that the Board are kept updated on all changes to the Law and Regulations as they apply to their duty as an Approved Provider. The Tiny Tartan Kindergarten will comply with all requirements as set out in clause 17 of Schedule 2 as they pertain to receiving Service Approval for a centre-based service.
- The Nominated Supervisor with the Head of Primary will ensure that The Tiny Tartan Kindergarten complies with all Regulations pertaining to the operation of an education and care service.

Subject Description: Leadership and Service Management	Policy/Procedure : Provider Approval/Service Approval No: 7.6
Date for Review: October 2024	

ELYF (2009, p7)

Lubawy, J.(2010) More-Observations to Reflection: Working Within The Early Years Learning Framework . Joy and Pete Consulting, Mt Austin NSW.

APPENDIX 1.

Table 1.1 Recommended Minimum Exclusion Periods

Condition	Exclusion of Case	Exclusion of contacts
<i>Campylobacter</i> infection	Exclude until there has not been a loose bowel motion for 24 hours	Not excluded
Candidiasis (thrush)	Not excluded	Not excluded
Cytomegalovirus (CMV) infection	Not excluded	Not excluded
Conjunctivitis	Exclude until discharge from the eyes has stopped, unless a doctor has diagnosed non-infectious Conjunctivitis	Not excluded
<i>Cryptosporidium</i>	Exclude until there has not been a loose bowel motion for 24 hours	Not excluded
Diarrhoea (no organism identified)	Exclude until there has not been a loose bowel motion for 24 hours	Not excluded
Fungal infections of the skin or nails (e.g. ringworm, tinea)	Exclude until the day after starting appropriate antifungal treatment	Not excluded
Giardiasis	Exclude until there has not been a loose bowel motion for 24 hours	Not excluded
Glandular fever (mononucleosis, Epstein–Barr virus [EBV] infection)	Not excluded	Not excluded
Hand, foot and mouth disease	Exclude until all blisters have dried	Not excluded
<i>Haemophilus influenzae</i> type b (Hib)	Exclude until the person has received appropriate antibiotic treatment for at least 4 days	Not excluded Contact a public health unit for specialist advice
Head lice (pediculosis)	Not excluded if effective treatment begins before the next day at the education and care service. The child does not need to be sent home immediately if head lice are detected	Not excluded

Hepatitis A	Exclude until a medical certificate of recovery is received and until at least 7 days after the onset of jaundice	Not excluded Contact a public health unit for specialist advice about vaccinating or treating children in the same room or group
Condition	Exclusion of Case	Exclusion of contacts
Hepatitis B	Not excluded	Not excluded
Hepatitis C	Not excluded	Not excluded
Herpes simplex (cold sores, fever blisters)	Not excluded if the person can maintain hygiene practices to minimise the risk of transmission. If the person cannot comply with these practices (e.g. because they are too young), they should be excluded until the sores are dry Sores should be covered with a dressing, where possible	Not excluded
Human immunodeficiency virus (HIV)	Not excluded If the person is severely immune compromised, they will be vulnerable to other people's illnesses	Not excluded
Human parvovirus B19 (fifth disease, erythema infectiosum, slapped cheek syndrome)	Not excluded	Not excluded
Hydatid disease	Not excluded	Not excluded

APPENDIX 2.

National Immunisation Program Schedule 1 July 2020 For all non-Indigenous people



Age	Disease	Vaccine Brand
Childhood vaccination (also see influenza vaccine)		
Birth	<ul style="list-style-type: none"> Hepatitis B (usually offered in hospital)^a 	H-B-Vax® II Paediatric or Engerix B® Paediatric
2 months Can be given from 6 weeks of age	<ul style="list-style-type: none"> Diphtheria, tetanus, pertussis (whooping cough), hepatitis B, polio, <i>Haemophilus influenzae</i> type b (Hib) Rotavirus^b Pneumococcal 	Infanrix® hexa Rotarix® Prevenar 13®
4 months	<ul style="list-style-type: none"> Diphtheria, tetanus, pertussis (whooping cough), hepatitis B, polio, <i>Haemophilus influenzae</i> type b (Hib) Rotavirus^b Pneumococcal 	Infanrix® hexa Rotarix® Prevenar 13®
6 months	<ul style="list-style-type: none"> Diphtheria, tetanus, pertussis (whooping cough), hepatitis B, polio, <i>Haemophilus influenzae</i> type b (Hib) 	Infanrix® hexa
Additional dose for children with specified medical risk conditions ^c	<ul style="list-style-type: none"> Pneumococcal 	Prevenar 13®
12 months	<ul style="list-style-type: none"> Meningococcal ACWY Measles, mumps, rubella Pneumococcal 	Nimenrix® M-M-R® II or Priorix® Prevenar 13®
18 months	<ul style="list-style-type: none"> <i>Haemophilus influenzae</i> type b (Hib) Measles, mumps, rubella, varicella (chickenpox) Diphtheria, tetanus, pertussis (whooping cough) 	ActHIB® Priorix-Tetra® or ProQuad® Infanrix® or Tripacel®
4 years	<ul style="list-style-type: none"> Diphtheria, tetanus, pertussis (whooping cough), polio 	Infanrix® IPV or QuadraceI®
Additional dose for children with specified medical risk conditions ^c	<ul style="list-style-type: none"> Pneumococcal^d 	Pneumovax 23®
Adolescent vaccination (also see influenza vaccine)		
12–13 years (school programs) ^e	<ul style="list-style-type: none"> Human papillomavirus (HPV)^f Diphtheria, tetanus, pertussis (whooping cough) 	Gardasil®9 Boostrix®
14–16 years (school programs) ^e	<ul style="list-style-type: none"> Meningococcal ACWY 	Nimenrix®

