

Quality Area 6 – Collaborative partnerships with families and communities

Excursions Policy	2
Excursion Permission Slip (using public transport)	7
Ongoing Excursion Permission Slip	9
Excursion Planning and Checklist.....	11
Excursion Transportation Policy	14
Post Excursion Evaluation	20
Inclusions, Anti-Bias and Promoting Equity Policy.....	22
Open Doors Policy.....	28
Parent Communication and Interaction Policy	29
Reducing Bias and Inclusion Policy	32
Settling in Policy.....	36
Supporting Children and Families in Difficult Situations Policy	37
Additional Needs Policy	40
New Child Transitioning Checklist.....	45
Transition Between Groups	46
Transition Checklist	47
Transition Letter to Families	48
Transition and Procedure Policy	49
Educator and Parent Relationship Policy	53
Excursion Risk Assessment Plan.....	56
Inclusion Support Policy.....	62
Inclusion Support Procedure	67
Inclusion Support Facilitator Job Description	74

Excursions Policy

Quality Area 6 – Collaborative partnerships with families and communities

NQS

6.1.1 Engagement with the service

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

6.1.2 Parent views are respected

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

6.2.2 Access and participation

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

6.2.3 Community engagement

The service builds relationships and engages with its community

Law /	National Law & Regulations
Regs	Reg 73, 76, 155(e),

Aim:

Excursions are a valuable experience for children, families and educators of the service. Excursions provide the opportunity to expand and enhance children's experiences, explore different environments and engage in meaningful ways with their communities. Excursions require appropriate planning and risk management to ensure the best experience and enjoyment for all. The service is committed to providing excursions that are well considered and planned; provide meaningful experiences, and ensure the health, safety and wellbeing of children always. Only children aged 3-5 years will attend excursions with the use of public transport. Children aged 0-3 years can attend ongoing excursions to their local amenities e.g. park, shops, post office, library.

Related Policies:

Additional Needs Policy
Parental Interaction and Involvement in the service policy
Tobacco, Drug and Alcohol Policy

Who is affected by this policy?

Active Kids Group children, staff and families

Definitions:

- Team member – a team member employed with Active Kids Group
- Children – any child enrolled at an AKG service,
- Family- any parent, legal guardian of enrolled child permitted to attend excursions

Excursion Risk Assessment and Planning Process

- The service must conduct a risk assessment prior to an excursion taking place

- Excursion risk assessments are only required once if the excursion is a regular outing. Regular outings are walks, drives or trips to places that we visit regularly and which always have the same risks.
- The excursion risk assessment must be completed prior to the official excursion date.
- Using the Excursion Risk Assessment Form attached to this policy, the service must take into consideration the following:
 - Any risk that the excursion may pose to the safety, health and wellbeing of any child and identify how these risks will be managed and minimised.
 - Any water hazards and any risks associated with water-based activities
 - The ratio of adults to children- 1 adult to every 4 children (this is based on AKG assessment of a safe ratio of adults to children)
 - If travelling on public transport the ratio will be 1 adult to every 2 children
 - Any specialised skills required (such as life-saving skills)
 - Proposed activities, duration and itinerary of the excursion
 - Any medical conditions that need to be considered and managed for each child with specific health needs (Asthma and Allergies specifically)
- The excursion planning and checklist must also be conducted prior to any excursion
- The service must comply with these requirements and make all information available to parents upon request
- The excursion bag has been checked and stocked to reflect the needs of the children e.g. nappies, undies and all medical requirements, first aid, snacks etc are available and within their expiration date. Parent and educator contact details are also available
- The excursion planning checklist and Excursion Risk Assessment is to be completed and sent to management for review prior to notifying families or proceeding with the excursion.

Transport Considerations:

If public transport is required for the excursion the nominated supervisor will ensure that all guidelines are followed per NSW Transport Guidelines www.transportnsw.info

Other safety considerations:

- Smoking of any substance, the intake of alcohol or the use of any illegal substance by any person involved with the transportation of children is prohibited. Educators will refer to AKG tobacco, Drug and Alcohol Policy for further guidelines.
- It is illegal to leave a child unattended in a car where they might be in distress or their health is in danger.
- Educators will ensure that car seats, booster seats and seat belts are secured on each child and themselves before departing.
- Children will only be transported in a vehicle in the manufacturers stated capacity is adhered to at all times
- Children will be prohibited from drinking, eating, standing and any other dangerous activities whilst in the vehicle.
- Children will be accompanied at all times, including to and from the vehicle (see ratio on adults: children)

- If possible, a child with additional needs will have their needs accommodated for, an educator who is familiar with these needs will travel with the child.

Pedestrian Safety and Considerations

Based on KidSafe NSW guidelines, our services recognise and will follow the information below during excursions:

- Children are vulnerable road users

Although children may think they can handle crossing a road themselves, remember that children:

- Are easily distracted and focus on only one aspect of what is happening
- Are smaller and harder for drivers to see
- Are less predictable than other pedestrians
- Cannot accurately judge the speed and distance of moving vehicles
- Cannot accurately predict the direction sounds are coming from
- Are unable to cope with sudden changes on traffic conditions
- Do not understand abstract ideas- such as road safety
- Are unable to identify safe places to cross the road
- Tend to act inconsistently in and around traffic
- A simple way of doing this is holding hands

Authorisation for Excursions

A Parent/guardian or authorised nominee must provide written authorisation for each child who is attending the excursion using the Authorisation for Excursion Form with full details of the excursion including:

- The child's name; and
- The reason the child is to be taken on the excursion
- The date the children are to be taken on the excursion
- A map and description of the proposed destination for the excursion
- The method of transport to be used for the excursion
- The proposed activities to be undertaken by the child during the excursion
- The period the child will be away from the premises
- Departure from the service, arrival to the destination and return time to the service
- The anticipated number of children likely to be attending the excursion
- The anticipated ratio of educators attending the excursion to the anticipated number of children attending the excursion
- The anticipated number of staff members and any other adults who will accompany and supervise the children on the excursion
- Excursion bag stocked and up to date for use
- Excursion Coordinator phone number and head office phone number.

No child will be taken on an excursion unless written permission from parents or legal guardian has been received

A minimum of 2 AKG educators will be present on each excursion and all volunteers and family members assisting will provide photo ID to be copied and filed for record keeping.

Families and Volunteers

Families will be encouraged to participate in excursions to assist in maintaining suitable child/adult ratios. If the family needs to bring their child's siblings because they cannot find suitable care, the siblings must be included in ratios.

If additional adults are required, they will be mature, responsible people who are aware of the hazards and responsibilities of taking a group of children out of the service.

Any additional adults will not be left in sole charge of children and must be supervised by an educator at all times.

Conducting the Excursion

All educators, volunteers and children attending will be informed of excursion timetable/itinerary, special requirements, safety procedures, grouping of children and responsibilities.

A list of children on the excursion will be left at the service and a copy carried by the delegated Excursion Coordinator.

Before leaving on the excursion, all children will be signed out on their classroom attendance rolls by the nominated excursion coordinator stating the reason for departure is 'excursion'. Upon return, children will then be signed in as now present at the service.

A notice will be prominently displayed at the service which includes:

- Itinerary and timetable
- Mobile or alternate contact phone number

(This is only needed if the entire service is on excursion)

Items to be taken on excursion include:

- A suitable stocked first aid kit (including Asthma and allergy supplies)
- A mobile phone
- Children's emergency contact numbers
- Children's medication, if required
- Other items as required e.g. sunscreen. Drinking cups/bottles, water, snacks (crackers), jackets etc.

Post Excursion Evaluation

All excursions are to be evaluated to ensure they were conducted in a safe manner including reflections on the risk assessment. Any identified improvements are to be documented and implemented for future excursions.

Statutory Legislation and Considerations:

Children (Education and Care Services National Law Application) Act 2010

Education and Care Services National Regulations 2011

Work Health and Safety Regulations 2011

NSW Occupational Health and Safety Act 2000

Occupational Health and Safety Regulations 2000

Sources:

Community Child Care Co-operative (NSW) – www.ccccnsw.org.au

<http://roadsafety.transport.nsw.gov.au/stayingsafe/children/index.html>

<http://roadsafety.transport.nsw.gov.au/stayingsafe/children/childcarseats/index.html>

<http://www.kidsafensw.org/road-safety/child-restraints/>

<http://www.transportnsw.info/sites/en/travelling-with-us/school-travel/opal-for-school-excursions.page>

<http://www.acecqa.gov.au/national-regulations>

www.pscalliance.org.au

<https://www.owfc.com.au/Childcare.asp? =Excursion%20Risk%20Assessment>

Excursion Permission Slip (using public transport)

Excursions are considered to be an integral part of the children's program. They can build valuable links between the service and the community. Linking excursions and visits to other experiences for children reinforces children's learning outcomes and strengthens their connections with, and understanding of their community. Excursions also provide children with the opportunity to practice walking safely with adults in real traffic environments.

Parent/Guardian authorisation is required to ensure our service conducts these regular and spontaneous excursions safely, and are in accordance with the legislative requirements. Only children aged 3-5years will attend excursions with the use of public transport.

Please read and sign the permission note and return the permission note only to your child's educator by the due date specified. The excursion details on the following page are for your reference.

A risk assessment for this excursion that has identified and assessed any risks that the excursion may pose to the health and safety or wellbeing of any child, and specifies how these identified risks will be managed and minimised, has been prepared and is available at the service for your perusal.

Prior to the excursion commencing, families will be notified as a reminder via the Kindy hub communication portal.

I, (parent/guardian full name) _____ hereby give permission to allow my child (full name) _____ to attend this excursion on (date) _____

I can / cannot (please circle) volunteer to assist on the excursion.

Contact details of my child's doctor is:

Name: _____

Phone Number: _____

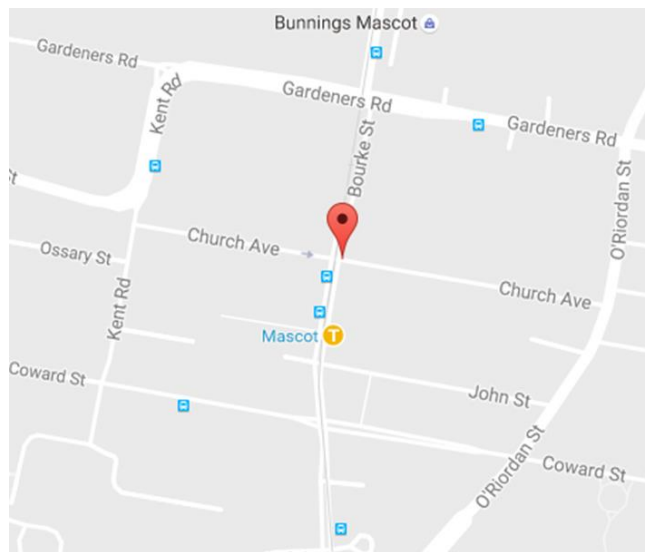
I understand that my child will be taking public transport following the 1:2 ratio guidelines. I understand each supervising adult will be given responsibility for a group of children during the journey, and will sit with and supervise that group for the duration of the journey, including walking to and from the vehicle.

I understand that the children will be walked to and from the vehicle in groups of no more than 4 children and carefully supervised by an educator for the duration of the trip.

Sign _____ Date: _____

A 24hr notice period is required if you and/or your child will not be attending the excursion.

This map illustrates the boundaries within the community where we will be taking your child during the excursion (if weather and ratios allow).



Reason for the excursion:

Description of the destination:

Date of excursion:

Method of transport:

Time of departure (service to destination):

Time of arrival (to destination):

Transport timetable for arrival and departure:

Proposed activities to be undertaken during the excursion:

What your child will need for this excursion:

Period of time the child will be away from the service:

Proposed number of children going on the excursion:

Ratio of educators to children on the excursion:

Number of educators who will be present on the excursion:

Number of parents/volunteers who will be present on the excursion:

Educator that holds training in first aid, asthma and anaphylaxis:

Excursion bag packed including medical requirements:

Contact number of excursion coordinator:

Contact of Head office:

Reviewed January 2025

Ongoing Excursion Permission Slip

Excursions are considered to be an integral part of the children's program. They can build valuable links between the service and the community, particularly when these are more than one-off experiences. Linking excursions and visits to other experiences for children reinforces children's learning outcomes and strengthens their connections with, and understanding of their community.

Parent/Guardian authorisation is required once in every 12 month period to ensure our service conducts these regular and spontaneous excursions safely, and are in accordance with the legislative requirements. Children aged 0-5 years will attend excursions with written permission

Any excursions to be planned and conducted outside of these boundaries will have a separate permission form for you to sign and complete.

Please read and sign the permission note and return the permission note only to your child's educator by the due date specified. The excursion details on the following page are for your reference for the next 12 month timeframe.

