

Canterbury Early Learning Centre Policy Manual

Review Date: December 2024	Next Review Date: December 2025	Review Cycle: Annually
Reviewed By: Kirsty Dwyer / Leanne McGregor / Lucia Lemke	Approved By: Executive Team	Notes: Update to position titles, correction of legislation references, update to reflect operational practices

Review History		
Date	Reviewed By	Notes
September 2018	Suellen Fawkes	
January 2022	Leigh Mayes	Inclusion of newly developed policies
December 2024	Kirsty Dwyer / Leanne McGregor / Lucia Lemke	Update to position titles

Parent Review			
2014		2015	
11/5/14	Judith Kelmanson	3/8/15	Judith Kelmanson
14/4/14	Renee Maybury	28/9/15	Kate Wilson
27/5/14	Andi Benefield	1/10/15	Amy Jennison
11/6/14	Anissa Thrush		
24/6/14	Kylie Mead		
2016		2017	
4/5/16	Laura Whybird	9/8/17	Leigh Mayes
8/9/16	Judith Kelmanson	15/9/17	Laura Whybird
3/6/16	Emma Crooks	11/11/17	Kate Benson
2018		2025	
10/9/18	Kate Benson		
18/9/18	Clair Goodall		

Contents

Allergies Policy	5
Animal Policy	7
Arrival and Departure Policy	12
Behaviour Management Policy	14
Biting Policy	17
Blue Card Policy	19
Child Protection Policy	21
Clothing and Sleep/Rest Policy	22
Code of Conduct Policy	24
Confidentiality and Maintenance of Records Policy	27
Continuity of Care Policy	29
Cultural Competence Policy	30
Delayed Entry/Exit Policy	32
Dental Care Policy	35
Early Learning Centre Access Policy for Parents and Carers	36
Emergency Procedures Policy	38
Enrolment and Orientation Policy	40
Equal Opportunities Policy	43
Excursion/Incursion Policy	45
Food Safety and Nutrition Policy	50
Governance Policy	53
Grievance and Complaints Policy	56
Hazardous Substances & Poisonous Plants Policy	57
Hygiene Policy	59
Illness and Infectious Diseases Policy	61
Immunisation Policy	64
Inclusion Policy	66
Interacting with & Supporting Children’s Individual Needs Policy	68
Lost Property and Broken Equipment Policy	70
Maintenance of Indoor Environment Policy	71
Maintenance of Outdoor Equipment Policy	73
Medical Conditions Policy	75
Medication Policy	80
Minimising the Use of Toxic Products Policy	83

Monitoring Staff in Study Policy.....	85
Notifications Policy	86
Pest Control Policy	89
Policy Review and Revise Policy	91
Rest Pause Policy	93
Security Policy.....	94
Staff Induction Policy.....	95
Staff Professionalism/Responsible Person Policy	98
Sun Protection Policy	100
Supervision Policy	102
Sustainability Policy.....	104
Transport/Transfer Policy	106
Volunteers, Students and Visitors Policy.....	107
Water Safety Policy	109
Workplace Health and Safety Policy	111

Allergies Policy

Rationale

We aim to provide safe and effective care of the children by ensuring that staff are fully aware of reactions to, and management of, any child's allergies.

Procedure

- Parents will be asked to inform staff of any allergies the child may have at the time of enrolment.
- This information will be recorded on the child's enrolment form and a management plan displayed in each classroom.
- Parents of children attending Canterbury Early Learning Centre will be informed of the Allergies Policy through the Parent handbook are requested to be sensitive to the needs of children with allergies.
- All staff are first aid trained and attend regular professional development regarding Asthma, Anaphylaxis and the use of an EpiPen.
- Parents are required to provide any prescribed medications such as Ventolin or EpiPen clearly labelled with a management plan for use.
- Medications are safely stored with plans and are easily accessible by staff. The bags with emergency medication will be transported by an Educator to specialist lessons and events.
- All staff are to make themselves and others working within the classroom aware of children's allergies listed on the session roll.
- Staff discuss with children the need to wash hands and faces after eating to minimize cross contamination.
- All lunch areas are cleaned with disinfectant after mealtimes.

Links to Other Policies:

- Hygiene and Infection Control Policy
- Medication Policy
- Medical Conditions Policy
- Work Health and Safety Policy
- Policy Review and Revise Policy

Policy Sourced From:

- Education and Care Services National Regulations (2011)
- Education and care services national law (Queensland)
- Queensland Health – Retrieved 09 December 2024
 - [Peanut Allergy \(health.qld.gov.au\)](http://health.qld.gov.au)
- Queensland Government – Retrieved 09 December 2024
 - [Reducing allergens in schools \(education.qld.gov.au\)](http://education.qld.gov.au)

Link to National Regulations, National Law & NQS: Education and Care Service National Regulations Education and Care Services National Law Act (2010), National Quality Standards (2018)

National Law:

167- Offence relating to protection of children from harm and hazards

National Regulation:

90- Medical conditions policy

168(2)(h)- Providing a child safe environment

NQS: 2.1
Developed: January 2022 Reviewed: December 2024

Animal Policy

Rationale

Although animals are not a necessary part of the program, we believe that animals can be a valuable source of learning and enjoyment for the children.

Procedure

- The decision to have an animal live / visit Canterbury Early Learning Centre will be made by the Head of Early Learning, based on an observed need or value to the children.
- A risk assessment will be completed for any animal.
- Any animal (including birds, reptiles and mammals) will only be considered with the clear understanding of their temperament and presence is safe and suitable with children, and an assurance that the animal will be properly cared for from the animal's handler and the incursion organiser.
- No animal will be allowed in Early Learning Centre which is likely to be a source of infection or which may in any way be detrimental to the wellbeing of the children.
- Checks need to be made regarding individual children's allergies before considering an animal in the Early Learning Centre.
- Children will be encouraged to wash their hands after handling any animals.
- The Head of Early Learning will oversee the day-to-day care of any animal that resides at the Early Learning Centre and will ensure care is delegated in their absence.

Links to Other Policies:

- Staff Induction
- Policy Review and Revise Policy
- Work Health and Safety Policy

Policy Sourced From:

- Education and Care Services National Regulations (2011)
- Education and care services national law (Queensland)
- [Canterbury College Staff Handbook](#)
 - General Expectations – Workplace Health and Safety
- Canterbury College Workplace Health and Safety Policy
- Queensland Government – Retrieved 9 December 2024
 - [Animals in education](#)

Link to National Regulations, National Law & NQS: Education and Care Service National Regulations 2011), Education and Care Services National Law Act (2010), National Quality Standards (2018)

National Regulation:

77(1)(a)- Adequate health and hygiene practices should be implemented

NQS: 2.1, 3.2

Developed: January 2022

Reviewed: December 2024

Anti-Discrimination Policy

Rationale

Canterbury Early Learning Centre is an equal opportunity organisation. We are committed to providing an environment that is safe, caring, non-discriminatory and supportive for its staff and students. All staff and students are treated on their merits. We do not tolerate any form of discrimination.

Canterbury ELC believes that all staff and students have the right to work and study in an environment free of discrimination and harassment. Discrimination undermines proper working relationships and may cause low morale, absenteeism, withdrawals and resignations. Any reports of discrimination will be treated seriously and investigated promptly, confidently and impartially. The ELC will provide training for all employees and volunteers in both their rights and obligations, and in the College policies and procedures relevant to discrimination issues.

Definition

Discrimination occurs when someone is treated unfavourably, or prejudicially. Subject to the specific exemptions detailed in State and Federal Anti-Discrimination Laws, discrimination on the following grounds is against the law:

- Sex, pregnancy, age
- Impairment, political belief or activity trade union activity
- Breastfeeding, marital status, parental status
- Race, religion, lawful sexual activity
- Social origin
- Association with or in relation to a person identified, based on any of the above attributes.

Application

This policy applies to all employees, volunteers, prospective and current parents/carers, prospective and current students, visitors to the College, all of whom are required to comply with the policy.

Scope of the Policy

This policy applies to the enrolment of all students and employment.

Procedure

The Canterbury Early Learning Centre applies the Canterbury College Complaints Management Policy as published on the Canterbury College website.

Key Elements

Employment

Position Descriptions

Each role at the College is supported by a comprehensive position description that outlines the key expectations, responsibilities, and requirements of the role. These descriptions are developed with consideration of the specific duties involved and how the role contributes to meeting the broader needs of the College. Position descriptions are provided during the recruitment process, and successful applicants receive a copy as part of their onboarding. To ensure role clarity and maintain accuracy, all position descriptions are reviewed regularly. Where updates are required—whether due to changes in responsibilities or evolving role requirements—revisions will be made in consultation with the employee and their Line Manager. The employee will then be provided with an updated copy of their position description.

Selection Criteria for Appointment and Promotion

The qualities sought in an employee for a specific position are reflected in all position descriptions and refer to (at least) qualifications, skill, abilities, knowledge and experience. Once an employee is engaged, then the same criteria apply in relation to promotion.

Interviews

The position selection criteria form the basis upon which questions are asked during interviews.

Relevant Exemptions

In relation to employment, the legislation provides exemptions in the following areas applicable to Canterbury College and Canterbury Early Learning Centre, including:

- where there is a genuine occupational qualification required,
- in educational institutions with a religious purpose,
- remunerating a worker who is under 21 years of age according to the worker's age and in line with the Enterprise Bargaining Agreement,
- where job capacity is restricted by impairment and special terms are imposed that would impose unjustifiable hardship on the school,
- where special services or facilities are required by people with disabilities that would impose unjustifiable hardship on the school, and
- where special circumstances or impairment would cause unjustifiable hardship.

Some exemptions are absolute, and some are not.