National Immunisation Program Schedule 1 July 2020

For all Indigenous people



Age	Disease	Vaccine Brand
Indigenous children (also see influenza vaccine)		
Birth	<ul style="list-style-type: none"> Hepatitis B (usually offered in hospital)^a 	H-B-Vax® II Paediatric or Engerix B® Paediatric
2 months Can be given from 6 weeks of age	<ul style="list-style-type: none"> Diphtheria, tetanus, pertussis (whooping cough), hepatitis B, polio, <i>Haemophilus influenzae</i> type b (Hib) Rotavirus^b Pneumococcal Meningococcal B 	Infanrix® hexa Rotarix® Prevenar 13® Bexsero®
4 months	<ul style="list-style-type: none"> Diphtheria, tetanus, pertussis (whooping cough), hepatitis B, polio, <i>Haemophilus influenzae</i> type b (Hib) Rotavirus^b Pneumococcal Meningococcal B 	Infanrix® hexa Rotarix® Prevenar 13® Bexsero®
6 months	<ul style="list-style-type: none"> Diphtheria, tetanus, pertussis (whooping cough), hepatitis B, polio, <i>Haemophilus influenzae</i> type b (Hib) 	Infanrix® hexa
Additional dose for children in WA, NT, SA, Qld and children with specified medical risk conditions ^c	<ul style="list-style-type: none"> Pneumococcal 	Prevenar 13®
Additional dose for children with specified medical risk conditions ^c	<ul style="list-style-type: none"> Meningococcal B 	Bexsero®
12 months	<ul style="list-style-type: none"> Meningococcal ACWY Measles, mumps, rubella Pneumococcal Meningococcal B 	Nimenrix® M-M-R® II or Priorix® Prevenar 13® Bexsero®
18 months	<ul style="list-style-type: none"> <i>Haemophilus influenzae</i> type b (Hib) Measles, mumps, rubella, varicella (chickenpox) Diphtheria, tetanus, pertussis (whooping cough) 	ActHIB® Priorix-Tetra® or ProQuad® Infanrix® or Tripace!®
Additional vaccine for children in WA, NT, SA, Qld ^d	<ul style="list-style-type: none"> Hepatitis A 	Vaqta® Paediatric
4 years	<ul style="list-style-type: none"> Diphtheria, tetanus, pertussis (whooping cough), polio 	Infanrix® IPV or Quadracel®
Additional dose for children in WA, NT, SA, Qld and children with specified medical risk conditions ^c	<ul style="list-style-type: none"> Pneumococcal^e 	Pneumovax 23®
Additional vaccine for children in WA, NT, SA, Qld ^f	<ul style="list-style-type: none"> Hepatitis A 	Vaqta® Paediatric

APPENDIX 3.

Hand Drying

	Before	After
Educators and other staff	Starting work, so germs are not introduced into the service Eating or handling food Giving medication Putting on gloves Applying sunscreen or other lotions to one or more children Going home, so germs are not taken home with you	Taking off gloves Changing a nappy Cleaning the nappy change area Using the toilet Helping children use the toilet Coming in from outside play Wiping a child's nose or your own nose Eating or handling food Handling garbage Cleaning up faeces, vomit or blood Applying sunscreen or other lotions to one or more children Touching animals
Children	Starting the day at the service; parents can help with this Eating or handling food Going home, so germs are not taken home with them	Eating or handling food Touching nose secretions Using the toilet Having their nappy changed—their hands will become contaminated while they are on the change mat Coming in from outside play Touching animals

APPENDIX 4.

Using Gloves

Types of Gloves	When to wear them	How to maintain them	Examples
Disposable Gloves	When there is a chance you may come in contact with body fluids, including faeces, urine, saliva, vomit or blood	No maintenance—use them once and throw them away; do not reuse	Changing nappies Managing cuts and abrasions Cleaning spills of body fluids
Reusable Gloves	When cleaning the education and care service When preparing bleach solutions for use after cleaning a surface	Clean according to the manufacturer's instructions Store dry between uses Replace when showing signs of wear	General cleaning duties

APPENDIX 5.

TSAC Emergency Response Plan – Primary Campus



The Springfield Anglican College

Emergency Response Plan – Primary Campus

Document Approval and Version Control			
Version:	1.6	Approved by:	Principal
Last amended:	November, 2023	Date Approved:	February 2023
Contact Officer:	Risk and Compliance Manager	Next Review Due:	February 2026



1 Emergency situations

- 1.1 An emergency situation can arise at The Springfield Anglican College (**College**) Primary Campus for a variety of reasons including (but not limited to) an incident occurring at the College or a threat to staff and students or the College itself.
- 1.2 In the unlikely event of an emergency situation, it is important for all staff to know how to appropriately respond to the emergency situation. The appropriate response depends upon the type of emergency.
- 1.3 This Emergency Response Plan – Primary Campus (**ERP-PC**) details the College's Primary Campus response to the following emergency situations:
 - (a) Evacuation;
 - (b) Lockdown; and
 - (c) Bomb threat.
- 1.4 Regardless of the type of emergency, all staff are reminded of the importance of remaining calm to ensure the safety of themselves, other staff members and students.
- 1.5 The College regularly conducts evacuation and lockdown drills to practice evacuation and lockdown procedures. The Head of Primary must give the Facilities Manager prior notice of the date and time of any proposed evacuation or lockdown drills.

2 Evacuation

- 2.1 In the event of an emergency that requires the College to be evacuated, an electronic evacuation alarm will be activated. The evacuation alarm is a long ascending siren alarm which repeats the following message:

Evacuate! Evacuate! Evacuate!

The evacuation alarm runs in a loop until the system is deactivated.