A risk assessment for this excursion that has identified and assessed any risks that the excursion may pose to the health and safety or wellbeing of any child, and specifies how these identified risks will be managed and minimised, has been prepared and is available at the service for your perusal.

Prior to the excursion commencing, families will be notified as a reminder via the Kindy hub communication portal.

I, (parent/guardian full name) _____ hereby give permission to allow my child (full name) _____ to attend regular local trips within the next 12 months. This authorises my child to attend these outings from (add MM/YYYY to MM/YYYY)

I can / cannot (please circle) volunteer to assist on the excursion

Contact details of my child's doctor is:

Name: _____

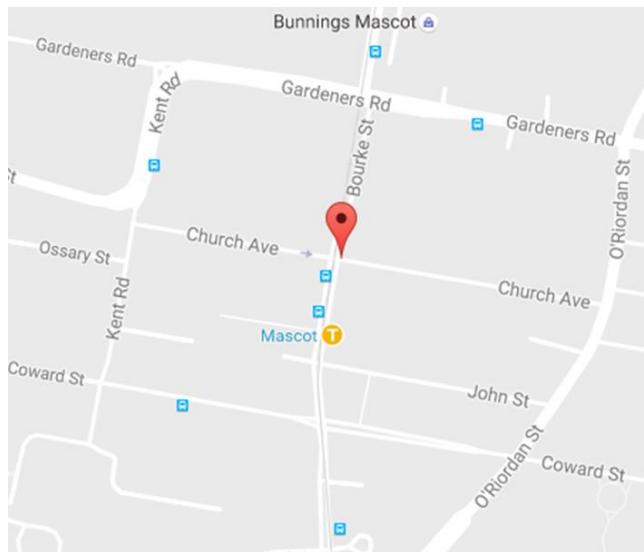
Phone Number: _____

I understand that my child will be walking during these trips and will be accompanied and supervised by the educators and parent/guardian volunteers (where necessary) following the 1:4 ratio guidelines for the 3-5 age groups and a 1:2 ratio for the 0-3 age groups.

Sign _____ Date: _____

A 24hr notice period is required if you and/or your child will not be attending the excursion.

This map illustrates the boundaries within the community where we may take your child during the next 12 month period (if weather and ratios allow).



Reason for the excursion:

Description of the destination:

Date of excursion:

Method of transport:

Time of departure (service to destination):

Time of arrival (to destination):

Transport timetable for arrival and departure:

Proposed activities to be undertaken during the excursion:

What your child will need for this excursion:

Period of time the child will be away from the service:

Proposed number of children going on the excursion:

Ratio of educators to children on the excursion:

Number of educators who will be present on the excursion:

Number of parents/volunteers who will be present on the excursion:

Educator that holds training in first aid, asthma and anaphylaxis:

Excursion bag packed including medical requirements:

Contact number of excursion coordinator:

Contact of Head office:

Reviewed January 2025

Excursion Planning and Checklist

Supervision arrangements for excursions

Excursion Coordinator: _____

Excursion destination:

Purpose of excursion/activities to be carried out:

Date: _____

Cost: _____

Mode of transportation:

If walking, the route we will take will be:

Time of Departure: _____ Expected time of return: _____

Educator's attending excursion:

Number of parents/volunteers attending excursion:

Educator attending excursion with Current First Aid/Asthma and Anaphylaxis certificate:

What to bring:

Please check and circle from list below that all that will be required for the excursion is considered.

yes	no		Excursion Risk Assessment is completed
yes	no	N/A	The service has a timetable for the excursion and an itinerary
yes	no	N/A	At least 24 hours' notice of the excursion has been given to parents/guardians, with an itinerary for the excursion. It is preferable for longer notice to be given where possible
yes	no	N/A	A signed permission slip for the specific excursion and any specific activity which is to take place during the excursion has been received from the parent/guardian for each child attending and is taken on the excursion? Safer to keep at service and just take list of chn attending?
yes	no	N/A	A list of children attending the excursion is left at the service prior to departure with a management representative and a copy carried by the excursion supervisor for the purpose of checking at regular intervals during the course of the excursion
yes	no	N/A	A list of the staff and parents/volunteers attending the excursion is left at the service with a management representative prior to departure and a copy carried by the excursion supervisor during the course of the excursion
yes	no	N/A	A notice is placed on the classroom door stating the excursion
yes	no	N/A	Parents/guardians are notified before educators and children leave the service for the excursion and upon returning to the service
yes	no	N/A	The supervisor has ensured that all children are equipped with clothing appropriate for the excursion, e.g. jumpers, sun hats, appropriate footwear, sunscreen, water bottles
yes	no	N/A	Using a copy of the QIKKIDS attendance roll, staff will sign children out of the service when leaving and sign in upon return. This will be filed with the excursion documents
Yes	no	N/A	Ensure all children have a name badge
yes	no	N/A	Educators are able to ensure the safest route for the children and have the use of shaded areas from completing a proposed route pre excursion
yes	no	N/A	Any excursion planned is consistent with the requirements/exclusions of the Public Liability Insurance Cover held by the service
yes	no	N/A	A fully stocked first aid kit is taken and excursion bag is complete with additional necessities e.g. nappies, underwear, tissues, gloves, wipes, water, cups, snacks, food (if the excursion is over a snack or lunch time)
yes	no	N/A	When transporting children on an excursion, the NS and the excursion supervisor shall ensure that RTA approved restraints appropriate to the ages of children shall be used in motor vehicles where there is seating for 9 or less persons
yes	no	N/A	Emergency contacts for all children and adults attending the excursion are updated and taken

yes	no	N/A	A copy of Photo ID of all parents/volunteers attending the excursion have been completed and kept on file for future reference
yes	no	N/A	A mobile phone or change for a phone is organised to take on the excursion
yes	no	N/A	Any medications/medibags including (action plans & risk minimisation & communication plans for any children attending the excursion are available and updated
yes	no	N/A	A designated educator must be assigned to directly supervise any child with a chronic illness/allergic/medical condition. This Educator is to hold the child's medication/medibag including the action plan and risk minimisation & communication plan throughout the excursion
yes	no	N/A	Staff to hand children over to a staff member when returning to another play room
yes	no	N/A	A charged camera or Ipad is taken on the excursion
yes	no	N/A	Staff to evaluate the excursion and the supervisory practices

Educator's Name:

Signature:

Date:

Nominated Supervisor Name:

Signature:

Date:

Reviewed January 2025

Excursion Transportation Policy

Quality Area 6 – Collaborative partnerships with families and communities

NQS

6.1.1 Engagement with the service

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

6.1.2 Parent views are respected

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

6.2.2 Access and participation

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

6.2.3 Community engagement

The service builds relationships and engages with its community

Law /

Reqs

National Law & Regulations

Reg 73, 76, 155(e),

Aim

The safety of each child and all educators is paramount at all times. This includes those children and accompanying educators who travel on the service's bus. Proper restraint systems will be used according to current Australian Standards. The vehicle itself will be maintained according to Australian Standards.

Related Policies

Additional Needs Policy

Excursion Policy

Parental Interaction and Involvement in the Service Policy

Staffing Arrangements Policy

Tobacco, Drug and Alcohol Policy

Physical Environment (Workplace Safety, Learning and Administration) Policy

Implementation

The guidelines in the Transportation Policy will be used to educate children, families and the community on safely transporting children, road and pedestrian safety.

Educators will assist motor vehicle drivers and bus drivers to ensure each child is transported safely at all times. The service understands that the driver maintains ultimate responsibility for road safety and ensuring each child is properly seated and restrained. All educators, however, have an equal responsibility to assist the driver and check that each child is seated and restrained appropriately using the following guidelines. Under no circumstances will any child be transported if all of the following guidelines are not met.

General Transport Guidelines

- Smoking of any substance, the intake of alcohol or the use of any illegal substance by any person while involved with the transportation of children is prohibited. Educators will refer to the service's Tobacco, Drug and Alcohol Policy for further guidelines.
- Children will never be left unattended in any vehicle to promote positive supervision and to prevent heat stress.

- Educators will ensure that car seats, booster seats and seat belts are properly secured on each child and themselves before departing.
- Educators will assist each child to fasten and release the safety restraints on their seats.
- Children will only be transported in a vehicle in the manufacturer's stated capacity is adhered to at all times.
- Children will be prohibited from drinking, eating, standing and any other dangerous activities whilst in the vehicle.
- Children will be accompanied at all times, including to and from the vehicle.
- If possible, children who have special needs will have their needs accommodated for. An educator who is familiar with these needs will travel with the child.
- Educator ratios apply as they do when travelling for an excursion.

Guidelines for Seatbelts and Restraints

- Seatbelts and restraints must meet Australian Standards (AS/NZS1754) and be marked as complying with the Australian Standard.
- Educators will ensure that each child under seven years of age must be secured in a child restraint or booster seat when travelling in a vehicle.
- Babies up to six months of age must be restrained in a rearward facing restraint.
- Children from six months to fewer than four years of age must be restrained in a rearward facing or forward facing restraint.
- Children under four years of age must not be in the front row of a vehicle with two or more rows.
- From four years to less than seven years of age a forward facing restraint or booster seat must be used.
- Children from four to fewer than seven years of age can only sit in the front row of a vehicle with two or more rows when all other seats are occupied by children of a lesser age in an approved child restraint.
- The ages specified above are a guide for the safety of each child. If a child is too small for a restraint specified for their age, they should be kept in their current restraint for as long as necessary.
- If a child is too large for a restraint specified for their age, they may move to the next level of restraint.
- Child restraints purchased overseas do not comply with Australian Standards and they are not compatible with Australian vehicles.
- More information will be accessed as necessary using the following information
 - <http://www.mobilityengineering.com.au/Brochure.pdf>

- http://www.rta.nsw.gov.au/roadsafety/children/childrestraints/childrestraintlaws_fags.html
- **Roads and Maritime Services (replacing Roads and Traffic Authority)'s Customer Service Enquiry on 13 22 13**

Buses (more than 12 seats)

- A driver of a bus, that is designed to seat over 12 adults (including the driver), is not required to ensure passengers, including those under 16 years of age are in a restraint.
- It is recommended that where a restraint is available, it should be worn.

Small Buses (9 to 12 seats)

A driver of a small bus (between 9 to 12 seats including the driver) providing a public passenger service under the Passenger Transport Act 1990 must ensure that:

- All passengers younger than 12 months are secured in a child restraint.
- All passengers aged over 12 months and under 16 years:
 - occupy a seating position that is fitted with a suitable seatbelt, and
 - Not occupy the same seating position as another passenger, and wear the seatbelt properly adjusted and fastened.
- No passenger under 4 years old is in the front seat and a child 4 years or older but under 7 years may only sit in the front row if all of the other seats in the row or rows behind the front row are occupied by passengers who are also under 7 years old.
- A driver of a small bus not providing a public passenger service under the Passenger Transport Act 1990 is required to fully comply with the child restraint laws and must ensure that all passengers under 7 years old are appropriately restrained in an approved child restraint or booster seat.

Medical Exemptions

- Children are exempt from wearing a child restraint if they hold a medical certificate signed by a medical practitioner which certifies that the child should not, for medical reasons, be restrained while travelling in a motor vehicle.
- Generally, if a child is unrestrained within a vehicle on medical grounds, they must travel in a rear seat. However, if the medical certificate signed by a medical practitioner certifies that the child should not, or cannot, for medical reasons, travel in a rear seat, then the child may sit in the front row.

Vehicles

- Only insured, licensed and vehicles with a high level of maintenance will be used.

- The vehicle will have a First Aid Kit inside it and emergency contact details for all children and educators in the vehicle.
- A mobile phone will be available in case of emergencies.

Drivers

- Drivers must be legally-licensed.
- Learners or Provisional licence (P-Plate licence) holders will not be allowed to drive the bus
- Drivers will meet Educator qualifications and must be able to pass a criminal history check.
- Drivers will hold first aid certificates.
- Drivers will drive legally and follow road rules at all times.
- Drivers will not be included in the educator ratios.
- Drivers will not be talking on a mobile phone at any time, including hands free systems, and loud music will not be played to prevent distractions.
- The Nominated Supervisor is responsible for collecting background check and driving histories of the bus drivers and updating this information annually.
- The Nominated Supervisor is responsible for ensuring the safety of the vehicle, insuring the vehicle and keeping it at a safe standard.

Excursions

- The service will follow the Excursions Policy at all times.

Road Safety

Pedestrian Safety

Based on KidSafe Australia's guidelines, our service recognises and will follow the following information –

- Children are vulnerable road users.