Enrolment

Prospective Students

Canterbury ELC does not discriminate in:

- failing to accept a persons' application for admission as a student,
- the way in which a person's application is processed,
- the arrangement made for, or the criteria used in, deciding who should be offered admission as a student, and
- the terms on which a person is admitted as a student.

Current Students

Canterbury ELC does not discriminate:

- In any variation of the terms of a student's enrolment,
- by denying or limiting access to any benefit arising from enrolment that is supplied by the school, or
- by treating a student unfavorably in any way in connection with the student's training or instruction.

Relevant Exemptions

The Act provides an exemption in the following areas:

- in relation to sex or religion if a school operates wholly or mainly for students of a particular sex or religion,
- where selection criteria for an educational program are based on a minimum qualifying age, and
- in relation to impairment where students with disabilities require special services or facilities that would impose unjustifiable hardship on the school.

Some exemptions are absolute, some are not.

Students with Disabilities

When there are available places and a student with a disability seeks admission, particular care is taken to ensure that the application is properly considered.

The procedures listed below are followed when considering the application:

1. The application is discussed with the parents or caregivers and the student (depending on the age of the student).
2. Detailed notes are kept of this meeting and of all subsequent conversations and meetings.
3. Written permission will be sought from parents or caregivers for the school to investigate the student's educational needs.
4. The Head of Early Learning will advise the parents or caregivers in an open, honest and straightforward manner of the services and facilities available within the school and an inspection of the school's facilities will be offered at the earliest opportunity.
 - (a) The parent's / carer's views on the additional services and facilities that the student needs will be obtained with verification of this information sought where necessary.
 - (b) It may be appropriate to obtain reports from any medical practitioners or other professional involved in treating or assisting the student.
 - (c) Enquiries will be made to determine if additional funding might be available from the Commonwealth or State Governments. This additional funding may be recurrent or capital funding.
5. The student seeking enrolment will be observed in their present setting and the teachers at the service presently attended will be consulted to ascertain the assistance the student is currently receiving. Advice will be sought about the services and facilities that may be required in the future.
6. The Head of Early Learning and Head of Learning Support (Junior School), and/or an internal child psychologist if appropriate, will be involved at an early stage of the process. Formal assessment of the student may be conducted.
7. Any additional services and facilities that may be required will be quantified and costed.
8. It may be necessary to engage other specialists in other fields (Auditory, Visual Impairment) as well as an occupational therapist, a building consultant or an architect to obtain detailed costing of modifications that may be needed.
If the student requires additional services and facilities because of the disability and the provision of these services and facilities by the school would cause unjustifiable hardship, the enrolment may be refused by the Head of Early Learning / Nominated Supervisor / Approved Provider on that basis. Before this step is taken, the family seeking enrolment will be given advice about the College's preliminary view and offered the opportunity to comment.

Links to Other Policies:

- Staff Induction
- Policy Review and Revise Policy
- Behaviour Management
- Child Protection
- Grievances and Complaints
- Complaints Management Policy.
- Work Health and Safety
- Supporting Children's Individual Needs

Policy Sourced From:

- Education and Care Services National Regulations (2011)
- Education and care services national law (Queensland)
- UNICEF – Retrieved 09 December 2024
 - [Fact Sheet: A summary of the rights under the Convention of the Rights of the](#)

[Child](#)

Link to National Regulations, National Law & NQS: Education and Care Service National Regulations 2011), Education and Care Services National Law Act (2010), National Quality Standards (2018)

National Regulation:

155- Interactions with children

168(2)(i)- Staffing

NQS: 2.1, 5.1, 6.1

Developed: January 2022

Reviewed: December 2024

Arrival and Departure Policy

Rationale

Canterbury Early Learning Centre's responsibility for each student begins when they are signed into the service and ends at the time when they are signed out by an authorised person, keeping with the Policies and Procedures set out below. For the safety and protection of students, and in keeping with Duty of Care considerations, Canterbury Early Learning Centre has strict procedures regarding the arrival and departure of students and particularly the persons who may collect students from the College.

Procedure

- Access to the Early Learning Center is restricted and monitored to prevent unauthorised entry.
- All students will be signed in and out by the parent/carer or other person whom the parent/carer has nominated on the enrolment form, or subsequently in writing, as being authorised to do so.
- From when the student has been duly signed in by the authorised person, the College takes responsibility for the student until the student is duly signed out by the authorised person collecting them. Photographic proof of identity will be required for the first instance for all authorised persons.
- Staff will, where it is possible without unreasonably endangering any person, not allow students to leave the College unaccompanied, or to be released to a person other than the parent or carer of the student, or to an authorised person as permitted under the above procedure. Staff will not release a student to anyone under 18 years of age. If in doubt, staff will contact a parent/carer immediately to discuss.
- Where no written authority to collect has been received, the parent or carer may give permission by email (as the first preference) or by telephone for an alternative person to collect the student. The parent/ carer must provide the name and description of any such person concerned and photographic proof of their identity will be required on arrival.
- No student will be permitted to travel home or to another activity on their own.

Late Arrivals and Departures:

- If students who are booked into Canterbury Early Learning Centre have not arrived within a reasonable time of expected arrival, the staff will mark the student as absent with an automated notification sent to parent/carer.
- If a student has not been collected by close of business (6pm) the parent/carer will be contacted, and if necessary, emergency numbers, provided by parents/carer. In the event there is no response from emergency contact numbers or parents / carers are unable to arrange collection, advice will be sought from other agencies.

Students Leaving without Permission:

- If a student leaves the Early Learning Centre in any other circumstances and for any reason without permission, the staff will assess the situation immediately and will call the Police and a parent / carer as quickly as reasonably possible.
- Staff will not leave the Early Learning Centre to pursue a student if:
 - it will or may leave the other students in the Early Learning Centre with insufficient supervision (see [Protecting Children and Young People in Anglican Education Policy \(v1.3\)](#)); or
 - it will or may expose that staff member to an unacceptable risk of personal harm.

Links to Other Policies:

- Work Health and Safety Policy
- Maintenance and Confidentiality of Records Policy
- Policy Review and Revise Policy

Policy Sourced From:

- Education and Care Services National Regulations (2011)
- Education and care services national law (Queensland)
- [Canterbury College Staff Handbook](#)
 - General Expectations – Workplace Health and Safety
 - Communication
- [Protecting Children and Young People in Anglican Education Policy \(v1.3\)](#)

Link to National Regulations, National Law & NQS: Education and Care Service National Regulations(2011), Education and Care Services National Law Act (2010), National Quality Standards (2018)

National Regulation:

99- Children leaving the education and care service premises
158- Children’s attendance records to be kept by approved provider
168(2)(f)- Delivery of children and collection of children
168(2)(m)- The acceptance and refusal of authorisation

National Law:

165- Offence in inadequately supervise children
167- Offence relating to protection of children from harm and hazards

NQS: 2.2

Developed: January 2022

Reviewed: December 2024

Behaviour Management Policy

Rationale

The Canterbury Early Learning Centre Behaviour Management Policy has been developed to complement the Canterbury College Student Behaviour Policy. The policy is designed to facilitate high standards of behaviour so that each student can participate positively in a safe, respectful, and disciplined learning environment, engage in quality learning experiences and access opportunities to acquire values supportive of their lifelong learning and wellbeing.

Procedure

Staff:

College staff will:

- Develop and foster positive relationships with students and families.
- Communicate and interact effectively with students and engage in cooperative problem-solving relationships to address issues faced by the learning community.
- Participate in developing, implementing, and reviewing the ELC procedures for managing student behaviour.
- Respond positively to responsible student behaviour and apply consequences if students interfere with teaching and learning and a safe environment.

Individual Teacher:

Teachers will:

- Structure their pedagogy to facilitate learning and encourage students to achieve their personal best and to consider the needs of individual students.
- Provide formal and informal feedback on student behaviour to students and parents or carers and review their pedagogy in light of this feedback.
- Develop classroom management strategies which:
 - Involve negotiation and support the participation of all students.
 - Value the difference in gender and the cultural and linguistic backgrounds of students.
 - Deal effectively with sexual harassment, racism and bullying.
 - Consider the impact of physical and intellectual disability of students and their behaviour.
 - Establish and maintain safe and supportive learning environments.

Levels of Behaviour and Responses

- Low level: handled by ELC staff at the time it happens, and appropriate consequences applied
- Medium level: handled by ELC staff at the time it happens and then referred directly to the Head of Early Learning for further investigation and appropriate consequences.
- High level: handled by ELC staff at the time it happens and then referred directly to the Head of Early Learning and Head of Junior School for further investigation.

Children's Wellbeing Support Process:

Step 1: Teacher Record Keeping

- Teacher, educator, and specialists observe, and document identified behavioural, emotional, social and/or academic concerns.
- Teacher to monitor child's wellbeing, behaviour and informally notify parents/carers

of strategies and observations. Document discussion on TASS notes.

Step 2: Discussion and Decision

- Present concerns to the Educational Leader and Head of Early Learning.
- If the behaviour continues and/or escalates, create and apply an “Individual Support Plan” in collaboration with Head of Early Learning and Educational Leader.

Step 3: Review and Reflect

- Teacher reviews ELC ISP and completes Critical Reflections on practices in collaboration with the Educational Leader, Head of Early Learning and Head of Learning Support.
- Review once a term (if not required earlier).
- Discuss with Head of Early Learning.

Step 4: External Support Networks

- Teacher to email documents in a joint email to Head of Learning Support, Deputy Head of Junior School (Wellbeing) and Head of Early Learning.
- Head of Learning Support suggests any further external support networks if relevant.

Termination of Enrolment

Only the Principal may terminate the enrolment of a student. The Head of Early Learning and Head of Junior School may make a recommendation to the Principal arising out of an investigation into High Level Behaviour. The Head of Early Learning may offer a family the opportunity to withdraw their child before this decision is made.