- 2.2** The evacuation alarm is activated through College Reception. It is imperative that staff confronted with an emergency situation immediately notify College Reception of the emergency situation in order to raise the alarm. **To notify College Reception use extension 701 or 3818 5777.**
- 2.3** In the event that College Reception cannot be reached by telephone, a teacher may delegate to an Education Support Officer the task of moving directly to Reception to notify Reception of the emergency.
- 2.4** If an Education Support Officer is not available, the teacher may buddy up their class with an adjacent class and proceed directly to reception to notify them of the emergency.
- 2.5** Switches to activate the evacuation alarm are located on the wall in the Reception photocopier room.
- 2.6** All false alarms must be immediately reported to Reception.
- 2.7** Reception must immediately notify the Principal, Head of Primary and Facilities Manager of any emergency situation.
- 2.8** **If an evacuation is necessary before 8.00am or after 4.00pm, during vacation care or if Reception is unattended the primary contact for the emergency is the ABCC Nominated Supervisor (or in their absence, Responsible Person). To notify the ABCC Nominated Supervisor use extension 780 or call 3818 570 or 0438 071 194.** The ABCC Nominated Supervisor (or in their absence, Responsible Person) must:
- (a) raise the evacuation alarm;
 - (b) contact emergency services (000);
 - (c) in the event of a false alarm, contact Pacific Security Group (1300 859 141); and
 - (d) immediately inform the Principal, Head of Primary and the Facilities Manager.
- 2.9** Staff confronted with an emergency situation must ensure that those nearest to the emergency are alerted and immediately evacuated. This can be done by using the manual bell and ringing it concurrently with the alarm from the building where the emergency situation arose, to ensure that those nearest the emergency are alerted and immediately evacuated.



- 2.10** The priority for all staff is to ensure that assistance is given to anyone in need or anyone in immediate danger.
- 2.11** All staff are required to ensure that the evacuation of College buildings takes place in a calm and orderly manner as quickly and efficiently as possible. Staff must emphasize the need for an immediate and quiet response and orderly conduct. Under no circumstances should anyone be allowed to be vocal, panic, run or endanger others.
- 2.12** **Some College staff have been allocated specific responsibilities and duties during an evacuation. Those staff and their allocated responsibilities and duties are set out in the tables in paragraphs 5 and 6.**
- 2.13** No personal items are to be taken during an evacuation.
- 2.14** Staff and students must leave their rooms according to the approved evacuation route and proceed to the College's Evacuation Assembly Point (**EAP**). Where the approved evacuation route is blocked or inaccessible, the supervising staff member is responsible for deciding upon a safe alternative route. **See Appendix 1 – Primary Campus Evacuation Map.**
- 2.15** The College's EAP is the oval. If the EAP is unsafe or access to the EAP is obstructed, the College's alternate EAP is carpark 2 which is adjacent to The Koala Building.
- 2.16** If stairs to the oval from carpark 2 are congested, staff may be directed to use an alternate route via the gravel driveway at the end of the carpark.
- 2.17** Students, staff or visitors unable to access the oval due to a disability or medical condition must assemble with the designated staff member at the stairs to the oval from carpark 2, before proceeding to the oval via the driveway from carpark 2. The Head of Primary must be notified of those waiting in this assembly area.
- 2.18** If the evacuation occurs close to the beginning or end of the school day, support staff and Education Support Officers must ask parents and visitors to exit the College grounds.
- 2.19** If safe to do so a nominated staff member may remain at the College entrance to direct emergency services and stop parents and visitors from entering the College grounds until it is safe to do so.



- 2.20** Teaching staff must be the last to leave their classrooms and ensure that all students have vacated the classroom before closing the door and accompanying their class to the evacuation point. Teachers must take their class folder (with student rolls) to the EAP.
- 2.21** Teachers are required to keep their class folders in a place that can easily be accessed by the teacher-in-charge at the time of the emergency. **Should classes be absent from their classroom, teachers must not return to the classroom to collect their class folder.** The Evacuation Basket contains a class list which can be used as a substitute roll.
- 2.22** If an evacuation occurs during ABCC or EYABCC operating hours, ABCC and EYABCC staff must take the Emergency backpacks (containing rolls, first aid kits and student medical details) and move students quickly and efficiently to the EAP.
- 2.23** Kindergarten staff must take the items listed in The Tiny Tartan Kindergarten Risk Assessment Form – **See Appendix 2 – Risk Assessment Form** and move students quickly and efficiently to the EAP.
- 2.24** Classroom doors and windows must be closed, but not locked. If the evacuation is as a result of a bomb threat, all doors and windows must be left open.
- 2.25** If an evacuation is required during morning tea or at lunch time:
- (a) All students and staff, cover and supply teachers, visitors, volunteers and contractors must proceed to the EAP using the quickest, safest and most direct route.
 - (b) Staff and students must not return to classrooms or enter any building once the evacuation alarm has been raised.
 - (d) Staff on playground duty must check all toilets, Café, Library, Uniform Shop and all classrooms in their duty areas.
 - (e) Staff in administration must check the sick bay, staff toilets, staff common room, staff common room office and supervise the orderly evacuation of all students to the EAP.
 - (f) Staff on oval duty should direct students to classroom assembly points.