Although children may think they can handle crossing a road by themselves, remember that children:

- are easily distracted and focus on only one aspect of what is happening
- are smaller and harder for drivers to see
- are less predictable than other pedestrians
- cannot accurately judge the speed and distance of moving vehicles
- cannot accurately predict the direction sounds are coming from

- are unable to cope with sudden changes in traffic conditions
- do not understand abstract ideas - such as road safety
- are unable to identify safe places to cross the road
- tend to act inconsistently in and around traffic

Children need to be accompanied and closely supervised by a parent or adult carer to keep them safer.

A simple way of doing this is to hold hands.

Educators will use the following to guide education with families and the community

- Parents and caregivers have a key role in educating their children about road safety. Children learn about road safety largely by experience.
- Parents and adult carers have opportunities in day-to-day routines to discuss road safety with children on the way to the newsagent, local shop or going to school.
- Whenever crossing roads, it is an idea to talk about when and why it is safe to cross the road with your children so they can gain understanding about the broad range of factors involved.
- Anywhere where there is a potential for moving vehicles is a potentially dangerous traffic situation for children. This includes residential areas, car-parks, at traffic lights, along footpaths, zebra and other crossings, driveways, quiet streets, and busy streets.
- Children need parental/adult carer close supervision in and around traffic to make them safer.

Drive Way Safety

- ALWAYS SUPERVISE your children whenever a vehicle is to be moved - hold their hands or hold them close to keep them safe.
- If you're the only adult around and need to move a vehicle, even just a small distance, PUT CHILDREN SECURELY IN THE VEHICLE WITH YOU while you move it.
- ENCOURAGE CHILDREN TO PLAY IN SAFER AREAS AWAY FROM THE DRIVEWAY & CARS - the driveway is like a small road and should not be used as a play area.
- MAKE CHILD ACCESS TO THE DRIVEWAY DIFFICULT – for example use security doors, fencing or gates.

Sources

Education and Care Services National Regulations 2011
 National Quality Standard
 Passenger Transport Act 1990
 Road Rules 2008

Review

The policy will be reviewed annually.

The review will be conducted by:

- Management
- Employees
- Families
- Interested Parties

Post Excursion Evaluation

Educator filling out the evaluation form:

Excursion destination:

Was the purpose of excursion/activities successful? (Please circle)

Educator Name:

Very successful successful neither successful or unsuccessful unsuccessful

Educator Name:

Very successful successful neither successful or unsuccessful unsuccessful

Educator Name:

Very successful successful neither successful or unsuccessful unsuccessful

Educator Name:

Very successful successful neither successful or unsuccessful unsuccessful

Educator Name:

Very successful successful neither successful or unsuccessful unsuccessful

Please circle

yes	no	N/A	The service had a timetable for the excursion and an itinerary
yes	no	N/A	At least 24 hours' notice of the excursion was given to parents/guardians, with an itinerary for the excursion.
yes	no	N/A	Were all signed permission for the specific excursion received from the parent or guardian
yes	no	N/A	Did the excursion keep to budget?
yes	no	N/A	Was the Mode of transportation appropriate?
yes	no	N/A	If walking, was the route taken appropriate?
yes	no	N/A	Did you leave on time? If no, why not?
yes	no	N/A	Did you arrive back to the service on time? If no, why not?
yes	no	N/A	Were Educator are able to ensure children have the use of shaded areas
yes	no	N/A	Did all the volunteers attend excursion as planned
yes	no	N/A	Was a suitably equipped first aid kit is taken
yes	no	N/A	when transporting children on an excursion, the nominated supervisor shall ensure that RTA approved restraints appropriate to the ages of children shall be used in motor vehicles where there is seating for 9 or less persons

yes	no	N/A	Was the items listed in excursion letter to parents/care givers "What to bring" useful? If no, why?
yes	no	N/A	Was the mobile phone used on the excursion? And if yes why?
yes	no	N/A	Were the medication and a management plan for any children attending the excursion available?
yes	no	N/A	A designated Educator was assigned to directly supervise any child with a chronic illness/allergic condition. This Educator is to hold the child's medication and management plan throughout the excursion

Areas of the excursion that need addressing:

Action's required

Date for action's required to be completed

Name of person doing supervision evaluation:

Sign _____ Date ____/____/____

Inclusions, Anti-Bias and Promoting Equity Policy

Quality Area 6 – Collaborative partnerships with families and communities

NQS

6.1 Supportive relationships with families

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

6.1.1 Engagement with the service

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

6.1.2 Parent views are respected

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

6.1.3 Families are supported

Current information is available to families about the service and relevant community services and resources to support parenting and family well-being

6.2.1 Transitions

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

6.2.2 Access and participation

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

6.2.3 Community engagement

The service builds relationships and engages with its community

Law / Regs

National Law & Regulations

Reg 73, 75, 76, 80, 155(e), 157, 160, 168(2)(j)(k), 177, 181, 183,

Aim

The Service, will make every effort to protect the environment both within the service itself, ensuring the health of children, parents and Educator, and also within the broader world environment to do its part to safeguard a clean and healthy world for us all.

RATIONALE:

"Most Australians, if they trace their family's histories, will find that they have missed ethnic origins, whether they are English, Irish or some other combination. None of us are just Australian. Seven million Australians have three or more ethnic ancestries, another four million have four or more with some having as many as eight. Most of us, in reality are multicultural" (Arthur Beecher, Docket, Farmer and Richards, 1993).

Educator should recognise Australia as a socially - diverse multicultural society where different groups with different needs strive to live side by side in harmony and as equals, free to maintain and practice their social customs, languages and religious beliefs".(QIAS 2001). Childcare services today should reflect a multicultural, anti-bias or cross cultural perspective.

The Educator, parents and management of this service should endorse the concept of a cross-cultural and non-discriminatory curriculum, and believe and believe that this perspective could be implemented throughout all services programme.

They believe that educational programmes must support the child's self Esteem and pride in family, community, ethnic and linguistic origins.

AIM:

At this service people will not be discriminated against on the basis of their race, ethnicity, religion, gender, disability or family structure.

To incorporate an anti-bias approach in all interactions with children, Educator and families

To welcome each and every child and their family to the service and its programs

To ensure that the programs appropriately meet their individual physical, cognitive, social, emotional and creative needs

To encourage every child develop to their fullest potential

To ensure that the programs recognise and respect individual differences, and teaches the children about other people and the world without receiving cliché information

To develop educational and developmental programs that supports the goals of the anti-bias program

For each child to be able to:

- a. Feel good about who they are
- b. Feel comfortable with similarities and differences in others
- c. Recognise bias and stereo types and know they can hurt
- d. Stand up for themselves and others when bias occurs

To regularly assess the physical environment for inclusiveness and undertake to plan changes in our environment where appropriate

PARENTS WILL:

Inform Educator of the family and child's primary language, religious/cultural requirements or requirements for disabilities or special needs on enrolment or whenever identified.

Be encouraged to continue to contribute to the service programs by sharing information and celebrations from their cultures.

Be invited to attend the service to share opportunities for celebrating special cultural events

EDUCATOR WILL:

Ensure that through their programs

- a. Boys and girls have equal right to develop to their full potential
- b. All the children will have an equal right to develop to their full potential regardless of their race or culture

- c. All children will have an equal right to develop to their full potential irrespective of their abilities or disabilities

Use empowerment as a prime teaching technique

Use equipment and materials that are anti-discriminatory, culturally inclusive and relevant and that enables children to explore issues of human diversity and anti-discriminatory (anti-Biased) ways of being

Model anti biased ways

Use critical thinking and activism to help children to explore real life situations that interest them

Question the children in open ended ways around issues of diversity and equity, listen to the children responses and problem solve with the children what is fair and unfair

Empower the children to think critically about their social world and take action against inequalities and injustices

Ensure that their language and daily practice are inclusive and Non-discriminatory have the opportunity to develop their understanding of anti-bias education through education and professional development experience

Self-evaluate and monitor their biases concerning gender, stereotypes or other differences between the children

Adjust their responses and behaviours accordingly to comply with services policies after self-evaluation (above)

Utilise parents expertise with regard to the culture and religion that is shared in the household to enhance continuity of care

Explore languages other than English to ensure that first home languages are appreciated

Provide inclusive models when discussing gender roles and responsibilities

Provide inclusive models when discussing family structures

Provide inclusive resources and materials regarding gender, race, religion, culture, ability and family structure

Ensure the physical environment of the service reflects the commitment to a cross cultural, non-discriminatory perspective

Observe the community served by the service and identify the socio- economic and cultural groupings of its families

Show respect for the various ways that families care for their children and be aware of the range of child rearing practices and attitudes of different cultures and groups within the Australian Society

Incorporate into the program the goals that other professionals (paediatricians, child welfare workers, psychologists or other therapists) have identified in consultation with the family for children with additional needs (language, abilities, cultural, health, behavioural or gifted and talented)

IMPLEMENTATION

SOME POINT TO CONSIDER IN THE CHOICE OF MATERIALS AND EXPERIENCES FOR AN ANTI - BIAS AND DIVERSE PROGRAM:

- They should enhance children awareness of Australian Cultural diversity
- They should help to reinforce children's own cultural identity and background
- They should present positive images of other cultures
- They should represent different types of people families and lifestyle within the community
- They should be accessible to all children and should allow the participation of all children
- They should be gender inclusive
- They should be disability and special needs inclusive
- They should not reflect or reinforce stereotypes
- They should encourage children critical thinking about differences
- They should not focus on exotic material s and experiences of diverse cultures, but should represent everyday life
- They should allow children to compare and also discover similarities and differences in a variety of ways
- They should encourage children empathy and awareness of others and their feelings
- They should enhance children sense of individual value and worth
- They should represent and value children own backgrounds

IMPLEMENTATION

PLANNING FOR THE INDIVIDUAL

Make observations in each area of development - social/emotional, cognitive, linguistic and physical. Some particular behaviours you might like to look at are:

- Self esteem
- Empathy for others
- Assertiveness
- Recognition of similarities and differences
- Use of home language
- Communication with others

Biased behaviour

Recognition of unfairness

Cultural identity

Acceptance of others

Acceptance of differences

Ability to see others points of views

Collect information about the child family background, interests and other environmental factors

Analyse the information from steps 1 and 2 and identify the child's areas of need. Perhaps the child might need extra stimulation or extra help in one particular area. Formulate a long term goal for the child in the areas identified in step 3. Refer to long term goals for suggestions

Using the long term goal, formulate one or two specific behavioural goals which the child will be able to achieve in the short term

Formulate strategies to help the child achieve goals identified in step 5. For Example: Set up appropriate experiences, activities or routines

Identify any adult reactions which may occur and

Identify potential interaction with other children

Evaluate your observation. How did the child behave, react and participate? What was achieved? Were the goals achieved wholly or partly? Was it necessary to change or modify your strategies?

Begin the cycle again: observe, set out more goals, formulate more strategies to achieve the goals and evaluate the process

MANAGEMENT WILL:

Support Educator in their professional development opportunities to ensure the provision of cross cultural non-discriminatory programs

Ensure all educators feel valued, accepted and supported in their efforts to provide an inclusive and individual program for children

Ensure that all children and families feel welcomed and appreciated and respected whatever their socio- economic status, culture, colour of skin, race, ability family type, belief system or lifestyle

Assess the service documents and communications to ensure that it is inclusive and takes into account the language needs of parents

Ensure all enrolment policies to be inclusive

Provide the opportunity for parents to contribute to the anti-bias policy and review the policy at least annually

Ensure that all equipment and resource purchased are inclusive regarding gender, race, religion, culture ability and family structure

Readings on specific areas where there is a need for further understanding consistent with how the Aboriginal Community wishes to be presented

Obtain parents ideas and help in providing for children with special needs, perhaps with extra equipment or changing the environment to suit children so that they are included fully within the programs

Show acceptance of all parents and families. Use interpreters if needed to communicate more effectively

Show the diversity of families using the service within the program through photographs, newsletters, displays, posters or through encouraging interactions between families

Take positive action to resolve any exclusion of parent or other parents or Educator

Whenever possible ensure a diversity of Staffing to ensure that role models are inclusive to a broader society

Include in the Educator selection criteria the applicant's ability to accept and implement anti-bias environment and education

Source: Disability Discrimination Act 1992, Disability Discrimination Regulations 1996, Racial Discrimination Act 1975, Racial Discrimination Regulation 1984, Sex Discrimination Act 1984, Age Discrimination Act 2004

Open Doors Policy

O	Our Service can be accessed at any time for parental inspection.
P	Please come and see how we help your child develop and grow.
E	Entry by you any time shows that we are happy for you to see our practices at any time of the day.
N	Never leave your child in a Service unless you feel 100% competent in their ability to provide for your child.
D	Don't hesitate to ask us any questions about your child, their development or our Service philosophy.
O	Our Service is proud of the quality of care we provide.
O	Our Educators are qualified, trained, experienced and talented.
R	Rather than take our word for this
S	See for yourselves!

Review

The policy will be reviewed annually. Review will be conducted by:

- Management
- Employees
- Parents
- Interested Parties.