If it is deemed that student’s enrolment is to be terminated, the College must inform the student and the students’ parents/carer in person and after that by giving notice in writing:

- that the student’s enrolment has been terminated,
- the ground or grounds for the termination, and
- that the student/family has the right of appeal under this Policy.

The Principal must inform that Chair of the Board of the decision and the attendance circumstances, and evidence that led to it.

Review of Enrolment Termination (Right of Appeal)

A request from a parent/carer for a review must be made in writing within seven calendar days of the notification of the recommendation to terminate and forwarded to the Principal, who in turn will send it to the Chair of the Board for a decision as soon as reasonably practicable. There is no right of appeal beyond the Chair of the Board. The written request must set out the grounds upon which the review is requested against at least one of the following:

- that the original decision failed to follow prescribed procedures and principles.,
- that the decision was made contrary to the given Policy, and/or
- that the decision went against legal requirements or stipulations.

Previous disciplinary issues and how those processes were conducted in the past will not be a ground for review under this Policy.

In considering the review, the Principal will act according to equity and good conscience.

Links to Other Policies:

- Policy Review and Revise Policy
- Inclusion Policy
- Interacting with & Supporting Children’s Individual Needs Policy

Policy Sourced From:

- Education and Care Services National Regulations
- Education and Care Services National Law (Queensland)
- [Canterbury Student Behaviour Policy](#)
- [Canterbury College Staff Handbook](#)

Link to National Regulations, National Law & NQS: Education and Care Service National Regulations Education and Care Services National Law Act (Queensland), National Quality Standards (2018)

National Law:

- 165- Offence to inadequately supervise children
- 166- Offence relating to protection of children from harm and hazards

National Regulation:

- 155- Interactions with children
- 156- Relationships in groups
- 168(2)(h)- Providing a child safe environment

NQS: 2.2, 5.1, 5.2

Developed: January 2022

Reviewed: December 2024

Biting Policy

Rationale

Children bite for many reasons. They bite to gain a reaction and/or because they lack language and social skills required for a particular situation. It is an indication of their developmental age, and not in any way a reflection of child rearing practices.

Procedure

- All staff work towards finding a cause underlying the biting behaviour by using the guide below, and once the cause has been determined, an Action Plan will be developed:

The Experimental Biter: bites and mouths objects in the process of discovering the world around themselves. These children need to be shown that some things can be bitten/mouthed like toys and food, but some things cannot like people and animals.

The Teething Biter: children experience a lot of discomfort when they are teething. A natural response to this discomfort is to apply pressure to their gums by biting on things and relieving the teething pain. These children need to be provided with suitable objects to bite such as teething rings or teething biscuits, or medication such as an approved teething ointment where provided by the parents / carers in line with a medication policy.

The Social Biter: Many children will bite when they are trying to interact with another child. These children have not yet developed their social skills. These children need close supervision and assistance with positive interactions, encouraging them to use their language.

The Frustrated Biter: Young children lack the social, emotional and language skills to cope with frustration in an acceptable way. Staff need to be aware when a child is becoming frustrated and must provide words for the child to help them express themselves.

The Threatened Biter: For some children biting is a way to gain a sense of control over their lives, especially when they are feeling overwhelmed by their environment or events. These children need nurturing support to show them that they are safe.

The Attention Seeker Biter: Some children learn that they can receive a lot of attention when they bite. These children need to have lots of positive reinforcement provided to them when they display appropriate behaviour and provide less attention when they bite.

The Power Biter: Children can have a strong need for independence and control. Often the response children get from biting helps to satisfy this need. These children need opportunities provided to them where they can make simple choices throughout the day, and they need all attempts at positive social behaviour reinforced.

Strategies:

The staff will attend to the teething needs of toddlers using teething rings and other safe, soothing things to bite on.

The staff will provide many ways for the children to express their feelings and frustrations by providing toys to pound, clay or playdough to mould, as well as sand and water play to experiment with. Staff will also provide ample time and space for gross motor play

outdoors.

The staff will record the date, time and the details of the other student involved of all bites and once the parents / carers are informed of their child's behaviour they will be asked to sign the document. This information is kept confidential, and the biter is to remain anonymous.

If a student is a known biter, staff will shadow him/her to try to prevent future bites from occurring.

If biting is a reoccurring behaviour and the staff have implemented and recorded all of the above strategies, the student may be asked to reduce his/her days or in severe cases, may be asked to be removed from the program for a period of time until the student has passed the 'biting phase'. Reasons for biting and ways for dealing with it differ with children under three years of age and children over. Over 3's usually have more understanding of how hurtful and unacceptable biting is, and they should be able to control their urges to bite.

What Happens Immediately after the Behaviour

- Get child's attention (biter) to stop behaviour e.g., "Charlie - stop"
- Attend to child (bitten child) - administer first aid, if necessary, cuddles, reassurance, encourage child to use words to express how they feel e.g. "I feel sad", "I'm hurting", "Please be gentle", and "My turn".
- Deal with the negative behaviour at the child's level and with positive communication e.g., "biting hurts, it makes Wendy sad".
- Re-direct children if necessary to another activity.
- Give both children the attention they might need.

Links to Other Policies:

- Interacting with & Supporting Children's Individual Needs Policy

Policy Sourced From:

- Child Australia – Retrieved 11 December 2024
 - [When Children Bite!](#)

<p>Link to National Regulations, National Law & NQS: Education and Care Service National Regulations 2011), Education and Care Services National Law Act (2010), National Quality Standards (2018)</p>

National Regulation:

85- Incident, injury, trauma and illness policies and procedures
86- Notification to parents of incident, injury, trauma and illness

NQS: 2.1, 2.2

Developed: January 2022

Reviewed: December 2024

Blue Card Policy

Rationale

Canterbury Early Learning Centre complies with the requirements of the Blue Card System. The ELC acknowledges that all persons doing any work in an education and care service premises are required to hold a current blue card, excluding a parent volunteer.

Procedure

- The Head of Early Learning and Coordinator of People and Culture will read a person's Working with Children Check before the person is:
 - Engaged as an educator at the service.
 - Permitted to be a volunteer at the service.
 - Engaged or employed as a staff member at the service.
- A copy of a person's working with children check will be always kept on file.
- The designated contact person who will be responsible for managing blue cards and exemption cards with the College will be the Coordinator of People and Culture.
- The Coordinator of People and Culture will report any changes to a worker's blue card employment to Blue Card Services. This includes starting and stopping work at the College.

Managing Blue Card Applications

A Blue Card application must be made prior to staff / volunteers commencing duties at the ELC.

- Teachers: Exemption Card
- College Staff: Paid Blue Card
- Volunteers: Volunteer Blue Card
- Regular Incursions: Paid Blue Card

Links to Other Policies:

- Policy Review and Revise Policy
- Staff Induction Policy
- Confidentiality and Maintenance of Records Policy
- Child Protection Policy
- Child and Youth Risk Management Strategy
- Working with Children in Anglican Education Policy

Policy Sourced From:

- Education and Care Services National Regulations (2011)
- Education and care services national law (Queensland)
- Queensland Government Blue Card Services – Retrieved 9 December 2024
 - [The Blue Card System](#)

Link to National Regulations, National Law & NQS: Education and Care Service National Regulations(2011), Education and Care Services National Law Act (2010), National Quality Standards (2018)

National Law:

167- Offence relating to protection of children form harm and hazards

National Regulation:

84- Awareness of child protection law

NQS: 2.2, 7.1

Developed: January 2022

Reviewed: December 2024

Child Protection Policy

(See

Protecting Children and Young People in Anglican Education Policy v1.3 and the Protecting Children and Young People in Anglican Education – Guidelines and Procedures v1.2)

Links to Other Policies:

- Canterbury College Child and Youth Management Strategy
- Workplace Health and Safety Policy
- Volunteers, Students and Visitors Policy

Policy Sourced From:

- Education and Care Services National Regulations
- Education and care services national law (Queensland)
- [Canterbury College Staff Handbook](#)
 - General Expectations – Emergency Procedures,
- [Canterbury College website](#)
 - Student Protection
- [Protecting Children and Young People in Anglican Education Policy \(v1.3\)](#)
- [Working with Children \(Risk Management and Screening\) Act 2000](#)
-

Link to National Regulations, National Law & NQS: Education and Care Service National Regulations), Education and Care Services National Law Act (2010), National Quality Standards (2018)

National Regulation:

84- Awareness of child protection law

National Law:

167- Offence relating to protection of children from harm and hazards

170- Offence relating to unauthorised persons on education and care service premises

NQS: 2.2

Clothing and Sleep/Rest Policy

Rationale

Children attending Canterbury Early Learning Centre are required to wear a uniform, which is designed to support comfort, safety and sun protection.

Canterbury Early Learning Centre believes that all children have individual sleep and rest requirements. Effective sleep and rest routines are essential in ensuring the development, growth, social and emotional well-being of each child in our care. Canterbury Early Learning Centre will ensure that all children have appropriate opportunities to sleep, rest and relax in accordance with their individual needs.

Procedure

Clothing and Footwear:

- Sleepwear: it is suggested that staff monitor the temperature of the rest environment and address children's clothing needs
- Sun safe clothing, including hats: all students are required to wear a school bucket hat and school shirt with a collar and elbow length sleeves for sun protection. Sunglasses are optional however are encouraged to meet the Australian Standard AS1067 (Sunglasses: Category 2, 3 or 4) and cover as much of the eye area as possible.
- Clothing for messy play, including art and craft aprons: students are required to wear protective clothing during the following "messy play" experiences. For example, aprons are worn during:
 - Painting and collage experiences
 - Clay or water play
 - Cooking
- Clothing to facilitate self-help, including role play clothing: the uniform enables children to successfully dress or attempt to dress/undress themselves. This is an important self-help skill required to be developed during the early years. Staff provides additional self-help experiences by providing a range of role play clothing that involves fastening buttons, doing up zips and attaching Velcro etc.
- Safe footwear for play experiences: students are required to wear white leather joggers.