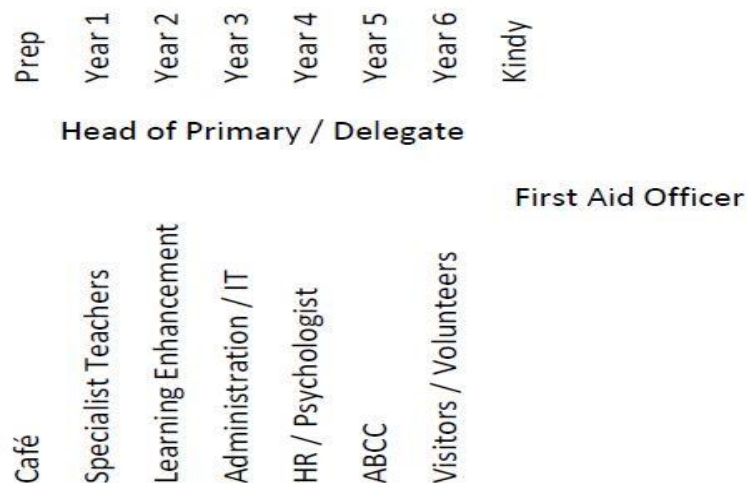


3 Procedure at EAP

3.1 Upon arrival at the EAP:

- (a) Students must sit in their class group in two straight lines in the class order - **see Diagram 1.**
- (b) All classroom teachers must remain with their class;
- (c) All Education Support Officers must remain with their assigned class year level and assist classroom teachers with student supervision and keeping students quiet; and
- (d) All remaining staff, visitors and volunteers must assemble in their group – **see Diagram 1.**

Diagram 1



- 3.2** Classroom teachers must mark their class roll and if all students are present and accounted for, raise their hand. The Head of Primary (or delegate) will acknowledge the teacher's raised hand and mark them off the staff roll. If any student is unaccounted for, the classroom teacher must report that in person to the Head of Primary (or delegate) so that any missing students can be checked against the student absentee report.
- 3.3** The Head of Primary (or delegate) must mark the staff roll for classroom teachers and Education Support Officers.



3.4 A designated staff member wearing a fluorescent vest will check the roll for all remaining staff, visitors and volunteers.

3.5 If an evacuation occurs during ABCC or EYABCC operating hours, the ABCC Nominated Supervisor (or if absent Responsible Person) must:

- (a) check the roll to ensure all ABCC and EYABCC students and staff are accounted for;
- (b) record the names of any other staff, visitors and students that have assembled; and
- (c) report to the Head of Primary (or delegate) and advise whether all ABCC and EYABCC students, staff and visitors have been accounted for.

3.6 The Facilities Manager must account for all facilities and maintenance staff and advise the Head of Primary (or delegate) whether all those staff have been accounted for.

3.7 A First Aid Officer will be available to assist anyone requiring First Aid treatment.

3.8 All person must remain silent and stay at the EAP until the Head of Primary (or delegate) instructs otherwise.

4 Manual alarm – hand bell

4.1 In the event of a failure of the electronic alarm system, a hand bell will be used to alert staff and students of the need to evacuate. Hand bells are located in the following areas:

- (a) The Jabiru Building – Reception (photocopier room);
- (b) The Rosella Building – Library (work room);
- (c) The Kookaburra Building – Teacher Aide room (between Kookaburra 3 and 4);
- (d) The Platypus Building – Teacher Aide room (between Platypus 3 and 4);
- (e) The Kangaroo Building – in storeroom – Kangaroo 1;
- (f) The Koala Building – Kindergarten (in the ABCC/First Aid room);
- (g) The Bilby Building – ABCC building (in kitchenette).



- 4.2** A hand bell must be sounded from the building where the emergency occurs to ensure that those nearest to the emergency are alerted and evacuated immediately. As soon as the bell sound reaches the next building with a hand bell, that bell must also be rung.
- 4.3** Hand bells must be rung loudly and continuously until each building has been safely evacuated. The closest staff member to a hand bell should commence and continue ringing the bell.
- 4.4** The Receptionist/Administration Support and Library Education Support Office are responsible for collecting and ringing the respective Reception and Library hand bells while moving along the following route:

Reception bell ringer

- Collect hand bell from Reception photocopier room
- Begin ringing hand bell loudly and consistently through The Jabiru Building (Administration) – ringing the bell through the Junior School Precinct – The Wallaby Building and The Kangaroo Building
- Continue to the EAP following the route in the Primary Campus Evacuation Map.

Library bell ringer

- Collect hand bell from the Library workroom
- Begin ringing hand bell loudly and consistently through the following areas:
 - Courtyard
 - The Echidna Building – multipurpose covered area
 - Move downstairs on pathways past The Possum Building, The Platypus Building and the Kookaburra Building
 - Continue to the EAP following the route in the Primary Campus Evacuation Map.

5 Specific responsibilities

Staff member	Responsibilities
Head of Primary (or if absent Deputy Head of Primary or Assistant to the Head of Primary)	<ul style="list-style-type: none"> • Oversee the implementation of evacuation processes • Ensure a mobile phone is taken to the EAP • Attend the EAP to complete checklist • Ensure that everyone at the College is accounted for and safe • Authorise the return of students to classrooms • Check staff roll for classroom teachers and Education Support Officers
Assistant to the Head of Primary	<ul style="list-style-type: none"> • If Head of Primary and Deputy Head of Primary are absent, appropriately delegate their responsibilities under the ERP-PC • Check the upper administration office area and close the door • Check the staff toilets, staff common room and common room office
Receptionist (or if absent Administrative Support Officer)	<ul style="list-style-type: none"> • Activate the evacuation alarm when alerted of an emergency • To contact Emergency Services (000) or in the case of a false alarm notify Pacific Security Group (1300 859 141) • To ensure administration area personnel and visitors evacuate the administration area • Report emergency to the Principal, Head of Primary and Facilities Manager • To check sick bay and ensure any students are assisted to the EPA • Ensure that the Evacuation Basket always contains: <ul style="list-style-type: none"> - up to date staff and class lists/rolls; - loud hailer (in working order); - visitor's sign in and departure book; - staff sign in and out book; - student absentee list; - emergency vests; and - pens - up to date staff and student rolls; and - emergency vests. • Vacate the building immediately upon completion of the listed tasks (closing the Reception door) and report to the EAP.
Jabiru Café Food Services Manager (or if absent Food Services Officer)	<ul style="list-style-type: none"> • Turn off all Café appliances before leaving the Café • Direct all Café staff and volunteers to the EAP and ensure that their names are checked off the staff role • Close the Café door • Report to the Head of Primary (or delegate) at the EAP to confirm whether all Café staff and volunteers can be accounted for