Parent Communication and Interaction Policy

Quality Area 6 – Collaborative partnerships with families and communities

NQS

6.1 Supportive relationships with families

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

6.1.1 Engagement with the service

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

6.1.2 Parent views are respected

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

6.1.3 Families are supported

Current information is available to families about the service and relevant community services and resources to support parenting and family well-being

6.2.2 Access and participation

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

6.2.3 Community engagement

The service builds relationships and engages with its community

Law / Regs

National Law & Regulations

Reg 73, 75, 76, 80, 155(e), 157, 160, 168(2)(j)(k), 177, 181, 183,

Aim

Communications between family members and the Service are considered crucial for a child to reach their full development. Therefore, we aim to provide an environment where there is a strong emphasis on family/Service communication to allow consistency and continuity between the home and the Service environment. By encouraging family members to be involved in the service, we aim to provide a service that best meets the needs of our community.

Related Policies

Parent and Educator Relationship Policy

Who is affected by this policy?

Child
Families
Educator

Implementation

Our Service aims to provide as many outlets as possible for family/Service communication. These include:

- Face to face.
- A monthly newsletter which is emailed to each family each month.
- A communications book accessible to the families.
- A notice board displaying upcoming events and notices.
- Regular informal meetings with parents and the opportunity to plan formal meetings if necessary.
- A suggestions box where parents can anonymously (or give their names if desired) make suggestions to improve the Service.

- Short surveys regarding the Services philosophy and how you feel your child/ren feel about the Service.

If necessary, Educators have support and access to translation services to provide this information for non-English speaking families.

Parent Grievances

Any parent/caregiver with a concern or complain in relation to the running of our Service either in administration or child interaction should do the following:

- Voice their complaint or concern with the nominated supervisor or approved provider.
- Write their complaint or concern addressing it to the nominated supervisor or approved provider. You will receive a personal response unless you have chosen to be anonymous.
- Parents can speak to any educator or member of Educator about a specific complaint or concern. Educators or Educator will put in steps to address your concern or complaint as quickly as possible. However, educators and Educator do reserve the right to have the complaint put in writing.
- If a service-wide problem has been brought to our attention all families and Educator will be informed of the contents of your complaint but not your name.
- The service will use the Grievance Procedure/Register to ensure that the grievance is followed through and sufficiently investigated.

Parental and Family Involvement

- Families are welcome to visit at any time of the day.
- Families are encouraged to make suggestions and offer critique on our program, philosophy, management and food menu.
- Families are encouraged to share aspects of their culture with the educators and children as well as appropriate experiences.
- Families are invited to participate in the service's daily routine by helping out with activities such as craft, the preparation of morning tea, special activities and afternoon tea.
- Families and educators will set goals for the service, help write and implement policies and help to meet aims of the NQF Assessment process.
- Minutes of regular Educator/parents meetings will be kept aside for either side to make suggestions.

Sources

Australian Ministerial Council for Education, Early Childhood Development and Youth

Affairs. (2011). *Education and care services national regulations. Part 4.6 Collaborative Relationships with Families and Communities.* (p.143) Regulation No.95 Retrieved from <http://www.eduweb.vic.gov.au/edulibrary/public/earlychildhood/childrensservices/draft-edu-care-regs.pdf>

Administration, Hand with Care. (1987). *Sebastian, Patricia.* AE Press: Melbourne.

Review

The policy will be reviewed annually.

Review will be conducted by:

- Management
- Employees
- Families
- Interested parties

Reducing Bias and Inclusion Policy

Quality Area 6 – Collaborative partnerships with families and communities

NQS

6.1 Supportive relationships with families

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

6.1.1 Engagement with the service

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

6.1.2 Parent views are respected

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

6.1.3 Families are supported

Current information is available to families about the service and relevant community services and resources to support parenting and family well-being

6.2.2 Access and participation

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

6.2.3 Community engagement

The service builds relationships and engages with its community

Law / Regs

National Law & Regulations

Reg 73, 75, 76, 80, 155(e), 157, 160, 168(2)(j)(k), 177, 181, 183,

Aim

Pursuant of the Service's beliefs and aims, the Service endeavours to respect and demonstrate awareness of and appreciation for each individual's uniqueness of background. Such factors include, but are not limited to, age, culture, ethnicity, traditions, practices, beliefs, values, religion, gender, sexuality, special needs and/or socio-economic status.

Related Policies

Family Law and Access Policy

Multicultural Policy

Priority of Access Policy

Treatment of Children with Special Needs Policy

Catering for Special Needs

Who is affected by this policy?

Children

Family

Educator

Management

Implementation

Background

Australia is a pluralistic society regardless of specific regional variations in cultural profiles.

Culture is a complex concept with a range of factors such as gender, ethnicity, language, religion, age, social and education status to name but a few.

The purpose of an anti-bias and multicultural approach is to attach positive feelings to Service experiences so that each child and adult will feel included and valued and will also feel friendly, respectful and have empathy toward other people in their interactions with a range of people of diverse cultural and linguistic backgrounds.

Strategies

The Service will:

- promote and value cultural diversity and equity for all children, families and Educator from diverse cultural and linguistic backgrounds;
- recognise that children and adults from all cultures have similar needs and that each person is unique and valuable;
- develop a positive self-concept for each child and adult in the group by exploring the cultural backgrounds of each family and child;
- endeavour to provide a foundation that instils in each child a sense of self identity, dignity and tolerance for all people;
- increase the knowledge and understanding each child has about his or her own cultural ethnic heritage in partnership with their family, Educator and community and other children in the Service;
- explore family compositions, customs and lifestyles of children and families in many cultures;
- assist, in partnership with parents, extended family and the community in exploring their own “roots” as they involve children in the culturally diverse environment of the Service;
- provide support for fostered or adopted children to develop a sense of heritage and belonging;
- avoid common stereotypes and recognise individual differences within a cultural or ethnic group;
- assist wherever possible families who are new to Australia with a transition to a new and different culture.

Educator

Educator – the most critical element in cross cultural education.

The Educator will be involved at Service meetings and will attend in-services as his or her attitudes will impact on the service, policy and implementation.

Educator will:

- become aware of their own beliefs, attitudes, cultural backgrounds, their relationship with the larger society and their attitudes to people;
- acknowledge that they too have been influenced by their own background prejudices and their points of view;
- accept that all children can learn and that differences in lifestyles and languages does not mean ignorance;
- broaden their own cultural and ethnic group awareness and help children to understand themselves in relationship to their family, community and other cultures;
- be actively involved in the development of appropriate resources, support and implement an anti-bias, cross cultural program throughout the Service environment which is reflective of all families/children and the diversity present in Australian society and network with community agencies involved with cross cultural issues wherever possible;
- be actively involved with children, showing respect, sharing ideas, experiences and ask questions.

- Will access and make available resources and information supporting the delivery of anti-bias concepts in the program and attend regular training courses as required. Such resources will be integrated into the daily program and be made available to families.
- Reflect on the service's philosophy and ensure that practices and attitude concur with the philosophy.
- Work with families to encourage positive attitudes to diversity and an anti-bias ethos.
- Ensure that casual workers or visitors to the service are aware of these practices and respect these values.

Curriculum – Children

The Service will provide a cross cultural perspective in all areas of the program.

The children will:

- listen to records and practice signing songs in different languages;
- learn words and phrases in a language not native to children in their group;
- talk to other children using the words from their culture;
- be encouraged to become independent wherever possible and be actively involved with their peers.

Children's self-concepts grow when they feel an important part of the Service and therefore:

- children will explore with foods from other cultures (e.g. have different home cultures come in and cook, to have "food tasting" parties);
- we will have children bring in real objects and artefacts used by their families that may be historical or typical of that child's/family's cultural group including food;
- collect ways the families and children recognise special days, events, holidays or rituals and have parents decorate the entry with displays of cultural days, their heritage etc.;
- through discussion and displays, food, books, interactions with families and the individual children, families and Educator will bring with them specific knowledge, skills, attitudes, values and language specific to that cultural group;
- be provided with opportunities for families to be involved in the curriculum process (not only to the above) but also:
 - sharing of cultures with others
 - sharing expectations of the service
 - Provision of feedback/evaluation as to how the service implements and meets the needs of all concerned i.e. children, parents, Educator and the Service.

Source

A Practical Guide to Early Childhood Curriculum – Elea son and Jenkins 1986

Administration, Handle With Care. (1987). *Sebastian, Patricia*. AE Press: Melbourne.

Bryant, L. (2009). *Managing a Child Care Service : A Hands-On Guide for Service Providers*. Sydney: Community Child Care Co-Operative.

Service for Community Health. (2007). Working with Culturally and Linguistically Diverse (CALD) families. *Childcare and Children's Health*.10, (1).

Dao, E. (Ed.). (2001). *The anti-bias approach in early childhood* (2nd ed.). NSW: Longman.

Department of Families, Community Services and Indigenous Affairs (Facia). (2006). *Child care inclusion and professional support program*. Retrieved April 23, 2010, from <http://www.facs.gov.au/internet/facsinternet.nsf/childcare/services-ipsp.htm>

Early Childhood Australia (ECA). (2005). *The Code of Ethics*. Retrieved April 23, 2010, from http://www.earlychildhoodaustralia.org.au/code_of_ethics/early_childhood_australias_code_of_ethics.html

New South Wales Department of Community Services. (2007). Out of home care service model: Relative/kinship care. Retrieved May 20, 2010, from http://www.community.nsw.gov.au/documents/OOHC_Relative_KinCareService_Model.pdf

UNICEF (ned). *Fact sheet: A summary of the rights under the Convention on the Rights of the Child*. Retrieved April 23, 2010, from http://www.unicef.org/crc/files/Rights_overview.pdf

Human Rights and Equal Opportunity Commission Act 1986

Human Rights and Equal Opportunity Commission Regulations 1989

United Nations Conventions on the Rights of a Child

Racial Discrimination Act 1975

Racial Discrimination Regulations 1987

Disability Discrimination Act 1992

Disability Discrimination Regulations 1996

Sex Discrimination Act 1984

Sex Discrimination Regulation 1984

Privacy Act 1988

Anti-Discrimination Act 1977

Work Health and Safety Regulation 2011

Health and Safety Act 2001

Review

The policy will be reviewed annually.

The review will be conducted by:

- Management
- Employees
- Families
- Interested Parties

Reviewed January 2025

Settling in Policy

Quality Area 6 – Collaborative partnerships with families and communities

NQS

6.1 Supportive relationships with families

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

6.1.1 Engagement with the service

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

6.1.2 Parent views are respected

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

6.1.3 Families are supported

Current information is available to families about the service and relevant community services and resources to support parenting and family well-being

6.2.2 Access and participation

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

6.2.3 Community engagement

The service builds relationships and engages with its community

Law / Regs

National Law & Regulations

Reg 73, 75, 76, 80, 155(e), 157, 160, 168(2)(j)(k), 177, 181, 183,

Aim

Families to feel safe secure and cared for, and for all children to enjoy positive experiences at the Service

Parents visiting and enrolling their child will:

Be encouraged to bring them along whilst visiting the service. Before their commencement date, parents and their child are encouraged to make visits to the service as part of the settling in procedure. During these visits children and families will become familiar with;

Educator and peers, both in their large and small groups

daily routines and transitions

indoor/outdoor play areas

lockers and parent pockets

bathroom

On starting, parents are re-assured that the settling in period varies and is different for each child. The child's primary caregiver will become familiar with their individual needs, likes, dislikes, and routines.

Parents will be encouraged to stay at the service with their child for short periods then gradually reduce the time until the child is settled. Establishing a settling routine with parents and their child is also important. We encourage parents to say goodbye as part of this routine. Educator encourages a comfort item to help settle the child and parents are able to contact the service throughout the day to see how their child is settling.

If the child does not understand English, parents are asked to provide Educator with keywords so they are able to communicate with the child.

Reviewed January 2025

Supporting Children and Families in Difficult Situations Policy

Quality Area 6 – Collaborative partnerships with families and communities

NQS

6.1 Supportive relationships with families

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

6.1.1 Engagement with the service

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

6.1.2 Parent views are respected

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

6.1.3 Families are supported

Current information is available to families about the service and relevant community services and resources to support parenting and family well-being

6.2.2 Access and participation

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

6.2.3 Community engagement

The service builds relationships and engages with its community

Law / Regs	National Law & Regulations Reg 73, 75, 76, 80, 155(e), 157, 160, 168(2)(j)(k), 177, 181, 183,
-------------------	---

Aim

To provide support for any child, Educator or family member that experiences a difficult situation.

Related Policies

Child Protection Policy

Death of a Child Policy

(Other relevant Policies as per the individual circumstance)

Who is affected by this policy?