Sleep and Rest

- Canterbury Early Learning Centre staff will consult with families about their child's individual needs and are aware of the different values and parenting beliefs, cultural or otherwise, that are associated with rest.
- All students will rest with their faces uncovered at all times. Staff have a duty of care to ensure that this is upheld.
- Students will be able to find their own comfortable sleeping position during sleep or resting. Staff will ensure that such a position does not present a danger to the students.
- Staff will ensure that the sleeping environment is well ventilated and contains sufficient natural lighting.
- Soft relaxation music or child appropriate mindfulness stories are provided for children to listen to while resting.
- Children will be encouraged to rest their bodies and minds for 20-30 minutes. If children are awake after this time, they will be provided with quiet experiences for the duration of rest time.

- All children who are resting or sleeping will be supervised by staff at all times. Staff: Child Ratio at rest time is 1:11.
- Details of children who sleep during rest periods are recorded on the ELC's digital platform/s for parents to view.
- Mats are provided and sanitised after each use.
- Sheets are provided by parents / carers and are sent home at the end of each week to be laundered.
- Each sheet is named and used by only that child each day.
- Beds are positioned in such a manner that allows a clear walkway throughout the room. For fire safety, beds should never be positioned across a doorway.
- Staff are to move quietly around the room as the children rest.

Links to Other Policies:

- Policy Review and Revise Policy
- Parental Participation and Access Policy
- Privacy and Maintenance of Records Policy
- Sun Protection Policy
- Supporting Children Individual Needs Policy

Policy Sourced From:

- Education and Care Services National Regulations (2011)
- Education and care services national law (Queensland)
- Privacy Act 1988 (Cth) Privacy Act 1988 (Cth)
- [Canterbury College Uniform Policy](#)
- Sun Smart – Retrieved 15 June 2021
 - [Schools & Early Childhood](#)
- UNICEF – Retrieved 15 June 2021
 - [What is the Convention of the Rights of the Child?](#)

Link to National Regulations, National Law & NQS: Education and Care Services National Regulations (2011), National Quality Standards (2018)

National Regulation:

81- Sleep and rest

168(2)(a)(ii)- Health and Safety, sun protection

NQS: 2.1, 2.2

Developed: January 2022

Reviewed: December 2024

Code of Conduct Policy

Rationale

The professional conduct of Canterbury staff is driven by standards established by professional associations, AITSL, the Anglican Church and our Canterbury Values. Our Code of Conduct and Principles of Professional Integrity operate as a code of conduct for staff and aim to enshrine our values into our staff culture in a meaningful way.

Procedure

- We communicate with integrity:
 - Person to person communication: choose to speak with somebody in person, particularly if the issue is potentially difficult to resolve. Speak plainly but be diplomatic and respectful always.
 - Email communication: do not let emails build up unanswered. Acknowledge emails requesting action (from parents / carers, line managers, colleagues) as soon as possible and indicate when and how you will follow up on the matter. All parent / carer emails should be returned within 48 hours. There is no expectation that staff should work in the evenings to return emails.
 - Parent / carer protocols: avoid delivering bad news via email if you do not have an existing line of communication with the parents / carer. You are entitled to some time to consider parent / carer concerns, and to bring your line manager as a support person, prior to meeting with parents / carers.
- We put student wellbeing at the center of all decision-making:
 - Child protection: as soon as you become aware of a potential situation in which a Canterbury student has been or is likely to be harmed, report immediately to a Student Protection Officer or Head of Sub-School.
 - Advocacy: be a force for good in the life of every young person with whom you come into contact. Liaise with their primary pastoral carer (SS: HoH, JS: class teacher, Early Childhood Teacher / Lead Educator) if you have concerns for their wellbeing. Welcome, and learn from, the diverse backgrounds of our students.
 - Student progress and holistic development: work on the assumption that every student is capable of improvement, regardless of their starting point, in all areas of their school experience.
- We contribute to a safe workplace:
 - Illness: do not come to work if you are unwell and likely to pass on illness to others. Every staff member is entitled to sick leave and by staying at school you may be extending the length of your illness.
 - Hazard and incident reporting: report potential hazards around the campus that may prove dangerous for others. If you are the first to arrive at a medical incident, immediately contact Care Central at 04142877111 and/or 000. Complete an incident report on MyCC for staff and the ELC's digital platforms for incidents relating to a student enrolled at the Early Learning Centre) within 2 hours of the incident.
 - Designated work areas: ensure you respect the shared workspaces, both classrooms and staffrooms, by keeping non-current resources in storage or at home and by picking up after yourself and doing your fair share to keep kitchen areas clear.
- We model and promote ethical and collegial conduct:
 - Dress and appearance: the stand of dress for all employees at Canterbury is defined as "Business Casual". Example of what constitute "Business Casual"

are available online. Excessive jewelry is not appropriate, and care should be taken to minimise visible tattoos. Footwear should be in keeping with WH&S standards of your position. Some staff in departments of the College (e.g., ELC, Department of Property and Works,) are supplied with uniform items.

- Gifts: it is to be expected that staff will receive gifts from students or parents during the year. If the estimated value of this gift is greater than \$150, it is advisable to report this gift to the Risk and Compliance Officer for the official register. It is advisable not to accept gifts or gratuities from suppliers or customers.
- Travel: business travel is sometimes required as an employee of Canterbury, but excessive or luxurious choices are not in keeping with our values. At all times, while travelling on College business, these principles apply.
- Privacy: all information that an employee has access to, particularly information about families and students, is without exception confidential and confidentiality should be upheld.
- Respect for diversity: Canterbury is a learning community welcoming people from all religions, ethnicities, cultures, genders and we go out of our way to practice social inclusions. Show care and compassion for all colleagues and members of our community. We use an “equal opportunity” lens regarding recruitment and selection and see an ideal and healthy workplace as being representative of Australian society at large.
- We raise concerns respectfully:
 - Time and place: consider delaying your response until you have had time to fully consider the ramifications and consequences. Consider whether raising a matter privately, in small group or in a large group is the most suitable.
 - Person: direct your concerns to the right person and avoid CCing in emails unless necessary. Every employee is entitled to have their voice and concerns heard but directing it to the right person is always best.
 - Tone and nomenclature: avoid creating artificial divides between groups of employees by your language choices (e.g., Senior vs Junior, teachers vs corporate or education services, teachers vs “management”) as this may enflame or exacerbate tensions or mistrust.
- We work collaboratively:
 - A quality improver: deciding on a common approach, then assigning responsibility for the overall work to be completed is a quality improver in almost every situation.
 - Supportive team culture: balance the needs of the group with the needs of each individual. Solutions, systems and processes developed as a team are more sustainable and buy-in is faster.
- We safeguard and are economical with Canterbury’s resources:
 - Purchasing: treat every dollar you spend of the College’s money as if it’s your own. Negotiate better deals with suppliers, and attempt to support local businesses.
 - Intellectual property: be aware that materials created at Canterbury or on Canterbury devices may be considered intellectual property of the College. It may be the case that declarations of income gained from selling this property will be required.
 - Care for the built environment: show care for your main teaching or workspaces by keeping them updated, clear of rubbish and detritus, and for teachers, ensure all classrooms are left tidy and clean at the end of every lesson.
 - Waste, water and energy: conserve electricity by adhering to directions about lights and air-conditioners. Be part of College initiative to recycle, repurpose

or re-use before placing anything into general refuse.

Links to Other Policies:

- Behaviour Management Policy
- Confidentiality and Maintenance of Records Policy
- First Aid, Incident, Trauma and Injury Policy
- Illness and Infectious Diseases Policy
- Policy Review and Revise Policy
- Social Media Policy
- Staff Induction Policy
- Supervision Policy
- Visitors Policy

Policy Sourced From:

- Education and Care Services National Regulations (2011)
- Education and care services national law (Queensland)
- [Canterbury College Staff Handbook](#)
- [ASC Code of Conduct for Anglican Schools](#)
- [Our Canterbury, Principles of Professional Integrity for Staff](#)
- [Conflicts of Interests and Reportable Gifts Policy](#)
- [Early Childhood Australia Code of Ethics](#) – Retrieved 9 December 2024

<p>Link to National Regulations, National Law & NQS: Education and Care Services National Regulations (2011), National Quality Standards (2018)</p>
--

<p>National Regulation: 168(2)(i)- A code of conduct for staff members</p>

<p>NQS: 4.2, 6.2, 7.1</p>

<p>Developed: January 2022 Reviewed: December 2024</p>
--

Confidentiality and Maintenance of Records Policy

Rationale

Canterbury Early Learning Centre seeks and deals with personal and sensitive information relating to families, students and others. The College respects the privacy of all individuals and seeks only information which it needs for these purposes and handles that information with confidentiality and sensitivity and in keeping with legal requirements.

Procedure

What information do we collect, why and how it is used?