Staff member	Responsibilities
Facilities Manager (or if absent a member of the Facilities/Grounds staff team)	<ul style="list-style-type: none">• Notify all facilities and grounds workers on Campus to alert them of the evacuation• Identify the source of alarm and use of fire prevention devices (if appropriate)• Ensure access to fire hydrants is clear in the event of a fire• Establish and ensure that emergency service road access within the College grounds is clear• Guide police and/or emergency service vehicles to appropriate areas on the campus• Report to Staff Assembly Area at EAP when area appears deserted• Receive notification of any missing students and be ready to assist if required• Remain in contact with the Principal and Head of Primary (or delegate) by mobile phone at all times

6 Specific tasks

Task	Assigned staff member	Back up staff member (if assigned staff member absent)
Before arriving at EAP		
Reception manual bell ringer (if required)	Ashai Mooney & Katie McLucas	Any available admin staff
Library manual bell ringer (if required)	Kerrie Jacob	Any available admin staff
<ul style="list-style-type: none"> Call emergency services Check sick bay 	Ashai Mooney	Katie McLucas & Sandra Hill
Collect Evacuation Basket and First Aid Kit and take to EAP	Ashai Mooney & Katie McLucas	Sandra Hill
Evacuation First Aid Officer	Ashai Mooney	Katie McLucas & Judy Jackson
Final check – Upper Administration	Sandra Hill	Kathy Williams & Tania Brewer
Final check – Staff Room and Staff Room Office	Sandra Hill	Kathy Williams & Tania Brewer
Final check – Breezeway toilets	Rachel Davidson	Wendy Hall
Final check – Undercover Area toilets	Hanamoia Ekeroma	Rachel Davidson
Final check – Jabiru Building	Katie McLucas & Sandra Hill	Any available admin staff
Final check – Rosella Building - Library	Teresa Jenkins & Ben Daly	Kerrie Jacob & Year 5 & 6 ESO
Final check – Rosella Building – classrooms	Kerrie Jacob	Teresa Jenkins & Ben Daly
Final check – Kangaroo Building	Year 1 ESO	Classroom teachers
Final check – Wallaby Building	Wendy Hall	Hanamoia Ekeroma
Final check – Bellbird Building	Year 5/6 ESO	HPE/Creative Arts staff
Final check – Possum Building	Year 2 ESO	Judy Jackson
Final check – Platypus Building	Judy Jackson	Year 2 ESO
Final check – Kookaburra Building	Year 3 ESO	Year 4 ESO
Final check – Lyrebird Building	Year 4 ESO	Year 3 ESO
Final check – Koala Building	Rexy Jason	Shannon Somerfield
Kindergarten Evacuation and collecting all items listed on Appendix 2 – Risk Assessment	Rexy Jason & Shannon Somerfield	Chelsea Grenfell & Hayley Beath
Give directions at the top of the stairs leading to oval and supervise students unable to access the oval	Kerrie Jacob & Year 5 & 6 ESO	Learning Enhancement Staff
Collect all sign in and sign out books from Kindergarten foyer	Rexy Jason	Shannon Somerfield



Task	Assigned staff member	Back up staff member (if assigned staff member absent)
After arriving at EAP		
Supervision of classes, checking classroom roles and reporting missing students to the Head of Primary (<i>see paragraphs 3.1, 3.2</i>)	Classroom teachers	
Assisting with supervising students in assigned year levels (<i>see paragraph 3.1</i>)	Education Support Officers	
Checking staff roll for classroom teachers and Education Support Officers (<i>see paragraph 3.3</i>)	Tania Brewer	
Checking roll for all other staff, visitors and volunteers (<i>see paragraph 3.4</i>)	Sandra Hill	
Checking roll to ensure all ABCC and EYABCC students and staff are accounted for (<i>see paragraph 3.5</i>)	Amie Harris	

7 After hours emergency

7.1 If an emergency occurs outside of normal College business hours (e.g. during Co-Curricular activities) all Co-Curricular staff must:

- (a) ensure all persons on campus move quickly and efficiently to the EAP;
- (a) ensure all students in their care, volunteers and parents are accounted for;
- (b) contact Emergency Services (000); and
- (c) contact the relevant Co-ordinator.

7.2 Upon being notified of an emergency situation the relevant co-ordinator must immediately contact a member of the College's Executive Leadership Team.



8 Lockdown

- 8.1 In the event of an emergency that requires the College to be locked down, an electronic lockdown alarm will be activated. The evacuation alarm is a siren alarm which repeats the following message:

Lockdown and wait for further instructions

The lockdown alarm runs in a loop until the system is deactivated.

- 8.2 The lockdown alarm is activated through College Reception. It is imperative that staff confronted with an emergency situation immediately notify College Reception of the emergency situation in order to raise the alarm. **To notify College Reception use extension 701 or call 3818 5777. If there is no answer call extension 717.**
- 8.3 Reception must immediately notify the principal, Head of Primary and the Facilities Manager of any emergency situation.
- 8.4 If the event of a failure of the electronic alarm system, all staff will be notified of the lockdown by telephone and email.
- 8.5 **If a lockdown is necessary before 8.00am or after 4.00pm, during vacation care or if Reception is unattended the primary contact for the emergency is the ABCC Nominated Supervisor (or in their absence, Responsible Person).** To notify the ABCC Nominated Supervisor use extension 780 or phone 3818 5780 or 0438 071 194. The ABCC Nominated Supervisor (or in their absence, Responsible Person) must:
- (a) raise the lockdown alarm;
 - (b) contact emergency services (000);
 - (c) in the event of a false alarm, contact Pacific Security Group (1300 859 141); and
 - (d) immediately inform the Principal, Head of Primary and the Facilities Manager.
- 8.6 Staff confronted with an emergency lockdown situation must remain calm and remove anyone from immediate danger.
- 8.7 The priority for all staff is to ensure that everyone is kept safe and out of danger.