Educator

Management

Children

Implementation

When a child, family, Educator or the service as a whole experiences a stressful or traumatic situation such as a bushfire, car accident, sudden illness or death, crime or violent situation it is important to provide appropriate support so they can recover from the ordeal. A child's reaction to a stressful or traumatic situation will depend on factors such as their age, stage of development and impact of the event on people around them. A child may react in ways that you don't expect and sometimes will act normally at first but be wary of a delayed reaction. Some reactions include:

- Physical symptoms such as stomach aches and headaches.
- Being anxious or clingy.
- Suffering from separation anxiety.
- Having sleeping problems or nightmares.
- Re-living the experience through drawing or play.
- Losing interest in activities.

- Loss of self-confidence.
- Regressing to “babyish” activities.

It is important to talk with a child about the event and to bring any issues out into the open. Some ways of doing this are:

- Reassure the child that they are safe, but only if they really are.
- Talk to the child about what happened in a way that they will understand and without going into frightening or graphic detail. Do not leave out important information though, as children will fill in the gaps.
- Ensure the child hasn’t jumped to conclusions. Some children will think they are to blame in a tragic event, make sure they know this isn’t so.
- Talk about the event with appropriate people (for example, all children if the event has affected the whole service or the children that have been affected) and let everyone have their say including children.
- Talk to the children about how people react to stressful or traumatic situations and that the feelings they are feelings are normal.

Coping Mechanisms.

Some ways to help children cope in these situations are:

- Give children a sense of control of their environment and life. Let the child make minor decisions, such as what to eat for lunch, to wear or toy to play with will make your child feel more in control.
- Allow the children plenty of time to play and to do physical exercise, this will help your child burn off stress chemicals and allow for more sleep.
- Help the children physically relax with story times and cuddles.
- Limit stimulants like chocolate, lollies etc.

It is important to remember how you respond to the stressful or traumatic event will affect your child’s response. Children look to their families and Educator to find ways to deal with a situation they probably don’t understand. Children need their family members (and other adults who are close to them) to help them understand the situation and their emotions and also offer comfort and support. If adults are distressed about a situation it is important them to seek help for themselves.

At the Service, we wish to help in whatever way we can if your family has undergone a tragedy. Talk to Educator (or confidentially to the Director) and we will endeavour to work with families and children to support all parties through the situation.

Should it be required, Educator will liaise with appropriate authorities, such as the DE, and follow any recommendations made by these authorities.

Sources

Australian Ministerial Council for Education, Early Childhood Development and Youth

Affairs. (2011). *Education and care services national regulations. Part 4.6 Collaborative Partnerships with families and communities.* (p.143). Retrieved from <http://www.eduweb.vic.gov.au/edulibrary/public/earlychildhood/childrensservices/draft-edu-care-regs.pdf>

Children and Young Persons (Care and Protection) Act 1998

The Australian National University. (2009, 09 02). *Family and Carer Resources*. Retrieved 01 09, 2010, from The Australian Child and Adolescent Trauma, Loss and Grief Network:
http://www.earlytraumagrief.anu.edu.au/resource_hubs/community_information/

Review

The policy will be reviewed annually.

The review will be conducted by:

- Management
- Employees
- Families
- Interested Parties

Reviewed January 2025

Additional Needs Policy

Quality Area 6 – Collaborative partnerships with families and communities

NQS

6.1 Supportive relationships with families

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

6.1.1 Engagement with the service

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

6.1.2 Parent views are respected

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

6.1.3 Families are supported

Current information is available to families about the service and relevant community services and resources to support parenting and family well-being

6.2.2 Access and participation

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

6.2.3 Community engagement

The service builds relationships and engages with its community

Law / Regs

National Law & Regulations

Reg 73, 75, 76, 80, 155(e), 157, 160, 168(2)(j)(k), 177, 181, 183,

Aim

To provide each child regardless of their additional needs and abilities with a supportive and inclusive environment that allows each child to fully participate in their education and care at the service. Educators will remain positive, open-minded and honest at all times when working with families and external support professionals to most positively meet the additional needs of each child being educated and cared for at the service.

Related Policies

Child Protection Policy

Continuity of Education and Care Policy

Enrolment Policy

Orientation for Children Policy

Relationships with Children Policy

Health, Hygiene and Safe Food Policy

HIV AIDS Policy

Immunisation and Disease Prevention Policy

Infectious Diseases Policy

Medical Conditions Policy

Implementation

As per the National Quality Standard, our service positively responds to and welcomes children with additional needs who -

- are Aboriginals or Torres Strait Islanders
- are recent arrivals in Australia
- have a culturally and linguistically diverse background

- live in isolated geographic locations
- are experiencing difficult family circumstances or stress
- are at risk of abuse or neglect
- are experiencing language and communication difficulties
- have a diagnosed disability—physical, sensory, intellectual or autism spectrum disorder
- have a medical or health condition
- demonstrate challenging behaviours and behavioural or psychological disorders
- have developmental delays
- have learning difficulties
- are gifted or have special talents
- have other extra support needs.

We understand that additional needs arise from different causes, and that causes require different responses. Any child may have additional needs from time to time.

We recognise that additional needs may be temporary or for a lifetime.

Learning Environments

- The service environment and equipment will be designed or adapted to ensure access and participation by every child in the service to support the inclusion of children with additional needs.
- The indoor and the outdoor environment will be suitable for children with additional needs.
- The service will ensure the program and curriculum meets the needs of children with additional needs. Learning materials and equipment such as books and games will reflect positive inclusion and children with additional needs in the community.
- The service will work with external professionals and families to ensure that learning environments are most suited to each child with additional needs and children and families from culturally diverse backgrounds. We will also involve children in this process. And where appropriate, the service will keep a copy of any specific plans or instructions provided by external resource providers and professionals for children with additional needs.
- Children may have sensory sensitivities to pressure, texture, smell, noise or visual expectation of the environment or colour which may need to be considered in the environment.
- Children will be encouraged to feel safe and secure during their education and care at the service by developing trusting relationships with educators, other children and the community.

Positively Promoting Each Child's Personal Ability

Our service wants children to develop to the best of their personal ability. Our philosophy highlights our commitment to equality and fairness for all children. Every child in our service is an individual and we aim to promote and encourage this by:

- Our commitment to ensuring each child is able to fully participate in their education and care at the service.
- Helping children to develop ease with and have a respect for physical, racial, religious and cultural differences.
- Enabling children to develop autonomy, independence, competency, confidence and pride.
- To provide all children with accurate and appropriate material that provides information about the additional needs of others.
- Providing educators of a high calibre who encourage children to experience active and energetic play in order to develop their physical potential.
- Presenting children with a wide range of male and female work roles, both within the home and the workplace, including nurturing roles.
- Encouraging children to develop friendships with each other based on mutual trust and respect.
- Including in our program and curriculum, and the physical environment, an awareness of cross-cultural and non-discriminatory practices.
- Using a program that is based on a child's development, that is also relevant to the children's life experiences, interests and social skills.
- Encouraging parents from non-English speaking backgrounds to contribute their knowledge and culture to the service to enhance the program.
- Making it clear to children through all educators that it is not acceptable for a child to say or do unfair thing to another person and that if this does occur an educator will firmly step in.
- Educators will familiarise themselves with, and share knowledge about, the specific communication needs of each child. This will include verbal and non-verbal communication skills and cues. Where applicable, this may include things such as sign language and or learning key words in the child's home language.

Professional Support Services for Children

- Our service will not hesitate to access external professional support services for children with additional needs.
- Educators will liaise with the Nominated Supervisor to ensure the needs of each child are met throughout their education and care at the service.

- The service will use the Enrolment Form to gather information about children with additional needs. Educators will encourage families to update this information throughout the year and families are responsible for passing on information from any professional support services accessed outside of the service. This will promote the continuity of learning for each child.
- Information gathered about children with additional needs may be used to develop an individual support plan that will be kept on file at the service and shared with families, the child's medical practitioners and/or professional support services and where appropriate the child's local school if known by the family.
- The service will work with local schools to help children with additional needs transition. We are open to sharing information about the additional needs of children to promote continuity of learning.
- Educators will remain positive, open-minded and honest at all times.
- The Inclusion Support Agency (ISA) is funded by the Australian Government. The service can lodge an application for Special Needs Subsidy Support (SNSS) funding for additional support workers through the ISA. Funding will be granted when the child meets specific criteria. SNSS workers will help the service with the integration of children with additional needs and will assist educator in putting together an individual program for each child. Australian government funding is necessary in continuing the availability of support through ISA's and SNSS Workers. Information is available from DEEWR at the following website –
 - <http://www.deewr.gov.au/Earlychildhood/Programs/ChildCareforServices/SupportFamilyCCS/Pages/InclusionSupportProgram.aspx>

Professional Development for Educators

- Our service will access professional development for educators to help the service meet the needs of each child with additional needs.

Sources

Australian Ministerial Council for Education, Early Childhood Development and Youth

Affairs. (2011). *Education and care services national regulations*. Retrieved from <http://www.eduweb.vic.gov.au/edulibrary/public/earlychildhood/childrensservices/draft-edu-care-regs.pdf>

National Quality Standard
Early Years Learning Framework

Review

The policy will be reviewed annually.

The review will be conducted by:

- Management

- Employees
- Families
- Interested Parties

New Child Transitioning Checklist

Name of Child: _____

Parents/Guardians Name: _____

Educator's Name: _____

Room Name: _____

Start Date: _____

Please tick when complete:

- ☐ Parent Sign in/Out Folder
 - ☐ Day Book Location
 - ☐ Email added to distribution list
 - ☐ Daily Information Sheet
 - ☐ Child's Portfolio
 - ☐ Daily Routine
 - ☐ Sheet Storage
 - ☐ Child's Locker
-

Office Use only (tick when complete)

- ☐ My First Day Sheet
- ☐ Parent Contacted on first day
- ☐ Child's portfolio set up
- ☐ Add birthday to wall
- ☐ Add observation sheet
- ☐ Add family to family tree
- ☐ Add email to room contact list
- ☐ Label child's locker
- ☐ Label sheet basket
- ☐ Add allergy information on display.

Reviewed January 2025

Transition Between Groups

Child's Name: _____ Age: _____ Date: _____

Current Group: _____ **Moving up to:** _____

Educator's Name: _____

Coordinator Name: _____

Summary of the child's achievements, interests, emerging skills and general needs of the child:

[illegible]**Parent and Family Summary: (To be completed by parent/guardian)**[illegible]

New Educator's names:

Overall Comments:

Transition Checklist

Children who are moving up to a new room are required to spend a few days orientation before they are due to commence (depending on numbers). Please arrange this with the group leader of the relevant room and inform the Coordinator.

The families concerned will be given written notice of their child's room move.

The educators of the relevant room will be informed.

Name of Child: _____

Parents/Guardians Name: _____

Have you facilitated: (tick when complete)

- ☐ Discussions with parents and child regarding the room move.
- ☐ Tour of the new room with full explanation of each area and the program.
- ☐ Labelling the child's locker and hat pocket.
- ☐ Introduction of new staff to parents.
- ☐ Gathering of developmental records, personal portfolios and any other information necessary for programming purposes.

Transition Letter to Families

Dear Parents and Families,

Due to _____ age and developmental progress we are now looking to transitioning him/her into the next group which will be the _____

This involves ensuring that he/she is given every available opportunity to visit the new group during the main part of the day to help make the transition smoother and to help develop new bonds with educators.

With your consent, the official start date in the _____ room will be from the week commencing _____

Please confirm this with an email.

We look forward to _____'s continual learning and progress at Active Kids Group.

Parent Induction:

Time: _____

Date: _____

Signature: _____

If you have any concerns questions or you would like to discuss this further please do not hesitate to contact me.

Thank you,

Coordinator

Transition and Procedure Policy

Quality Area 6 – Collaborative partnerships with families and communities

NQS

6.1 Supportive relationships with families

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

6.1.1 Engagement with the service

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

6.1.2 Parent views are respected

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

6.1.3 Families are supported

Current information is available to families about the service and relevant community services and resources to support parenting and family well-being

6.2.1 Transitions

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

6.2.2 Access and participation

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

6.2.3 Community engagement

The service builds relationships and engages with its community

Law / Regs

National Law & Regulations

Reg 73, 75, 76, 80, 155(e), 157, 160, 168(2)(j)(k), 177, 181, 183,

Aim

To ensure a smooth transition process for all families at Active Kids Group. Whilst ensuring that children are enrolled in the correct room for the age, developmental needs and in line with friendship groups.

Related Policies

Routine Policy

Orientation for Children Policy

Who is affected by this policy?

Child Educator Families

Implementation

The transition of children between rooms is an important process, and should be a joint effort between the Service Co-ordinator and the Family Relations team. It is important that all Active Kids Group Services follow the below procedure to ensure a smooth process. A minimum 2 weeks notice should be given for all transitions.