- For basic information such as name, date of birth, medical details, routines, address and telephone numbers along with any specific requirements of a child, parents/carers will be directly contacted. This information will be made up into a personal file for each child to ensure that all their specific needs are met. Some of the information we collect is to meet legal requirements. When applicable, Canterbury Early Learning Centre is obligated to provide legal institutions with personal information about families such as authorised government agencies.
- This Early Learning Centre complies with the Privacy Principles under *the Privacy Act 1988 (Commonwealth)* through this Procedure.
- The Early Learning Centre gathers only the information it needs to provide its services and protect and care for students and staff.
- The Early Learning Centre obtains the written consent of persons for the use of information by the Early Learning Centre in connection with providing the services, delivering the program and complying with its Duty of Care to students, staff and other persons, including those giving the information. This is done through the enrolment and other related procedures as new information is received.
- Reasonable steps are taken to ensure children and parent's/guardian's information collected is accurate, complete and up to date. Personal information collected is securely held and protected from misuse or loss and from unauthorised access or disclosure. Parents are free to seek access to the information held about themselves and their child/children and access is provided without undue delay; it may entail the inspection of your child/children's records or the provision of copies of the information.
- The Early Learning Centre protects the rights of the individual's privacy by ensuring that information collected is stored securely.
- Records of the Early Learning Centre are only to be accessed by persons who need them for a reason for which the person giving the information has consented to it being used or, strictly in the case of emergency, to fulfil the Early Learning Centre's Duty of Care and responsibilities to the students.
- If a student (studying Child Care or Teaching) has a valid reason for needing to see these records, for example, training requirements, the student must have written consent from the family and the Head of Early Learning.
- All records pertaining to any child injury or illness will be kept until the child reaches the age of 25.
- The Head of Early Learning will ensure that students' records are reviewed and updated at least twice per year and otherwise immediately after receiving a request from a parent/ legal guardian to update any detail in the child's record.

Links to Other Policies:

- Occupational Health and Safety Policy
- Staff Induction

- Arrival and Departure Policy
- Medication Policy
- Policy Review and Revise Policy

Policy Sourced From:

- Education and Care Services National Regulations (2011)
- Education and care services national law (Queensland)
- Privacy Act 1988 (Cth)
- Canterbury College Privacy Policy
- [Our Canterbury, Principles of Professional Integrity for Staff](#)

Link to National Regulations, National Law & NQS: Education and Care Services National Regulations (2011), Education and Care Services National Law Act (2010), National Quality Standards (2018)

National Regulation:

- 158- Children's attendance records to be kept
- 160- Children's enrolment records to be kept
- 161- Authorisation's to be kept in enrolment record
- 162- Health information to be kept in enrolment record
- 168(2)- Policies and procedures required

National Law:

- 175- Offence relating to requirement to keep enrolment and other documents

NQS: 7.1

Developed: January 2022

Reviewed: December 2024

Continuity of Care Policy

Rationale

Staff are selected because of their educational qualifications, experience in early years, their commitment to providing quality early childhood educational programs, their caring attitude, and for their confidence and enthusiasm.

We aim to provide qualified and experienced staff both permanent and relief to work with the children whilst ensuring that staff levels and qualifications comply with the National Regulations.

Procedure

- ELC staffing levels and qualifications comply with the Education and Care Services National Law 2010, Education and Care Services National Law (Queensland) Act 2011 and the associated regulations.
- All ELC staff have completed or may be completing such courses of studies and undertaken a suitability and criminal check by the Blue Card Services.
- Staff hold current first aid and CPR certificates and are regularly trained in Workplace Health and Safety, and Fire Safety.
- Canterbury Early Learning Centre displays current information regarding groups and staffing. This can be found in the ELC foyer.
- To ensure continuity of care for each child, regular relief staff are used to cover absences of permanent staff. Photos of these people are also displayed. Relief staff follow the same induction process as permanent staff and hold copies of the Policies and Procedures. Relief staff are kept up to date with any changes of policies or procedures or issues relating to individual children by the Head of Early Learning to ensure the smooth running of each room.

Links to Other Policies:

- Policy Review and Revise Policy
- Staff Professionalism

Policy Sourced From:

- Education and Care Services National Regulations (2011)
- Education and care services National Law (Queensland)
- ACECQA – Retrieved 21 June 2021
 - [Qualification Requirements](#)

Link to National Regulations, National Law & NQS: Education and Care Services National Regulations (2011), Education and Care Services National Law Act (2010), National Quality Standards (2018)

National Regulation:

147- Staff members
168(2)(i)- Staffing

NQS: 7.1

Developed: January 2022

Reviewed: December 2024

Cultural Competence Policy

Rationale

We aim to demonstrate flexibility in program delivery to incorporate children's ideas, cultures and interests to ensure that experiences are culturally relevant and engaging. In addition, as Aboriginal and Torres Strait Islander history, language and culture are integral to our national identity we will strive to embed Indigenous perspectives into our curriculum. The benefits of a culturally competent service enrich both the child's and educator's experiences and development.

Procedure

The Early Learning Centre aims to support individuals to:

- Become aware of one's own world view and that of the children and families within the service.
- Gain knowledge and understanding of different cultural practices and protocols
- Develop skills for effective communication and interactions across cultures
- Understand of different child rearing practices

At the service level, the Early Learning Centre aims to:

- Encourage all stakeholders to share and celebrate diversity.
- Support and encourage culturally inclusive events to enhance social inclusion and connectedness.
- Sharing of information and resources, with all stakeholders
- Circulate culturally relevant information to parents and carers.
- Brainstorming events and ideas to extend the hand of friendships and encourage a diverse community.
- Develop strong partnerships with families and the Indigenous community.
- Collaborate with Indigenous community members to ensure the success of embedding Indigenous perspectives.

At the systems level, the Early Learning Centre aims to regulate, legislative and policy frameworks to ensure cultural competence is embedded into all areas of the service not just the curriculum.

Links to Other Policies:

- Anti-Discrimination Policy
- Planning and Evaluating Children's Experiences Policy
- Policy Review and Revise Policy

Policy Sourced From:

- Education and Care Services National Regulations
- Education and Care Services National Law (Queensland)
- [Our Canterbury, Principles of Professional Integrity for Staff](#)

Link to National Regulations, National Law & NQS: Education and Care Services National Regulations (2011), Education and Care Services National Law Act (2010), National Quality Standards (2018)

National Regulation:

155- Interaction with children

73(2)(b)- Educational Program

NQS: 5.1, 6.2

Developed: January 2022

Reviewed: December 2024

Delayed Entry/Exit Policy

Rationale

Certain children due to their individual educational/developmental needs, may need to enter or exit the ELC program later than anticipated; Canterbury ELC strives to meet their needs in order for them to realise their potential through a delayed entry to and delayed exit from the ELC Program procedure.

This procedure explains the process associated with the application, assessment and approval of delayed entry to or delayed exit from a kindergarten program enrolment for children in approved kindergarten programs.

Procedure

Parents/Carers need to:

- Support the inclusion of children with additional needs by complying with Canterbury ELC equal opportunities policy and this procedure.
- Regularly communicate with staff about their child's individual learning and behavioural development/progress
- Parents/carers and staff may apply for delayed entry.

Staff needs to:

- Inform families and provide them with written information regarding the Equal opportunities policy and this procedure.
- Build and maintain supportive and respectful relationships with parents/carers.
- Maintain open and regular channels of communication and consultation with parents/carers about their child's individual needs and progress.

Kindergarten entry in Queensland

- Children are eligible to attend a Queensland-Government approved and funded kindergarten in the year if they turn four years old by 30 June. Approved kindergarten program providers receive funding for each kindergarten-age child enrolled and participating in an approved kindergarten program.
- Where a child's entry to or exit from a kindergarten program is delayed, the service will be eligible to claim the Queensland Kindergarten Funding Scheme subsidy for the child.

Entry to Prep

- In Queensland, children must be at least five years of age on or before 30 June in the year they attend Prep at school.
- Parents of children who turn five years between 1 and 31 July in the year may apply to enrol in Prep early if the Principal is satisfied the child is ready for education in Prep having considered the child's development and abilities.

Delayed entry and exit from kindergarten

- Some children may benefit from starting Kindy later (delayed entry) or by completing a second year of Kindy (delayed exit).
- It is a parent's decision whether to delay their child's entry to or from Kindy.
- Any concerns about whether a child is ready to start Kindy, or is ready for Prep, should be discussed with the Head of Early Learning.
- Children eligible to apply for early entry to Prep whose enrolment in Prep is not approved, can take part in a second year of Kindy the following year without the need

to apply for delayed exit.

- Parents are encouraged to discuss their child's continued enrolment with the school.

Role and responsibilities for delayed entry and delayed exit from a kindergarten program

It is the parent/s or carers responsibility to:

- Discuss with the early childhood and care teacher as to whether to delay their child's entry to or exit from a kindergarten program.
- Seek the support and opinion of education and/or health professionals, if desired (this is not mandatory).
- Have an understanding of the Preparatory Year, school enrolment policies and compulsory school-entry requirements when considering delaying a child's exit from kindergarten.
- Notify the service in writing via email of their intention to delay entry or exit to the kindergarten program.
- Provide a copy of the form to the early childhood education and care teacher for completion (delayed exit from a kindergarten program only).
- Provide the completed form for delayed entry to delayed exit from a kindergarten program to the approved kindergarten provider for their records.

It is the early childhood education and care teacher's responsibility to:

- Discuss with the parent as to whether they should delay their child's entry to or exit from a kindergarten program and the parent's understanding of their child's abilities and needs.
- Complete the early childhood and care teacher section of the form and provide this to the parent (delayed exit from a kindergarten program early)

It is the Head of Early Learning's responsibility to:

- Respond to requests for information about the delayed entry to and delayed exit from a kindergarten program process from parents and provide parents with the information required to make an informed decision regarding their child's education.
- Provide parents with resources and support where available to meet their child's needs within an approved kindergarten program.
- Provide information to the College enrolment team and line manager of any students with a request for a delayed entry or exit from Kindergarten.
- Provide written communication to the parents / carers regarding the finding of the delayed entry / exit request
- File a copy of the communication for delayed entry to or delayed exit from a kindergarten program which is to be kept until the child progresses to the Preparatory Year.

Each approved kindergarten program provider is responsible for managing applications for delayed entry to and delayed exit from its kindergarten program. They are guided by the information sheet, Delayed Entry to and Delayed Exit from Kindergarten – a procedure for approved kindergarten providers, early childhood education and care teachers and parents.