8.8 Classes must remain in their rooms and staff must ensure that:

- (a) all external doors to the building and classrooms are closed and locked;
- (b) all internal doors are closed;
- (c) blinds or window coverings are closed;
- (d) lights are turned off;
- (e) students remain seated, calm and quiet; and
- (f) students do not use mobile phones or other devices to contact parents, guardians or any other person.

8.9 Staff and students must keep a low profile by sitting on the floor and as far as practicable keep out of line of sight of doors and windows. In the event of a perceived physical threat, staff must gather students in the least visible part of the room (e.g. withdrawal room or storeroom) and participate in quiet activities to avoid attention and keep students calm.

8.10 If a threat is taking place in an adjacent room, staff and students must remain calm and await further instructions in case an early evacuation is necessary.

8.11 Teachers are required to keep their class folders in a place that can easily be accessed by the teacher-in-charge at the time of the emergency. **Should classes be absent from their classroom, teachers must not return to the classroom to collect their class folder.** Classes must report to the nearest classroom or building for shelter.

8.12 Teaching staff must keep their laptops accessible for communication purposes. Staff must not telephone Reception unless it is absolutely necessary for them to do so.

8.13 In case of an evacuation occurring during ABCC or EYABCC operating hours, ABCC and EYABCC staff must keep their emergency backpacks (containing rolls, first aid kits and student medical details) in a place that can be accessed easily by the staff in charge at the time of the emergency.

8.14 College staff, students and visitors must gather in the room closest to their location and remain in that location until the emergency situation is over.



8.15 Everyone must remain in lockdown until the all clear is given by way of the sounding of the evacuation alarm, after which normal evacuation procedures must be followed.

8.16 If a lockdown occurs during morning tea or at lunch time:

- (a) All students and staff must proceed to the nearest available classroom or building as directed by duty staff.
- (b) Students and staff must not return to classrooms for student rolls unless their classroom is closest to their location.
- (c) Staff on playground duty must check the toilets, Café, Library and all classrooms in their duty areas and direct student to be locked down and supervised in the nearest classroom.
- (d) Staff on oval duty are to direct students to the Wallaby Building, The Bilby Building or Sports Shed (depending on the situation) to be secured and supervised and must notify administration staff by telephone of their location, the staff and the students present.
- (e) Staff in Reception must check the sick bay, staff toilets, staff common room, staff common room office and Reception office spaces and move students, staff and visitors to the office area behind Reception.

9 Bomb threat

9.1 All schools are at risk of periodically being the subject of a bomb or armed attack threat. Whilst the majority of such threats are often hoaxes, the College treats any such threat made as genuine until proven otherwise.

9.2 The College refers all bomb or armed attack threats made against it to the Queensland Police Service (**QPS**).

9.3 A staff member receiving a bomb or armed attack threat College must:

- (a) if possible, electronically record the call or threat being made;
- (b) complete the Bomb Threat Checklist (**See Appendix 3 – Bomb Threat Checklist**) and take detailed written notes of the conversation taking particular notice of the matters referred to in the Bomb Threat Checklist and give the completed Bomb Threat Checklist and notes to the Head of Primary (or delegate);



- (c) keep the call active for as long as possible and not hang up the call, to assist with tracing the call; and
- (d) immediately notify the Head of Primary, Principal and College Reception of the threat. **To notify College Reception use extension 701.**

9.4 Upon receiving notification of a bomb or armed attack threat, the Head of Primary (or delegate) will arrange for:

- (a) a priority check of the College's EAP for any unattended suspicious items or bags that have been left in the area and to confirm that the area is safe;
- (b) the QPS to be called and given all details of the threat; and
- (c) the College's evacuation alarm to be activated through College Reception.

9.5 The evacuation process for a bomb or armed attack threat is the same as it is for any other type of emergency situation and the normal evacuation procedures set out in paragraphs 2, 3, 4, 5 and 6 of the ERP-PC apply, subject to any changes set out in paragraph 9.

9.6 During the evacuation process if a staff member notices any suspicious items or bags, they must move students and themselves away from those items or bags and immediately report the location of those items or bags to the Head of Primary (or delegate). Under no circumstances should staff approach, investigate, open or try to move any suspicious items or bags.

9.7 The Head of Primary (or delegate) will liaise with the QPS, coordinate the College's response to the bomb or armed attack threat with the QPS and support their response. This includes (but is not limited to):

- (a) the physical searching of the College;
- (b) whether students and staff be sent home;
- (c) when normal College activities can be resumed; and
- (d) the appropriate communication (if any) to be given to the College community.



- 9.8** Once the Head of Primary (or delegate) and QPS are satisfied that the College is safe, the Head of Primary (or delegate) in conjunction with the Principal (or delegate), will take the necessary steps for the College to resume its normal activities as soon as practicable.

10 Reporting and debrief

The Principal is responsible for ensuring that:

- (a) the College Council is kept fully informed about any event that triggers the activation of the ERP-PC; and
- (b) College staff are appropriately debriefed in respect of any event that triggers the activation of the ERP-PC.

11 Procedure administration

This procedure will be reviewed 3 years from the date of the approval shown herein unless circumstance require that an earlier review be conducted.



EVACUATION & LOCKDOWN QUICK REFERENCE

(This page may be printed to use as a quick prompt)

EVACUATION ALARM

- An electronic alarm will be activated. The evacuation alarm is a long ascending siren alarm which repeats the following message:

Evacuate! Evacuate! Evacuate!

- The evacuation alarm runs in a loop until the system is deactivated.
- In the event of a failure of the electronic alarm system, a hand bell will be used to alert staff and students of the need to evacuate.