- Family Relations team to send Coordinators a reminder to send through their transition list in the first week of each month.
- Coordinators are to send a list of children who are ready to transitions to their Family Relations consultant in the first week of every month. If children are still listed from the previous month and haven't yet had the opportunity to transition they will be given first priority.

- Family Relations consultants will notify Coordinators as positions become available and using the list of names that has been provided indicate the possible date of transitions.
- Coordinators speak with the family of the child and let them know that a position is now available for their child to transition, outlining the date which the transition will take place and explaining that transition visits will occur in the two weeks before the final move to the new room.
- Coordinators to confirm with their Family Relations consultant that families have been verbally informed of the transition, a confirmation email will then be sent to the family from the Family Relations consultant confirming the date of the transition. Coordinators to be cc'd on this email.
- Family Relations consultant to make appropriate changes in Qkids.
- Introductions between Educators from the new room and parents take place to ensure parents feel comfortable with the new team who will take care of their child
- The child's new Educator will orientate parents with the child's new room using the transition checklist and discussing; sign-in area, routines, pockets, place to store personal items, daily program, notice boards etc.
- Parents are asked to complete a Child Transition Update form.
- Parents are encouraged to spend time in the new room with the child and Educators during the drop off and pick up times.

Transition Process

Week 1:

- Parents drop children into their current classroom upon arrival.
- A Educator/s (depending on numbers) are to accompany children to their new rooms for a play session at a convenient time throughout the day, and return back to their current classroom for the remainder of the day.

Week 2:

- Parents drop children into their current classroom upon arrival.
- A Educator/s (depending on numbers) are to accompany children to their new classrooms for the half of the day. They will then return to their current room for the end of the afternoon.

Week 3:

- Children will be dropped off into their new classrooms and will remain there for the entire day. Their names should now appear on the new room rolls, and be collected from their new rooms in the afternoons.

Please note, this transition period may need to be extended to up to 4 weeks depending how each individual child settles. Each individual Service will decide the best time to conduct transitions each day for each room.

Transition from one room to another

Change is harder for some children than others, however by making this transition as smooth as possible for children and families, we are helping build the child's success. Separation can evoke children's deep feelings which can trigger restlessness, frustration etc.

As to minimise any distress that the transfer may cause;

- Think about the transition ahead of time. Lay the groundwork for a new teacher to get to know their child by sharing information and insights you have gained.
- Talk to families about how their child handles change and the strategies they use to help their child cope with change
- Plan to have the child and family visit the new group more than once if possible.
- Invite the new teacher to visit the child in their room numerous times
- Talk about change, starting from 2 weeks before the transition
- Don't talk about the transition in terms of concern or sorrow
- Talk about their new teacher every day in general conversation
- Celebrate the child's last day in the room with a special snack or by signing a special song you have made together
- Be sure to say goodbye.

Transition to school

When a child first attends school, there is a great change for that child and for their family. We believe that the child's parents are the most important link in this transition.

- The better the bridge between home and school, the better the education: that's the message of recent research.
- The Service will always talk about starting school in a positive manner that will reinforce a healthy attitude toward the transition.
- If possible, information on local schools will be made available to parents.
- Toward the end of each year an excursion is arranged to visit the local school so as to familiarise the children with the school environment.
- Parents with children who are of eligible age to commence school in the following year will be given a school readiness report in October.
- Information regarding school readiness is issued in October.

- Children will be encouraged to bring a school lunch for a week in December to help prepare for school. Parents will be provided with information regarding appropriate nutrition and lunches for school

Room transitions occur at the beginning of the New Year or when a vacancy occurs. Each room has levels of expectations of the children and they will only transition when they are ready. Transition between rooms/groups is not just age based they need to be ready in all aspects of their development. When it is time to attend School the Service will co-ordinate with parents/guardians and the school.

Review

The policy will be reviewed annually. The review will be conducted by:

- Management
- Employees
- Families
- Interested Parties

Educator and Parent Relationship Policy

Quality Area 6 – Collaborative partnerships with families and communities

NQS

6.1 Supportive relationships with families

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

6.1.1 Engagement with the service

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

6.1.2 Parent views are respected

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

6.1.3 Families are supported

Current information is available to families about the service and relevant community services and resources to support parenting and family well-being

6.2.1 Transitions

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

6.2.2 Access and participation

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

6.2.3 Community engagement

The service builds relationships and engages with its community

Law / Regs

National Law & Regulations

Reg 73, 75, 76, 80, 155(e), 157, 160, 168(2)(j)(k), 177, 181, 183,

Aim

Our Service's philosophy focuses on the idea that children are not separate from their families but linked. We aim to provide an environment where families can help educators increase their understanding of their children. We also aim to provide an environment where educators help families increase their confidence in their parenting abilities.

Related Policies

Parental and Family Involvement Policy

Refer to Centre Philosophy/ Statement of Principles

Who is affected by this policy?

Child

Educator

Families

Implementation

The guidelines below will help educators develop positive relationships with Service families:

- Educator should respect families at all times.
- Educator should ask families questions about their children.
- Educator should involve families in decision made about their children.
- Educator should work to establish a pattern of communication with families upon a child's arrival and departure.

- Educator should keep in mind that family members are more than just a child's caregivers. They have lives too. Show an interest in the families' life away from the Service. This will give Educator an insight into the child's home life.
- Educator should be accepting of individual ways of parenting and offer guidance and strategies where suitable.
- Educator should accept that some parents may not be able to give a lot of time to their Service at particular times in their lives.
- Educator should know their own limits and be ready to refer families to other support persons if the situation is beyond your level of training.
- Educator will ensure that all families receive orientation upon a child's enrolment and from that point in time Educator will be available to discuss a child's progress with a family member at any time.
- Educators should remain professional in their conduct, their discussions and interactions with the families and their children at all times.
- Educators should participate in service special and social events e.g. scheduled and/or organised Mother's Day, Father's Day, graduation, end of year celebrations etc... to further enhance their rapport with the family.
- Educators will refrain from any outside of work hour interactions with families unless arranged by the service e.g. babysitting, nannying, pick up and drop off of parent's children to and from the service is not permitted and disciplinary action may be enforced.
- Educators should refrain from any contact or affiliation with families and their children through any forms of social media. This is not permitted, and disciplinary action may be enforced.

Sources

Administration, Handle With Care (1987). *Sebastian, Patricia*. AE Press: Melbourne.

Australian Ministerial Council for Education, Early Childhood Development and Youth

Affairs. (2011). *Education and care services national regulations. Part 4.6 Collaborative Partnerships with families and communities*. (p.143). Retrieved from <http://www.eduweb.vic.gov.au/edulibrary/public/earlychildhood/childrensservices/draft-edu-care-regs.pdf>

Review

The policy will be reviewed annually.

The review will be conducted by:

- Management

- Employees
- Families
- Interested Parties

Reviewed January 2024

Excursion Risk Assessment Plan

Service Name	
Excursion details	
Date (s) of excursion. If it is a regular outing include a description of when children are to be taken on regular outings.	
Proposed activities. List all activities that will take place during the excursion.	
Pick up location and destination (s). List each location travelled to and from as part of the excursion. E.g. the museum, park for lunch and service.	
Estimated departure and arrival times and duration of the excursion. E.g. from the service to each destination and returning to the service.	

Proposed route You can include an image of the route sourced online.	
Means of transport E.g. public bus, private bus, coach, private car, taxi, tram	
Requirements for seatbelts or safety restraints in your state or territory have been met.	Yes / No Comment:
Number and full names of each adult involved in the excursion. E.g. service staff, family members, volunteers	
The number of educators / responsible adults, appropriate to provide supervision, and whether any adults with specialised skills are required. E.g. for children's individual needs.	
The number of children involved in the excursion.	

<p>Any water hazards during the excursion, including any risks associated with water-based activities?</p> <p>If yes, detail in the risk assessment table below.</p>	<p>Yes / No</p> <p>Comment:</p>	
<p>Educator to child ratio, including whether this excursion warrants a higher ratio.</p> <p>Provide details in the risk assessment table below.</p>		
<p>Describe the process for entering and exiting the service premises and the pick-up location or destinations (as required); (include how each child is accounted for):</p>		
<p>Describe the procedures for embarking and disembarking the vehicle (include how each child is accounted for in embarking and disembarking):</p>		
<p>Excursion checklist – items to be readily available during the excursion (please tick)</p>		
<p><input type="checkbox"/> First aid kit</p>	<p><input type="checkbox"/> List of adults involved in the excursion</p>	

<input type="checkbox"/> List of children involved in the excursion	<input type="checkbox"/> Contact information for each adult
<input type="checkbox"/> Contact information for each child	<input type="checkbox"/> Mobile phone / other means of communicating with the service & emergency services
<input type="checkbox"/> Medication, health plans and risk assessments for individual children	<input type="checkbox"/> Other items, please list

Use the table below to identify and assess risks to the safety, health or wellbeing of children attending the excursion, and specify how these risks will be managed and minimised [regulation 101(1)]. This must include any risks associated with water-based activities.

Risk assessment					
Activity	Hazard identified	Risk assessment (use matrix)	Elimination/control measures	Who	When

(Press tab to add more rows)

Risk Matrix						
Likelihood	Consequence					
		Insignificant	Minor	Moderate	Major	Catastrophic
	Almost certain	Moderate	High	High	Extreme	Extreme
	Likely	Moderate	Moderate	High	Extreme	Extreme
	Possible	Low	Moderate	High	High	Extreme
	Unlikely	Low	Low	Moderate	High	High
	Rare	Low	Low	Low	Moderate	High

Plan and Review			
Plan prepared by:	Full name: Signature: Role/Position:	Date:	
Prepared in consultation with:	Full name: Signature: Role/Position:		
Communicated to all relevant staff:	Yes / No Comment if needed:		
Vehicle safety information reviewed and attached:	Yes / No Comment if needed:		
Risk assessment to be evaluated and reviewed on: A risk assessment must be undertaken prior to an excursion being undertaken (and before seeking authorisation for that excursion to be undertaken - see regulation 102). If the excursion is a ' <i>regular outing</i> ', a risk assessment must be undertaken <i>at least</i> annually.	Date:		

Reviewed January 2025

Inclusion Support Policy

Quality Area 6 – Collaborative partnerships with families and communities

NQS

6.1 Supportive relationships with families

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

6.1.1 Engagement with the service

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

6.1.2 Parent views are respected

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

6.1.3 Families are supported

Current information is available to families about the service and relevant community services and resources to support parenting and family well-being

6.2.2 Access and participation

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

6.2.3 Community engagement

The service builds relationships and engages with its community

Law / Regs

National Law & Regulations

Reg 73, 75, 76, 80, 155(e), 157, 160, 168(2)(j)(k), 177, 181, 183,

Aim

To provide each child regardless of their additional needs and abilities with a supportive and inclusive environment that allows each child to fully participate in their education and care at the service. Educators will remain positive, open-minded and honest at all times when working with families and external support professionals to most positively meet the additional needs of each child being educated and cared for at the service.

Related Policies

Child Protection Policy

Continuity of Education and Care Policy

Enrolment Policy

Orientation for Children Policy

Relationships with Children Policy

Health, Hygiene and Safe Food Policy

Immunisation and Disease Prevention Policy

Infectious Diseases Policy

Medical Conditions Policy

Implementation

The Inclusion Support Programme (ISP) assists early childhood and child care services to include children with additional needs by providing tailored inclusion advice and support from state-wide Inclusion Agencies. The ISP also provides funding to address inclusion barriers and specialist equipment where required.

Children with additional needs

While there is no national definition of 'additional needs', a range of risk factors may (but not always) lead children with particular characteristics to be vulnerable to suboptimal learning and life outcomes. These include (but are not limited to):

- Children with disability including those undergoing assessment for disability
- Aboriginal and Torres Strait Islander children
- Children from culturally and linguistically diverse backgrounds
- Children from a refugee or humanitarian background
- Children with serious medical condition/s
- Children presenting with language and speech delays
- Children presenting with disruptive behaviour

The Inclusion Support Programme is funded by the Australian Government Department of Education and Training. For additional information, including Frequently Asked Questions, refer to the [department's website](#).

Support available through the ISP for early childhood and child care services includes:

- Support from an Inclusion Agency (IA) – IAs employ skilled Inclusion Professionals who provide tailored support to eligible ECCC services to address inclusion barriers and develop their inclusion capacity and capability.
- Specialist Equipment Library (SEL) – The service can borrow equipment to facilitate and support the inclusion of a child with additional needs. The Inclusion Agency can assist the service to access equipment through the Specialist Equipment Library.
- Funding from the Inclusion Development Fund – Services can access funding to address barriers to inclusion that cannot be resolved through support from an Inclusion Agency or the Specialist Equipment Library.