Links to Other Policies:

- Equal Opportunity Policy
- Policy Review and Revise Policy

Policy Sourced From:

- Education and Care Services National Regulations (2011)
- Education and care services national law (Queensland)

- Queensland Government – Retrieved 11 December 2024
 - [Early and Delayed Entry to Prep](#)

Link to National Regulations, National Law & NQS: Education and Care Services National Regulations (2011), Education and Care Services National Law Act (2010), National Quality Standards (2018)

National Regulation:

NQS: 1.1, 6.1, 6.2

Developed: January 2022

Reviewed: December 2024

Dental Care Policy

Rationale

Canterbury Early Learning Centre aims to assist parents to develop good dental practices and develop healthy attitudes and habits for the children that can be workable both at home in the ELC. Our staff work hard to support and educate children about the importance of dental care.

Procedure

Canterbury ELC will provide water from a bubbler for each child to drink during and after eating in addition to their own drink bottles. This reduces the risk of tooth decay.

Canterbury ELC will provide information about tooth hygiene to encourage parents to clean their child's teeth prior to arriving at the ELC and immediately before going to bed at night. After eating, children should be encouraged to rinse their mouth by drinking water. This will reinforce the dental hygiene advice the children receive at school.

Canterbury ELC displays a dental care poster and conducts formal and informal sessions with the children on dental care. Staff are encouraged to utilise the services of the State Dental Health Units for sessions on dental care.

Links to Other Policies:

- Policy Review and Revise Policy
- Hygiene Policy

Policy Sourced From:

- Education and Care Services National Regulations (2011)
- Education and care services national law (Queensland)
- Queensland Health – Retrieved 11 December 2024
 - [Happy Teeth Program Resource Kit | Queensland Health](#)

<p>Link to National Regulations, National Law & NQS: Education and Care Services National Regulations (2011), Education and Care Services National Law Act (2010), National Quality Standards (2018)</p>

National Regulation:

78- Food and beverages

168(2)- Policies and procedures in relation to Health & Safety

NQS: 1.1, 6.1, 6.2

Developed: January 2022

Reviewed: December 2024

Early Learning Centre Access Policy for Parents and Carers

Rationale

The primary objective of this Policy is to ensure the safety and wellbeing of children attending Canterbury Early Learning Centre (the ELC) while maintaining a secure environment. Access to the ELC premises is restricted to parents and carers registered as such with the ELC, with stringent measures in place to safeguard the children in our care. This document also provides guidelines for managing electronic access control at the ELC.

Procedure

- To obtain a FOB, parents and carers must present a valid photo ID to verify their details. The information provided must match the information held by the Enrolment Department.
- One FOB will be allocated per parent/carer and may only be used by parents and carers who are authorised in line with the student's enrolment contract.
- The parent / carer receiving the FOB will be required to complete an acknowledgement.
- The ELC reserves the right to request identification prior to releasing a student to any individual.
- The ELC is pleased to offer the first issue of the FOB to parents / carers, completely free of charge.
- The Parent /Carer FOB holders must immediately advise ELC Administration of any theft or loss of FOBS.
- Prompt communication of any theft or loss of FOBs will contribute to maintaining a secure environment within the ELC. Parents / Carers are requested to prioritise this communication.
- The ELC will notify the IT Department, which will promptly deactivate any reported missing or lost FOBs.
- Parents / carers who are concluding their enrolment contracts will have their FOBs deactivated and are required to return the FOB. A failure to do so will result in a charge of a fee for non-return.
- The ELC will immediately notify the IT Department of any termination of enrolment contract.
- The Parent / Carer will incur a replacement cost as decided by Executive where a FOB is reported missing or lost.
- The fee will only be payable where the parent / carer is issued with a third FOB. To clarify, the first two FOBs, being the initial issue FOB and the first replacement FOB, will be covered by Canterbury College.
- Any breach of this access policy may result in termination of FOB-based access and other restrictions may be imposed by Head of Early Learning.
- Any updates or changes to the Policy will be communicated promptly through official channels.

Links to other Policies

Policy sourced from:

Link to National Regulations, National Law & NQS: Education and Care Service National Regulations Education and Care Service National Regulations, Education and Care Services National Law (Queensland), National Quality Standards (2018)

National Regulations:

157 Access for parents

NQS: 2.2, 3.1, 7.1

Developed: January 2022

Reviewed: December 2024

Emergency Procedures Policy

Fire Drill & Lockdown

(See Emergency Procedures Staff Reference Guide)

Power Outages

There are several reasons why electricity might go off. Staff will check switches and outlets in the rooms to determine if an appliance may be the cause. If the outage is due to an appliance staff will contact the Facilities department.

In a power outage staff will do the following:

- Turn off appliances
- Located the services torches, if necessary, to provide light
- Ensure the children are in the same area, using mat activities or outdoors if lighting is more suitable
- Refer to the Energex website for updates and information

If the air conditioning is off for a significant period, and students are required to be sent home due to discomfort, the ELC will notify the Regulator.

Electrical Storms/Heavy Rainfall

- Children are to remain indoors
- Staff are to monitor the following and contact the Department of Property and Works if necessary:
 - Water coming through electrical fittings
 - Flood waters come near electrical equipment
 - Water leaking into the classroom
- Staff will relocate children to a classroom if hazards relating to the above are identified
- Staff to ensure children are away from external windows and doors
- Staff will monitor warnings issued by the Bureau of Meteorology
- Staff will alert families if evacuation is advised

High Winds

In the event of high winds, staff will follow points outlined under Electrical Storms/Heavy Rainfall as well as the following:

- Staff are to move children away from external windows and doors
- Instruct children to sit with their legs crossed and heads down in the brace position

Bushfires

- Staff will follow advice from the Queensland Fire Service and SES
- Outdoor experiences will be limited when smoke is dense
- Staff will alert families if evacuation is advised

Links to Other Policies:

- Policy Review and Revise Policy
- Workplace Health and Safety Policy
- Emergency Procedures Staff Reference Guide

Policy Sourced From:

- Education and Care Services National Regulations (2011)
- Education and care services national law (Queensland)
- Workplace Health & Safety Act 2011 (Qld)
- Energex – Retrieved 1 December 2024
 - [Keeping Safe in Severe Weather](#)
- [Canterbury College Staff Handbook](#)
 - General Expectations – Emergency Procedures

Link to National Regulations, National Law & NQS: Education and Care Service National Regulations Education and Care Services National Law Act (Queensland), National Quality Standards (2018)

National Regulation:

97- Emergency and evacuation procedures
168(2)- Emergency & evacuation

National Law:

167- Offence relating to protection of children from harm and hazards

NQS: 2.2, 7.1, 7.1

Developed: January 2022

Reviewed: December 2024

Enrolment and Orientation Policy

Rationale

Canterbury Early Learning Centre seeks to enroll children, who can contribute to, and benefit from, its program. The ELC is open to all children, regardless of their ethnic or religious origins, who support the ELC's philosophy. The ELC retains the right in all cases to determine, at its discretion, whether or not to select a child for admission.

Procedure

Admissions Function

The Head of Early Learning is responsible for the admission of children to the ELC and, at times, their removal in consultation with their line manager. The Head of Early Learning delegates the Admissions function to the ELC administrative staff who assumes full responsibility for the area.

Criteria for Admission

Admissions decisions are necessarily based on multiple criteria, namely:

- Academic readiness
- Attitude and motivation
- Maturity
- Appropriateness of the match between the family and Canterbury Early Learning Centre.

Sequence of Admission

Normally applicants are admitted in a sequence depending on the chronological order of the application. Priority is given to children who already have a sibling at Canterbury College, and children of Canterbury College staff members.

Waiting List

When there are more qualified candidates than places available, the ELC establishes an unranked waiting list. Should places become available, the Head of Early Learning decides which candidates to offer a position based on the overall class profile and the match between the needs and qualifications of the student with the needs of the ELC. The date of application may also be a factor in this decision.

Offer of Placement

Enrolment at the ELC remains conditional until all formalities, payments and paperwork, have been completed and returned. This includes the payment of the acceptance fee, return of the enrolment contract and necessary medical forms/paperwork.

Enrolment

Enrolment at the ELC is offered to students regardless of their race, religion or disability, on the following conditions:

- Parents must undertake to support the ethos of the ELC.
- Parents must accept the conditions of the enrolment agreement, including conditions related to the payment of fees and the student's academic progress and behaviour.
- The ELC will consider whether it is able to meet the student's needs sufficiently, by considering its capacity to take further enrolments and the availability of resources.

Anti-Discrimination

Canterbury ELC has a full Anti-Discrimination policy in place and this policy establishes appropriate procedures to handle admissions applications from prospective students with disabilities.

Prospective Students

Canterbury ELC does not discriminate in:

- failing to accept a person's application for admission as a student,
- the way in which a person's application is processed,
- the arrangement made for, or the criteria used in, deciding who should be admitted as a student, or
- the terms on which a person is admitted as a student.

Orientation

It is the policy of Canterbury ELC to conduct an Orientation Session for parents/carers in Term Four of the year prior to entry.

During the Orientation Session, the Head of Early Learning will inform parents/ carers of the following:

- Staff
- Qualifications of staff
- Role of individual staff members in the Centre
- Staffing requirements – across the Centre and in the individual rooms
- Program (indoor/outdoor/specialists)
- Policies
- Allocations of children to rooms
- Date of attendance
- General administration information
- Details of how correspondence is delivered to parents e.g., Emails, MyCC, Home app
- Guidance on dealing with separation or any anxieties relating to starting school.