LOCKDOWN ALARM

- An electronic alarm will be activated. The evacuation alarm is a siren alarm which repeats the following message:

Lockdown and wait for further instructions

- The lockdown alarm runs in a loop until the system is deactivated.
- In the event of a failure of the electronic alarm system, all staff will be notified of the lockdown by telephone and email.

EVACUATION

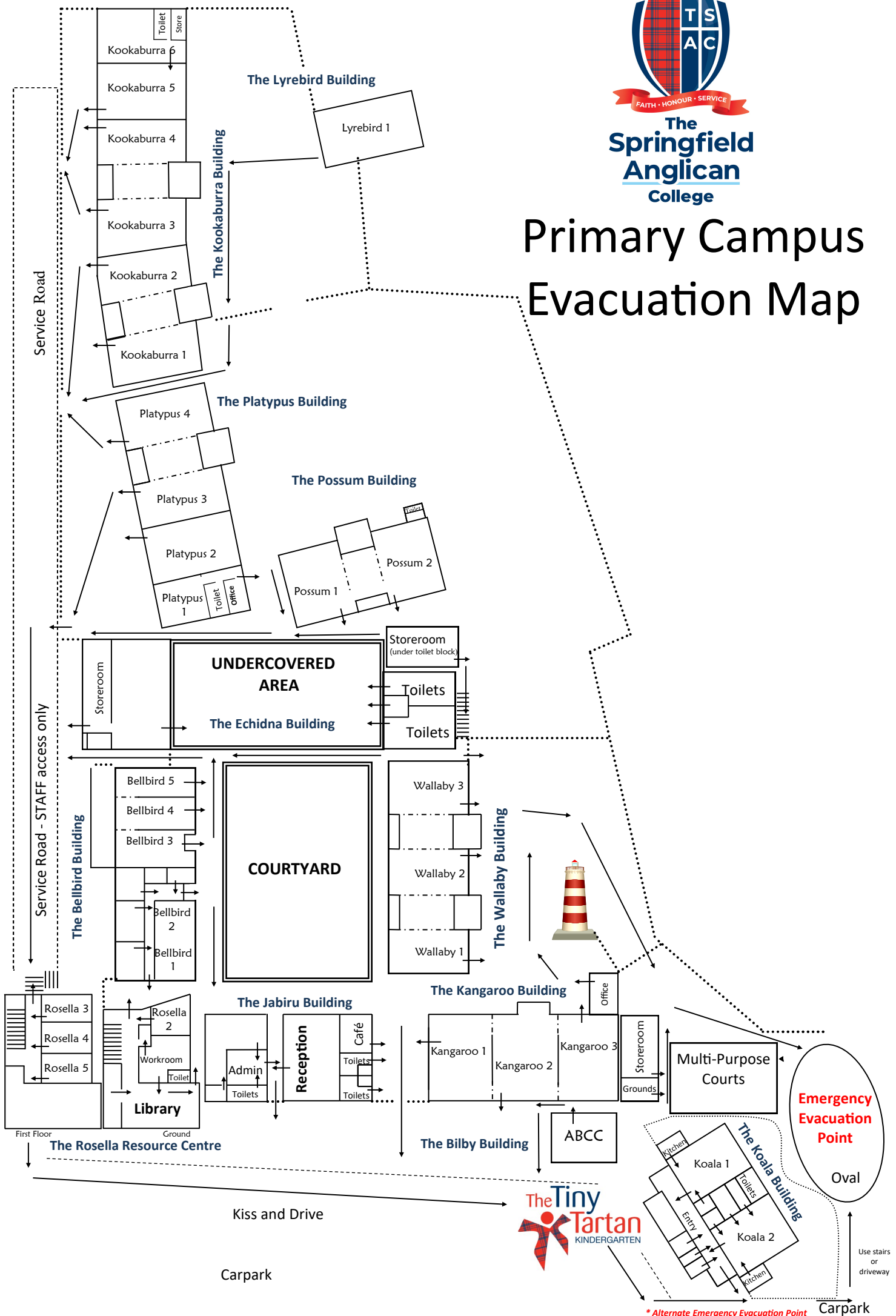
- Assist anyone in immediate danger.
- Raise the alarm – notify Primary Campus Reception – Ph 3818 5777 or extension 701.
- Evacuate everyone to the Evacuation Assembly Point.
- Restrict the danger area by closing doors.



LOCKDOWN

- At the first sight of danger raise the alarm by notifying Primary Campus Reception – Ph 3818 5777 or extension 701.
- Move to the closest classroom or building. If possible, ensure that all external doors, windows and window coverings are closed and locked. Turn off all lights and ensure everyone keeps a low profile by sitting on the floor and out of the line of sight of doors and windows.
- Remain in lockdown until the Evacuation Alarm sounds and then proceed to the Evacuation Assembly Point.
- When evacuating classrooms following a lockdown, ensure all doors are left unlocked.

Primary Campus Evacuation Map





Risk Assessment

Emergency Evacuation and Lockdown Procedures

Educational Leader	Mrs Tania Brewer
Class Teachers / Nominated Supervisor	Mrs Chelsea Grenfell and Mrs Jane Pratt
Date	Term time – 2023 Kindergarten School Year
Class	KP1, KP2, KC1, KC2 inclusive
Location	Emergency Evacuation and Lockdown Procedures The Springfield Anglican College Primary Campus