Inclusion Development Fund (IDF)

Participation in early childhood and child care (ECCC) services offers children with additional needs the opportunity to be engaged in play based learning environments and programs with their same age peers. This opportunity will complement other supports and experiences children may access elsewhere, such as early intervention therapy.

Funding may be required by a service to assist in addressing the barriers to inclusion to ensure all children can participate. There are four streams of IDF support. Each stream has different eligibility criteria, application processes and approved funding purposes.

- IDF Subsidy for an Additional Educator
- IDF Subsidy for Immediate/Time Limited Support
- IDF Innovative Solutions Support

The IDF Manager assesses and determines an outcome for applications against the eligibility criteria for the IDF support stream outlined in the ISP Guidelines.

Each of the IDF funding streams has a specific purpose with a different eligibility criteria and application process. Your service and the Inclusion Agency will determine the most suitable funding stream based on the services' needs.

Child Eligibility Requirements

From 2 July 2018, under the new Child Care Package, all children included in an Inclusion Development Fund (IDF) application or approval must meet the [eligibility requirements for Child Care Subsidy](#). This includes meeting [residency rules](#) and [immunisation requirements](#).

A [Fact Sheet](http://idfm.org.au/WWW_IDFM/media/Media/Child-Care-Subsidy-and-the-ISP-Fact-Sheet.pdf) is available to provide key information and answer FAQs. Please see link provided http://idfm.org.au/WWW_IDFM/media/Media/Child-Care-Subsidy-and-the-ISP-Fact-Sheet.pdf

For further information about child eligibility requirements:

- [IDF Subsidy for an Additional Educator](#)
- [Immediate/Time Limited Support](#)
- [FDC Top Up](#)

Please note that child eligibility requirements are only one of the criteria which must be met for a service to be eligible for IDF Subsidy.

Information on IDF (Inclusion Development fund) for families' brochure

[file:///C:/Users/Active%20Kids/Downloads/IDF_information-for-FAMILIES_brochure%20\(1\).pdf](file:///C:/Users/Active%20Kids/Downloads/IDF_information-for-FAMILIES_brochure%20(1).pdf)

How does a service decide if they need an Additional Educator?

Services develop a Strategic Inclusion Plan (SIP) to identify the barriers to including all children and plan changes and actions educators and the service will implement to address these barriers. Through this planning process the service may identify additional supports they require to address barriers to inclusion.

A SIP is a self-guided inclusion assessment and planning tool for services, that includes strategies for improving and embedding inclusive practice, in line with the National Quality Standards (NQS). The development of a SIP recognises the current inclusive capacity of a service and outlines the strategies and actions educators will implement to increase this capacity to include all children.

The development of a SIP is the first step to accessing support from the ISP including funding through the Inclusion Development Fund (IDF). Each service location will have one SIP, which can incorporate the inclusion planning for all care environments delivered from this site.

The SIP is developed, implemented and evaluated within a 12 month period. A SIP can be updated during this period to reflect any changes, and record the progress made in implementing the strategies and actions outlined.

Additional support may include an increased educator to child ratio in the care environment. In this case, if a service is including children with high support needs, they can apply for short or longer term funding to assist educators to implement the changes and actions in their SIP, to assist them to include all children.

Services may be including children with a diagnosed disability or undergoing assessment of disability, and decide they do not require an increase in the number of educators in the room. They may decide that putting other actions in place, such as changes to the physical environment or the program and experiences offered to children, will enable them to include all children. The service can also continue to access the support of the Inclusion Agency to assist educators to develop and implement strategies to include all children and build educator capacity.

If the service applies for an Additional Educator - What does this mean for your child?

If your child has high support needs, the service may identify the need for an increased educator to child ratio for some of the time your child attends. An additional educator may be required for:

- A time limited period to settle your child into the care environment; or
- For a longer period.

The [additional educator works as a member of the team](#) to provide a quality inclusive programme for all children, they are not funded to provide one to one support for an individual child. The increase in the number of educators in the room will help educators to implement actions from their SIP, such as changes to the program which could include educator supported small group experiences, indoor/outdoor play offered at the same time, use of alternative ways of communicating with all children, more assistance for children to join in play and talk with their peers.

If the service decides to not apply for an Additional Educator – What do I do?

Communication and building a shared understanding of your child, and what the service can offer, is key to your child's inclusion at the service. Talk to the service about how they will support your child to be included and participate in the program. Share information about your child and regularly discuss how your child is enjoying and participating in the program, as well as identifying any concerns or questions you have.

It is helpful to remember that educators already have the knowledge, skills and resources to offer a program to cater to differences in children's needs, abilities and interests. They do this every day. Services employ trained teachers and educators who must plan and provide a quality program for all children under the National Quality Standards. A service may decide that they do not require more educators in the service to offer a quality program which meets all children's needs. However, the service should be implementing practices, and making changes to their practices where needed, to ensure your child is included.

What other additional supports may services apply for?

Services may decide to apply for Innovative Solutions Support to assist them to build educator knowledge and skills to include all children. This support provides services with the opportunity to try alternate ideas and solutions to address barriers to inclusion, other than employment of an Additional educator. This can provide support such as an interpreter or bicultural educator, or advice and tailored support from a specialist.

What information will a family be asked to provide?

To support an IDF application for an Additional Educator or Family Day Care Top Up you will need to sign a Department of Education and Training 'Permission to Share Personal Information form' (Family Consent Form) and if required, provide documentary evidence for your child that meets the requirements in the ISP Guidelines.

Eligible documentation can include the child's current Health Care Card with the code 'CD', or documentation to show the child is a National Disability Insurance Scheme (NDIS) participant. Other forms of documentation may also be accepted. Your service will advise you whether you need to provide any documentation.

How long does it take for the IDFM to assess an application?

Applications for funded support for IDF Subsidy for an Additional Educator or Family Day Care Top Up are typically assessed by the IDFM within 15 business days and funding approvals commence the following Monday after assessment. Approvals can be for up to a 12 month period. Please note that applications from Vacation Care services are prioritised prior to and during Vacation Care to assist services to access the funded support required for the vacation care period.

Applications for Immediate/Limited Term Support are typically assessed by the IDFM within 5

business days and funding approvals commence the following Monday after assessment. Approvals can be for up to 8 weeks.

What do I do if the service has been funded for an Additional Educator but I have concerns about how they are using this support?

- Talk to the service about your concerns.
- Refer to the [Role of the Additional Educator – Fact Sheet](#) for information about how this support can be used.
- If you still are concerned contact the IDFM on 1800 824 955 or idfm@ku.com.au to discuss your concerns.

Ways the IDF subsidy can be utilised

- To increase the educator to child ratio to support inclusion of all children in centre based care environments for a limited or longer term period; or
- To provide a fee top up payment to FDC educators who cannot enrol the maximum number of children due to the impact of including a child with significant high support needs; or
- To support flexible and alternative solutions to address inclusion barriers in the service which are not funded under other IDF support streams and addressed through support provided by the Inclusion Agency.

The IDF subsidy cannot be used

- For one to one support
- For respite care
- To provide therapy or early intervention supports
- When children are being funded to participate in state funded preschool or kindergarten programmes
- To provide medical/nursing assistance

Sources

Australian Ministerial Council for Education, Early Childhood Development and Youth

Affairs. (2011). *Education and care services national regulations*. Retrieved from <http://www.eduweb.vic.gov.au/edulibrary/public/earlychildhood/childrensservices/draft-edu-care-regs.pdf>

National Quality Standard
Early Years Learning Framework

Inclusion development fund manager website <http://idfm.org.au/home>

Review

The policy will be reviewed annually.

The review will be conducted by:

- Management
- Employees
- Families
- Interested Parties

Reviewed January 2025

Inclusion Support Procedure

Quality Area 6 – Collaborative partnerships with families and communities

NQS

6.1 Supportive relationships with families

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

6.1.1 Engagement with the service

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

6.1.2 Parent views are respected

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

6.1.3 Families are supported

Current information is available to families about the service and relevant community services and resources to support parenting and family well-being

6.2.2 Access and participation

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

6.2.3 Community engagement

The service builds relationships and engages with its community

Law / Regs

National Law & Regulations

Reg 73, 75, 76, 80, 155(e), 157, 160, 168(2)(j)(k), 177, 181, 183,

Aim

Pursuant of the Service's beliefs and aims, the Service endeavours to respect and demonstrate awareness of and appreciation for each individual's uniqueness. The service will aim to help build the capacity and capability of each child by providing a quality inclusive care environment and accommodate children with additional needs relative to but not limited to disability, ESL (English as a second language) and behavioural tendencies.

Related Policies

Child Protection Policy
Continuity of Education and Care Policy
Enrolment Policy
Orientation for Children Policy
Relationships with Children Policy
Health, Hygiene and Safe Food Policy
Immunisation and Disease Prevention Policy
Infectious Diseases Policy
Medical Conditions Policy

Implementation

Children with additional needs

While there is no national definition of 'additional needs', a range of risk factors may (but not always) lead children with particular characteristics to be vulnerable to sub-optimal learning and life outcomes. These include (but are not limited to):

- Children with disability including those undergoing assessment for disability
- Aboriginal and Torres Strait Islander children

- Children from culturally and linguistically diverse backgrounds
- Children from a refugee or humanitarian background
- Children with serious medical condition/s
- Children presenting with language and speech delays
- Children presenting with disruptive behaviour

Providing quality inclusive care environments

The Inclusion Support Programme

The Inclusion Support Programme (ISP) assists early childhood and child care services to include children with additional needs by providing tailored inclusion advice and support from state-wide Inclusion Agencies. The ISP also provides funding to address inclusion barriers and specialist equipment where required.

The ISP assists ECCC services to include children with additional needs by providing tailored inclusion advice and support, as well as funding to support services with more challenging inclusion barriers. Support available through the ISP for ECCC services includes:

- Support from an Inclusion Agency (IA)
- Specialist Equipment Library (SEL)
- Funding from the Inclusion Development Fund (IDF) to address barriers to inclusion that cannot be resolved through support from an IA or the SEL.

The four streams of IDF support have different eligibility criteria, application processes and approved funding purposes. The four streams are:

- IDF Subsidy for an Additional Educator
- IDF Subsidy for Immediate/Time Limited Support
- IDF Subsidy – Family Day Care Top Up
- IDF – Innovative Solutions Support

The ISP has a focus on building child care services' ability and confidence to include children with additional needs and relying less on ISP funding support.

ECCC services accessing inclusion support through this program are making a commitment to building their capacity and capability to ensure inclusion practices are part of their every day service delivery.

The Inclusion Support Programme is funded by the Australian Government Department of Education and Training. For additional information, including Frequently Asked Questions, refer to the [department's website](#).

Information on IDF (Inclusion Development fund) for services brochure

[file:///C:/Users/Active%20Kids/Downloads/IDF_information-for-SERVICES_brochure%20\(1\).pdf](file:///C:/Users/Active%20Kids/Downloads/IDF_information-for-SERVICES_brochure%20(1).pdf)

The IS Portal

The IS Portal is a user-friendly, simplified web-based application to facilitate ECCC services' interaction with the ISP. It provides step-by-step guidance for services to complete an online Strategic Plan (SIP) and if required, access funding through the Inclusion Development Fund (IDF).

Eligible services can seek funded support through the IS Portal using their standard AUSKey. Key requirements for accessing the IS Portal are:

- Each IS portal user must be listed as an authorised or key person for the ECCC service on the Child Care Management System (CCMS) Personnel Records AND have a unique email address that is not shared between other personnel records for different people.
- Each person/s responsible for accessing the IS Portal in the ECCC service must be registered with a standard AUSKey. AUSKey is a secure login that identifies the individual when participating in government online services on behalf of business. Further information about AUSKey is available on the Australian Business Register website.
 - Do you want information on what systems and browsers are compatible with AUSKey? Go to the [AUSKey](#) website.
 - Do you want information on how to set up an AUSKey? Go to the [AUSKey](#) website.
 - Do you want information on managing an AUSKey, including using AUSKey on another computer? Go to the [AUSKey](#) website.
- The Inclusion Agency can grant access to the IS Portal for the first user in the service, who has an AUSKey and unique email address, and then the first user can provide access to additional users for the service. Click here for further information on [provisioning other users](#).

These requirements provide assurance that the individual is authorised to access the IS Portal and engage with ISP on behalf of the service.

Do you need further information or technical support?

For further information about accessing the IS Portal refer to the Department "[IS Portal Information](#)" page, including the [Frequently Asked Questions \(FAQs\)](#) Inclusion Support Portal.

Clearing the cache in your web browser regularly will help the IS Portal to function as intended. Below are instructions which can be used to clear the cache for different browsers:

[Internet Explorer](#)

[Firefox](#)

[Google Chrome](#)

If you need technical support, refer to the [Where to go for technical support for the Inclusion Support \(IS\) Portal](#).