Links to Other Policies:

- Maintenance and Confidentiality of Records
- Policy Review and Revise Policy

Policy Sourced From:

- Education and Care Services National Regulations (2011)
- Education and Care Services National Law (Queensland)
- Privacy Act 1988 (Cth) Privacy Act 1988 (Cth) Privacy Act 1988 (Cth)
- Early Learning Centre Enrolment Policies

Link to National Regulations, National Law & NQS: Education and Care Service National Regulations Education and Care Services National Law Act (Queensland), National Quality Standards (2018)

National Regulation:

- 160- Child enrolment records to be kept
- 161- Authorisation's to be kept in enrolment record
- 162- Health information to be kept in enrolment record
- 168(2)(k)- Enrolment and orientation

National Law:

175- Offence relating to requirement to keep enrolment and other documents

NQS: 6.1, 6.2

Developed: January 2022

Reviewed: December 2024

Equal Opportunities Policy

Rationale

As part of our commitment to fair treatment for staff Canterbury ELC has developed policy on equal opportunity, grievance procedures, contact officers, and the role of managers and supervisors.

Procedure

Canterbury College is an equal opportunity employer. All employees are treated on their merits, without regard to characteristics not relevant to the position such as, for example, their race, age, gender or family responsibilities. Employees are valued according to how well they perform their duties, and on their ability to maintain the College's standards of service. Similarly, recruitment processes will involve assessing the ability of applicants to fulfil the requirements of the role advertised and will be selected on this basis, rather than any irrelevant personal attributes.

The College believes that all employees should be able to work in an environment free of unlawful discrimination, victimisation, sexual harassment, sex-based harassment and vilification. We consider these behaviours unacceptable, and they will not be tolerated under any circumstances.

Under the Queensland *Anti-Discrimination Act 1991*, (the Act) discrimination, victimisation, sexual harassment and vilification are illegal.

Victimisation because a person has made a complaint, agreed to be a witness or has had a complaint made against them is against the law.

Sexual harassment is prohibited under both state legislation and the federal *Sex Discrimination Act 1984*.

Vilification based on a person's race, religion, gender identity or sexuality is also unlawful. Federal anti-discrimination legislation prohibits discrimination based on criminal record, medical record or social origin.

Vicarious Liability

Under state anti-discrimination law, Canterbury College can be liable for discrimination, sexual harassment and/or vilification which happens in the workplace, unless we can show we have taken reasonable steps to prevent it.

Managers and supervisors therefore must ensure that all employees are treated fairly and are not subject to any of these behaviours. They must also ensure that people who make complaints, or who are witnesses, are not victimised in any way.

Any reports of discrimination, victimisation, sexual harassment and vilification will be treated seriously and investigated promptly, confidentially and impartially. (See our grievance policy for more information).

Disciplinary action will be taken against anyone who discriminates against, victimises, sexually harasses or vilifies a co-worker. Discipline may involve a warning, transfer, counselling, demotion or dismissal, depending on the circumstances.

What to do if are discriminated against, sexual harassed or vilified

There are a number of options. Choose the course of action you feel most comfortable with.

Don't ignore discrimination, sexual harassment or vilification, thinking it will go away – often it just gets worse.

Option 1: Contact the Coordinator of People and Culture

Option 2: Contact the Union for advice

Option 3: Contact the Anti-Discrimination Commission Queensland on 1300 130 670 for information about how to make a complaint.

Canterbury College is committed to providing an environment which is safe for all employees. You will not be disadvantaged in your employment conditions or opportunities because of lodging a complaint.

Links to Other Policies:

- Staff Induction
- Policy Review and Revise Policy
- Workplace Behaviour Policy
- Child Protection
- Anti-Discrimination
- Staff Grievance, Conflict and Compliant Resolution Policy
- Workplace Health and Safety Policy
- Supporting Child's Individual Needs

Policy Sourced From:

- Education and Care Services National Regulations (2011)
- Education and Care Services National Law (Queensland)
- Privacy Act 1988 (Cth)
- UNICEF – Retrieved 22 June 2021
 - [Fact Sheet: A summary of the rights under the Convention of the Rights of the Child](#)

Link to National Regulations, National Law & NQS: Education and Care Service National Regulations Education and Care Services National Law Act (Queensland), National Quality Standards (2018), Anti-Discrimination Act (1991)

National Regulation:

115- Interaction with children
168-(2)(i)- Staffing

NQS: 2.2, 5.1, 6.1

Developed: January 2022

Reviewed: December 2024

Excursion/Incursion Policy

Rationale

Canterbury Early Learning Centre does not promote outings and excursions. Instead, we invite a variety of educational organisations to visit the ELC to provide in-house experiences for our students. We also encourage exploration of the College grounds utilising outdoor and indoor spaces.

Procedure

Parents / carers will be informed of the attendance of outside educational organisations visiting the ELC and details will be given in respect of the presentation. Information regarding the incursion is posted through the Early Learning Centre's digital platform/s to each parent.

It is a requirement of the Head of Early Learning to ensure that all educational organisations/staff invited to the ELC hold a current suitability notice (Blue Card), professional / public liability insurance and that a risk assessment is completed. Activity packs, including risk assessments must be completed and submitted for approval 4 weeks prior to the scheduled activity.

Children attend a variety of specialist activities located on the College Campus.

Links to Other Policies:

- Policy Review and Revise Policy
- Workplace Health & Safety Policy

Policy Sourced From:

- Education and Care Services National Regulations (2011)
- Education and Care Services National Law (Queensland)
- [Canterbury College Staff Handbook](#)
 - General Expectations – Workplace Health and Safety
- Canterbury College Work Health and Safety Policy

Link to National Regulations, National Law & NQS: Education and Care Service National Regulations Education and Care Services National Law Act (Queensland), National Quality Standards (2018)

National Law:

167- Offence relating to protection of children from harm and hazard

National Regulation:

100 & 101- Risk assessment for excursion

102- Authorisation for excursion

168(2)(g)- Excursions

NQS: 2.1, 6.2

Developed: January 2022

Reviewed: December 2024

Fee Payment Policy

Rationale

Canterbury Early Learning Centre aims to provide a quality service to families at an affordable price. Fees shall be set by the Board and reviewed each year as part of the budget process. The Board reserves the right to change fees at any time. Parents/carers shall be notified of any changes as they occur.

Procedure

Parents/carers who have signed the Enrolment Contract with the College are jointly and severally liable for the students' fees and any other associated costs, unless a court order specifies differently. Parents/carers are required to provide Canterbury Early Learning Centre with a copy of all court orders which affect their school fee payment obligations.

Fees will be charged fortnightly in advance. Statements will be sent electronically. Parents are responsible for the full fees where subsidies are not available.

Fees can be paid via Direct Debit, the service's EFTPOS machine, or over the phone.

Parents/carers must consent to Canterbury College Direct Debiting from their bank account or credit card for all fees that they incur by using the Service. Direct debit details must be kept up to date at all times.

When accounts remained unpaid after the due date, the College reserves the right to take action to recover the fees due.

If it is not possible to pay an account by the due date, parents are required to contact the Head of Early Learning of the ELC immediately to discuss payment arrangements.

If fees have not been paid as due and no special arrangements have been made that are satisfactory to the Head of Early Learning then the student's enrolment in the ELC may be suspended until the fees are paid in full, or other arrangements made. No reduction in fees shall be given for such a period of suspension.

If fees remain unpaid and no arrangements have been made within two weeks from the due date, enrolment will be terminated.

A student cannot be enrolled in any activities where supplementary charges are levied, if fees are in arrears, unless prior arrangements have been made.

The Acceptance Fee is non-refundable and must be paid prior to the student's commencement at the ELC.

Childcare Subsidy (CCS) is available to all parents/carers who meet the eligibility requirements. Approved parents/carers receive this as a deduction from fees. Parents/carers are responsible for supplying the College with correct Customer Reference Numbers, dates of birth and names via the enrolment forms. Additional government rebates which may apply to students remain the responsibility of the parent/carer. Parents/carers need to provide any information regarding this to the College.

Links to Other Policies:

- Maintenance and Confidentiality of Records
- Policy Review and Revise Policy

Policy Sourced From:

- Education and Care Services National Regulations (2011)
- Education and Care Services National Law (Queensland)
- Privacy Act 1988 (Cth) Early Learning Centre Enrolment Policies

Link to National Regulations, National Law & NQS: Education and Care Service National Regulations Education and Care Services National Law Act (Queensland), National Quality Standards (2018)

National Law:

175- Offence relating to requirement to keep enrolment and other documents

National Regulation:

168(s)(n)- payment of fees and provision of a statement of fees charged

NQS: 7.1

Developed: January 2022

Reviewed: December 2024

First Aid, Incident, Trauma and Injury Policy

Rationale

Canterbury Early Learning Centre has a duty of care to provide all persons with a safe and healthy environment.

[Health Direct Australia](#) defines first aid as the steps taken initially to help a person suffering from an illness or injury. It aims to:

- Ease someone's pain or discomfort;
- Help them recover more quickly
- Save a life

It is understood by all staff that there is a shared legal responsibility and accountability between, and a commitment by, all persons to implement the service's First Aid Procedure, and practices.

The staff of Canterbury Early Learning Centre have a responsibility to always protect the health and safety of each individual. The Early Learning Centre has several policies in place (supervision, medication, illness, health and hygiene) that ensure the safety of students at all times. Canterbury Early Learning Centre follows the National Quality Standards as well as the Work Health and Safety legislation in Queensland.