Hazards/Risks (e.g. gravity, mechanical energy, hazardous substances, radiation, sound, electrical, temperature, vibrations, natural environment, manual handling)	Level of Risks i.e. extreme, high risk, significant risk, moderate risk, low risk	Control Measures (e.g. eliminate, substitute, modify, isolate, administrative controls for safe procedures, personal protective clothing or equipment)
Emergency Evacuation Walking to the oval on the path near the car park	Medium Risk	Administrative controls for safe procedures: 2 staff in attendance with the class – one educator at the front of the group and one educator at the back of the group ensuring that children walk in an orderly manner, keeping to the concrete path and away from the roadside / car parks.
Stairs	Low Risk	Within orderly lines as mentioned above, ensure children are holding on to the railing as they use the stairs to the oval.
Sun Exposure or Bad Weather	Medium Risk	Reapply sunscreen every 2 hours if possible. If possible, under the direction of Staff Member in charge, move students to shaded or protected area.
Animals, Snakes, Spiders, Ants	Medium Risk	It is possible wild animals or snakes may be seen. Children to be kept at a safe distance and be reassured. Check for ants prior to seating students. Reassure and encourage all students to stay calm.
Lockdown Temperature of the storeroom	Medium Risk	Bottled water and cups to be kept in storeroom in Evacuation / Lockdown bag.
Limited access to water	Medium Risk	

List the proposed route and destination:	<p>Emergency Evacuation Following the path from The Tiny Tartan Kindergarten to the top of the staircase. Walk down the stairs and onto the oval.</p> <p>Destination: Primary Campus Oval.</p> <p>Lockdown Kindergarten storeroom</p>
List if any water hazards:	Nil
List any risks associated with water-based activities:	Nil
List the transport to and from the proposed destination for the excursion:	Walking
Ratios: List the number of adults and children involved in the excursion:	1:11
<p>Given the risks posed by the excursion: List the number of educators or other responsible adults that is appropriate to provide supervision and whether any adults with specialised skills are required.</p>	1 educator per 11 Children.
List the proposed activities	To walk to the Primary Oval for evacuation purposes.
List the proposed duration of the excursion/regular outing:	Unknown in the case of evacuation
List the items that should be taken on the excursion: (i.e.: a mobile phone and list of emergency contacts)	<p>Mobile Phone</p> <p>Class roll/class list and Medical Management Plans</p> <p>Evacuation / Lockdown Bag located in Storeroom – KC staff responsibility to collect for an evacuation</p> <p>Medication Box located in First Aid room – KP staff responsibility to collect for an evacuation and lockdown</p>

Please submit to the Workplace Health and Safety Officer:

..... (WHS Officer Signature)

To be returned to the submitting teacher – to be filed in an allocated Risk Assessment file in the Kindergarten.



Appendix 3

BOMB THREAT CHECKLIST

Remember – REMAIN CALM – DO NOT HANG UP – Keep caller talking for as long as possible

Questions to ask

When is the bomb going to explode?

Where did you put the bomb?

What does the bomb look like?

What kind of bomb is it?

What will make the bomb explode?

When did you put it there?

Why are you doing this?

What is your name?

Where are you?



Exact wording of threat

--

Information on the Caller

Male ☐ Female ☐ Age _____ Accent _____

Caller's voice

<input type="checkbox"/> Calm	<input type="checkbox"/> Angry	<input type="checkbox"/> Excited
<input type="checkbox"/> Slow	<input type="checkbox"/> Rapid	<input type="checkbox"/> Soft
<input type="checkbox"/> Loud	<input type="checkbox"/> Laughing	<input type="checkbox"/> Distinct
<input type="checkbox"/> Normal	<input type="checkbox"/> Well spoken	<input type="checkbox"/> Slurred
<input type="checkbox"/> Intoxicated	<input type="checkbox"/> Stuttering	<input type="checkbox"/> Lisp
<input type="checkbox"/> Cracking voice	<input type="checkbox"/> Deep	<input type="checkbox"/> Ragged
<input type="checkbox"/> Clearing throat	<input type="checkbox"/> Disguised	<input type="checkbox"/> Crying
<input type="checkbox"/> Deep breathing	<input type="checkbox"/> Familiar	<input type="checkbox"/> Raspy

Did you recognise the voice? Who did it sound like?

--

Did the caller seem familiar with the College?

--

Action on call

Number call received at:
Recipient:
Time: _____ am/pm Date: ____ / ____ / ____
Duration of call:
Call Reported to:



Other Information

PHONE CALL TYPE	BACKGROUND NOISES	DETAILS
<input type="checkbox"/> Local	<input type="checkbox"/> Street noises?	
<input type="checkbox"/> STD	<input type="checkbox"/> House noises?	
<input type="checkbox"/> Mobile	<input type="checkbox"/> Inside? <input type="checkbox"/> Outside?	
<input type="checkbox"/> Public Phone Box	<input type="checkbox"/> Other Voices?	
<input type="checkbox"/> Taped message	<input type="checkbox"/> Music?	
<input type="checkbox"/> Message read by threat maker	<input type="checkbox"/> Machinery noises?	
	<input type="checkbox"/> Motor/Car noises?	
	<input type="checkbox"/> Animal noises?	
	<input type="checkbox"/> Clear? <input type="checkbox"/> Static?	
	<input type="checkbox"/> Other	

INSTRUCTIONS

Report IMMEDIATELY to the Principal or most senior staff member present

IMMEDIATELY after receipt of the call, please complete this form.

Name:
Position:
Telephone No.:
Date: ____ / ____ / ____

Child and Youth Risk Management Strategy Checklist / Action Plan

Mandatory Requirements	Does this already exist?			
	If Yes - List the location of this information and any required amendments		If No - What is the action Plan to complete the requirements?	
	Yes	Location and/or amendments	No	Resources required By whom/when?
1. A statement of commitment				
2. A code of conduct for interacting with children and young people				
3. Procedures for recruiting selecting, training and managing people				
4. Policies and procedure for handling disclosures or suspicions of harm, including reporting guidelines				
5. A plan for managing breaches of the risk management strategy				
6. Policies and procedures for compliance with Chapter 8 of the Act				
7. Risk management plans for high risk activities and special events				
8. Strategies for communication and support				