About Inclusion Agency (IA)

Each state and territory has an IA to assist services to build their capability and capacity to provide and embed inclusive practices in their delivery of early childhood and child care services. IAs employ skilled Inclusion Professionals (IPs) who provide tailored support to eligible ECCC services to address inclusion barriers and develop their inclusion capability. This will occur through the development of a Strategic Inclusion Plan (SIP) using reflective practice and a strengths based approach.

How to access the Specialist Equipment Library (SEL)

If the Strategic Inclusion Plan (SIP) identifies the need for specialist equipment, the IA will assist the service to borrow equipment to facilitate and support the inclusion of a child with additional needs. For more information about the Specialist Equipment Library contact your Inclusion Agency.

About the Inclusion Development Fund (IDF)

Under the ISP, funding will be available for ECCC services to address barriers to inclusion through the Inclusion Development Fund (IDF), including subsidising the employment of an additional educator in centre based services, a subsidy top up for FDC educators and funding to support innovative and flexible solutions to inclusion barriers.

There are 3 funding streams available to address barriers to inclusion that cannot be resolved through support from an IA or the SEL. The 3 streams of IDF support have different eligibility criteria, application processes and approved funding purposes.

- IDF Subsidy for an [Additional Educator](#) provides per hour funding to centre based services. This subsidises the employment of an additional educator to increase the educator to child ratio in the care environment. The increased ratio assists educators to support the inclusion of children with ongoing high support needs alongside their peers.
- The IDF Subsidy for [Immediate/Time limited Support](#) enables centre based services to immediately engage an Additional Educator to assist with the inclusion of a child with a disability, undergoing assessment for disability, or children presenting with challenging behaviours. This is for a limited period of time while alternative support options are being considered.
- [Innovative Solutions Support](#) funds flexible and alternative solutions to address inclusion barriers which are not funded under other IDF support streams and addressed through support provided by the Inclusion Agency. Inclusion Agencies can assist services to identify and apply for Innovative Solutions Support. Bicultural Support is an option for support through the IDF Innovative Solutions.

Identifying the need and applying for inclusion supports

Step 1: Contact your local Inclusion Agency (IA)

To find the contact details of your local IA you will soon be able to enter your postcode or suburb in the 'Find your local IA' above. The specific arrangements for accessing support from an IA may vary. The IA will discuss the service's inclusion needs. This function will be available soon.

Step 2: Complete a SIP in collaboration with your IA

The IA will generate a record for the 'Strategic Inclusion Plan' (SIP) and issue a Letter of Introduction to the service. Each service provider will have one SIP, regardless of the number of service types they operate at the site. Where a service does not have the necessary infrastructure to support the IS Portal, a paper-based SIP is available through the IA.

A SIP is a self-guided inclusion assessment and planning tool for services, that includes strategies for improving and embedding inclusive practice, in line with the National Quality Standards (NQS). The

development of a SIP recognises the current inclusive capacity of a service and outlines the strategies and actions educators will implement to increase this capacity to include all children.

The SIP is the first step to accessing support from the program. The IA will assist the service to complete the SIP. A SIP identifies the barriers to inclusion and the inclusive strategies educators will implement. The SIP may identify inclusion barriers that cannot be resolved by support from an IA alone and require additional supports. In these circumstances, the ISP can provide further support to services through the Specialist Equipment Library (SEL) and/or the Inclusion Development Fund (IDF). The SIP is developed, implemented and evaluated within a 12 month period. A SIP can be updated during this period to reflect any changes, and record the progress made in implementing the strategies and actions outlined.

Click here for more information about developing a [Strategic Inclusion Plan](#).

Step 3: Is specialist equipment library required? (If no go to Step 4)

If the SIP identifies that specialist equipment would support the service to include all children, the IA will assist the service to access the SEL.

Step 4: Is funded support through the IDF required?

There are 4 streams of IDF support which each have a different eligibility criteria, application process and approved funding process. The four streams of IDF funding are:

- [Subsidy for an additional Educator](#)
- [Immediate/Time Limited Support](#)
- [Family Day Care Top Up](#)
- [Innovative Solutions Support](#)

Step 5: Create a case on the IS Portal

To apply for IDF support the service will need to log on to the IS Portal using their AUSkey, create an IS Case and complete the information required for the IDF stream selected. For IDF stream specific information, please refer to the 'Apply' page in the relevant funding stream, ie. [Subsidy for an Additional Educator](#), [Immediate/Time Limited Support](#), [Family Day Care Top Up](#) and [Innovative Solutions](#).

Step 6: Assessing an application

The IDF Manager will assess the application for funding against the eligibility requirements set out in the ISP guidelines. The service will be advised of the outcome of their application, by the IDF Manager, within the timeframe specified for the IDF stream.

Step 7: Outcome

If an application *is approved*, the IDF Manager will send the service an Approval Letter, via email, to the contact details on the application, outlining the:

- Start and end date of the approval period
- Approved number of subsidised hours that can be claimed each week
- Maximum number of subsidised hours over the approval period

- Approved number of non-face to face hours over the approval period; and
- Date by which the service should apply for a renewal of funding.

If an application is *not approved*, the IDF Manager will send the service an Application Declined Letter, via email, advising that the application has been declined and the rationale for which it was declined.

Step 8: Allocating an ISS educator

- Once funding has been approved, an ISS educator will be assigned to assist the child, the educators and the environment reflective of the approval letter. The Coordinator will contact the payroll advisor to add an ISS section onto EI to reflect the hours rostered as per the approval letter
- The Coordinator will also allocate an ISS section on the staff sign in sheets, so this is evident who the educator is by name and role description
- Weekly the Coordinator will email the accounts manager a summary of the ISS hours worked, ISS educator name who covered these hours, names of the children in need of inclusion support with dates and times

Step 9: Setting up Inclusion Support folder

- An individual ISS folder will be created for each child and used as a reference point for the child's family, Coordinator, relative educators, other professionals where needed. The following is to be evident:
 - Child's diagnosis
 - OT reports
 - Speech therapy reports
 - Other specialist reports
 - Daily observations as recorded by the ISS educator
 - Email correspondence showcasing family, Coordinator and outside professional's communications
 - SIP
 - Barrier of strategies
 - Other resources
 - Parent meetings
 - KU information and recommendations etc...
 - AKG correspondence, resources, updates re ISS
- Folders can be used during meetings as a reference point to assist ISS managers, families and other professionals gauge a better understanding of the child's evolving development and capabilities
- Any ISS cases will be communicated to the operations manager and updated where necessary.

Sources

Australian Ministerial Council for Education, Early Childhood Development and Youth

Affairs. (2011). *Education and care services national regulations*. Retrieved from <http://www.eduweb.vic.gov.au/edulibrary/public/earlychildhood/childrensservices/draft-edu-care-regs.pdf>

National Quality Standard
Early Years Learning Framework

Inclusion development fund manager website <http://idfm.org.au/home>

Review

The policy will be reviewed annually.

The review will be conducted by:

- Management
- Employees
- Families
- Interested Parties

Reviewed January 2025

Inclusion Support Facilitator Job Description

Position title: Inclusion Support Facilitator

Responsible to: Coordinator/Nominated Supervisor, Managing Directors and Children Services Team

Statement of Additional Duties: Attendance at out-of-hours meetings, training and service functions. (TIL accrued for meetings for 1 hour)

Award /Agreement: Refer here to relevant Award in the employment agreement pack.

EXPERIENCE, QUALIFICATIONS AND TRAINING

- A qualification is not required to support the role of an inclusion support facilitator as all educators within the team will be working with the child with high support needs, so there will be a range of knowledge, experience and skills available to support the child's inclusion within the program.
- Current First Aid certificate optional
- Completed Working with Children Check.

AIMS OF THE POSITION

- The Additional Educator is employed as an extra member of the team to increase the number of educators in the care environment when a child with high support needs is attending.
- The Additional Educator works as a member of the team, sharing the daily work and responsibilities to support the participation of all children in all aspects of the program.
- The work of the Additional Educator will look similar to the roles of other educators in the room. They will interact with all children and provide support to individual children when needed, including the child with high support needs, as will all educators.
- The additional educator can assist with implementing the educational program and supervising children in the room. Duties include assisting the room leader in effectively handling behaviour management; ensuring a clean, hygienic and safe environment, communicating with educators, families and children, preparing snacks, cleaning the child care environment areas, and assisting the Coordinator in preparing for and implementing a variety of educational, enrichment and recreational activities.

DUTIES OF THE POSITION

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- With the inclusion support worker, they, along with the room educators can work together to implement the Strategies and Actions identified in their Strategic Inclusion Plan (SIP). This will help the inclusion support worker and educators address the Barriers to inclusion identified in the SIP and support the inclusion of all children.

- The inclusion support worker will need to be guided and be familiar with the care environment routines and program, educator roles and tasks across the day, SIP Strategies and Actions being implemented.
- Discuss and clarify daily roles and responsibilities within the team, including implementing the Strategies and Actions in the SIP
- Be familiar with, update and maintain Inclusion support folder for children in need of inclusion support.
- Assist with the delivery of quality educational program are based on the needs of the families and children using the service.
- Ensure that the service's philosophy, policies and procedures are implemented.
- Ensure that confidentiality is respected and maintained.
- Supervise the provision of quality care that meets the individual and group needs of children.
- Ensure the room routine is followed.
- Cleaning the room and bathroom and completing cleaning records.
- Following service policies and procedures
- Change nappies according to Service Policies and procedures.
- Arrive to work prior to the commencement of your shift.
- Wear uniform; be neatly presented at all times.
- Uphold the Service Statement of Philosophy
- Follow Sick Leave procedure by replacing your shift and providing sufficient notice to Coordinator.
- Follow service's hygiene policy and practices such as wearing gloves.
- Familiarising and understanding all the policies and procedures.
- Setting up and packing away experiences.
- Being responsible for caring of the service equipment and resources.

Educational Program and Practice

- Work towards program goals for the room each month.
- Complete child observations and evaluations and file into inclusion support folder for review when necessary
- Discuss and clarify daily roles and responsibilities within the team, including implementing the Strategies and Actions in the SIP

Children's Health and Safety and Physical Environment

- Complete indoor and outdoor safety checks each day.
- Supervise effectively at all times.
- Document any incidents, accidents and follow the policy and procedures in place.
- Be responsible for knowing all children's allergies in the service.
- Manage an unwell child.
- Record any maintenance issues and inform coordinator.
- Take reasonable care to protect own safety in the workplace and avoid adversely affecting the health safety and welfare of any other person through any act of omission, neglect or misconduct at work
- Ensure work practices are consistently within Legislation and organisational guidelines relating to Health and safety, equal opportunity and antidiscrimination in the workplace.
- Use safe lifting practises for back care.
- Wear a full brimmed hat outside.

- Follow hand washing procedures and policies and ensure children are washing their hands correctly.
- Ensure the bathroom is clean and toilet paper, soap and paper towels are fully stocked.
- Ensure toy cleaning procedure occurs each day
- Mandatory Reporter

Relationships with Children and Collaborative Partnerships with Families and Communities

- Seek regular input and feedback from parents re child's progress
- Communicate with parents and families in a warm and friendly manner and maintain professionalism at all times.
- Develop relationships with all children and families in the service.

Leadership and Service Management

- Work within the service's policies, procedures and philosophy
- Undertake performance reviews and evaluations and plan for professional goals.
- Participate in staff development and training programs
- Participate in service policy/procedure review and develop new policies in consultation with the operator/management, staff and families.
- Respond and act on management feedback in a timely manner.

Requirements of the Job: Key Areas – Skills, Knowledge and Abilities

- Oral and written communication skills.
- English language skills.
- Interpersonal relations skills.
- Personal computer and keyboarding skills.
- Customer service and public relations skills.
- Able to work as a team and speak to others appropriately.
- Understand service anti bullying and harassment policy.
- Following Ethical Code of Conduct
- Critical thinking and problem solving skills.
- Ability to maintain confidentiality in all aspects of the job.
- Ability to manage multiple tasks with frequent interruptions.
- Ability to manage multiple priorities.
- Ability to work with children with diverse backgrounds and abilities.
- Ability to promote and follow policies and regulations
- Ability to communicate, interact and work effectively and cooperatively with people from diverse ethnic and educational backgrounds.
- Ability to recognise the importance of safety in the workplace, follow safety rules, practice safe work habits, utilise appropriate safety equipment and report unsafe conditions to the coordinator.
- Sound knowledge of reporting requirements relating to child protection and procedures relating to a child care centre

DECLARATION

I have read the Inclusion Support Facilitator Job Description and agree to carry out the responsibilities and duties of this position diligently and to the best of my ability.

Name:

Signature:

Date

Witness:

Position:

Signature:

Date

Reviewed January 2025