Procedure

First Aid Qualifications

- At all times, at least one staff member with current approved first aid qualifications supervises children.
- At all times, at least one staff member with current approved emergency asthma management training supervises children. At all times, at least one staff member with current approved anaphylaxis management training supervises children.
- First aid qualifications are acquired and regularly updated.
- The service informs children, families, and staff of those persons who hold first aid qualifications.
- At least one staff member with first aid qualifications attends all excursions.
- All staff members are trained in the use of EpiPens or similar devices on an annual basis.
- Qualified first aiders will administer first aid in minor accidents or to stabilise the victim until expert assistance arrives in more serious accidents.
- The Accident and Incident reporting procedures conforms to all statutory and legal requirements. All members of the ELC community are required to follow these procedures and report appropriately each accident or incident that falls within the scope of the ELC's operation. The responsibility to follow these procedures and to report accidents and incidents lies with each person who witnessed, became aware of or was affected by an incident, which makes the reporting of that incident an inalienable responsibility.

First aiders should be aware of 'standard precautions' and understand the importance of minimising cross infection while providing a basic level of infection control. Staff will use relevant safety procedures.

Poisons Information Centre

The Poisons Information Centre telephone number **131126** is displayed next to every telephone at Canterbury ELC.

First Aid Kits

- At Canterbury ELC there are three first aid kits available for use in case of an emergency. One is kept outside the foyer entrance, one in the administration area and a travel first aid kit is available when moving around the College.
- The contents of each first aid kit are appropriate for a Kindergarten setting. The kit is checked by Care Central on a regular basis and replenished when needed.
- A cold pack will be kept in the freezer for the treatment of bruises and strains.
- All allergies and illnesses are recorded on a Medical Alerts page and displayed in strategic areas throughout the ELC.
- All children's medical information can be accessed by staff via the ELC's digital platforms.

Links to Other Policies:

- Policy Review and Revise Policy
- Occupational Health & Safety Policy
- Medication Policy

Policy Sourced From:

- Education and Care Services National Regulations
- Education and Care Services National Law (Queensland)
- [First aid basics – the 7 steps of first aid | healthdirect](#)
- Workplace Health & Safety Act 2011 (Qld)
- St Johns Ambulance – Retrieved 11 December 2024
 - [First Aid Facts](#)
- Early Learning Centre Enrolment Policies
- Australia Wide First Aid
 - <https://www.australiawidfirstaid.com.au/resources/glossary/standard-precautions>
- [Canterbury College Staff Handbook](#)
 - General Expectations – Workplace Health and Safety

Link to National Regulations, National Law & NQS: Education and Care Services National Regulations, National Quality Standards, Work Health and Safety Act 2011 (Qld),

National Law:

167- Offence relating to protection of children from harm and hazards

National Regulation:

89- First aid kits

136- First Aid Qualifications

168(2)- Policies & procedures in relation to Health & Safety

NQS: 2.1, 2.2

Developed: January 2022

Reviewed: December 2024

Food Safety and Nutrition Policy

Rationale

To minimise cross infection and contamination, staff of Canterbury Early Learning Centre will follow Australian hygiene and safety standards in the food preparation area. We understand the importance of a healthy lifestyle for our students and staff. Our educators will role model healthy eating and encourage our students to make healthier food choices. These positive choices in life will allow the children to thrive physically, socially and intellectually. The food that will be provided by Canterbury Early Learning Centre will be in accordance with *Get Up and Grow – Healthy Eating and Physical Activity for Early Childhood* as published by the Australian Government Department of Health and Aged Care. Parents / carers are encouraged to participate in this approach to nutrition for their children.

Procedure

Hand washing is actively promoted and modelled by staff after toileting and before eating.

Fruit Break

- Parents provide a pre-cut/ready-to-eat fruit break.

Morning Tea & Lunch

Both meals are provided and packed by parents in such a manner as to promote independence, allowing access to the food without any undue stress. The ELC promotes the use of reusable containers. A water drink bottle should be brought to school each day, water is available at all times. Staff will not reheat children's food for safety reasons.

Afternoon Tea

A snack provided by the service, offering children plain crackers and hummus dip. The ELC does not prepare any food.

Food Preparation & Handling

- The Head of Early Learning will be responsible to ensure that all food preparation and preparation areas comply with all laws and regulations, including Local Council by-laws (or equivalent) where applicable.
- All food preparation surfaces and utensils will be kept clean and will be thoroughly cleaned before use.
- Staff will wash their hands, and ensure that students wash their hands, thoroughly with soap and water before handling, preparing and eating of food.
- Staff will wear gloves or use utensils when preparing and handling food.
- Perishable items will be covered and refrigerated. Non-refrigerated items will be stored in airtight containers.
- Staff will not eat, nor permit to be eaten by any child, food that has fallen on the ground, or been handled by another child.
- Students will not be in the food preparation area unsupervised.
- Food that is not fit to be eaten is to be immediately disposed of, in an appropriate manner, so that it will not be eaten.

Nutrition

- Balanced and healthy eating is promoted by the College.
- The nutrition procedures will be evaluated in consultation with families, staff, the community, management and the students.

- The procedures will be based on information from recognised health authorities, which may include any or all of the Commonwealth or State Government Health Department and non-government organisation's with recognised expertise in nutrition (e.g. Nutrition Australia, Heart Foundation, Queensland Health).
- Through New Student Orientation Sessions, parents / carers are alerted to the ELC's Nutrition Procedures, and:
 - encouraged to provide food from home for their child/children which also meets these requirements;
 - provided with basic information on appropriate foods for students to bring; and
 - invited to contact staff at any time to discuss any comments or concerns or feedback in relation to the Nutrition Procedures, and of their child's particular dietary requirements for health or other reasons.
- The Head of Early Learning will seek to accommodate all such reasonable nutritional needs of a student by giving appropriate directions to staff in relation to that student.

Provision of Food

- The Head of Early Learning will discuss with families any food allergies and restrictions (including cultural or religious) which are required by the parent / carer to be allowed for at the College. Details of these restrictions will be noted on the enrolment form and passed on to staff. Food allergies or restrictions which are based on health reasons should be accompanied by a letter from a medical practitioner or other health professional. These details are displayed in the Kitchen. A copy of allergies is kept in the Emergencies Folder during excursions and in the preparation areas.

Serving of Food

- Social interactions will be encouraged during meal and snack times. Staff members will spend this time interacting with the students and model good eating and social habits.
- Where staff need to serve food to the students, gloves and/or tongs will be used.
- Staff will encourage students to be seated while eating and drinking.

Drinking Water

- The Head of Early Learning will ensure that the students have ready access to cool drinking water.
- Staff will encourage students to drink extra water during the summer months.
- Staff will remind parents/carers to provide students with extra water to take with them on excursions.
- Drinking water will be promoted through role modeling and drinking with the children by staff.

Food Experiences

- Food is not to be used as a punishment or a reward
- Students will be taught about food and nutrition by:
 - food awareness authorities being included in the Early Learning Centre's program
 - students will be encouraged to get practical experience in food preparation
 - discussing the foods being served to students with them.
 - visitors to the College.

Links to Other Policies:

- Hygiene and Infection Control Policy
- Workplace Health and Safety Policy
- Policy Review and Revise Policy
- Staff Induction

Policy Sourced From:

- Education and Care Services National Regulations
- Education and Care Services National Law (Queensland)
- Australian Government Department of Health and Aged Care – Retrieved 11 December 2024
 - [Get Up and Grow](#)

Link to National Regulations, National Law & NQS: Education and Care Services National Regulation National Quality Standards ()

National Regulation:

168(2)(i)- Nutrition, food and beverages, dietary requirements

77- Health, hygiene and safe food practices

78- Food and beverages

NQS: 2.1, 2.2

Developed: January 2022

Reviewed: December 2024

Governance Policy

Rationale

This policy provides a statement of intent in relation to the procedures, policies and legislative framework that governs the operation of this organisation. The aim is to ensure accountability to all stakeholders and compliance with all legislative obligations in the overall management of the service. This policy is designed to be read in conjunction with all other policies of the organisation.

Early Childhood education and care services is highly regulated which requires a strong professional, social, ethical and financial commitment by stakeholders to provide good quality services for children and families.

Canterbury Early Learning Centre operates within a strict legislative framework. Accountability for compliance is the responsibility of the Approved Provider and as a not-for-profit organisation it is also delegated in the Executive committee and Board and the Nominated Supervisor. Accountability for compliance is also delegated to all employees.

Early Childhood education and care services must also meet high standards of ethical conduct in the provision of services to families, children and the community. Canterbury ELC aims to create a positive culture where management and staff work towards a goal of continuous improvement in the provision of quality services to children and their families.

Procedure

Governance of Canterbury ELC includes but is not restricted to:

- Compliance with all Approved Provider obligations as set out in the Education and Care Services National Regulations and the Education and Care Services National Law Act (Queensland).
- Compliance with the Australian Children's Education and Care Quality Authority as well as Queensland authorities.
- Compliance with the registration of the Approved Provider as set out in Part 6, Div.6, 229 of the Education and Care Services National Regulation.
- Compliance with the regulations of an approved education and care service as set out in Part 6, Div.6, 230 of the Education and Care Services National Regulations.
- Compliance with all legislative requirements, including record of service compliance as set out in 4.7, Subdivision 3, 167 of the Education and Care Services National Regulations.
- Approving policies and procedures for the operation of the organisation (including the management and retention of records) as set out in Part 4.7, Div.2, 168 of the Education and Care Services National Regulations.
- Financial management, including determination of fees and notification of 14 days relating to changes to fees as set out in 4.7, Div.2, 172 of the Education and Care Services National Regulations.
- Insurance cover as set out in 4.7, Div.3, 180 of the Education and Care Services National Regulations.
- Approving a Quality Improvement Plan, including a service Philosophy as set out in Chapter 3, Part 3.1, Section 55 of the Education and Care Services National Regulations.
- Employment and management of personnel in accordance with regulatory requirements, including the nomination of the Nominated Supervisor (Section 146 of the Education and Care Services National Regulations) and nomination of the

Educational Leader as set out in Part 4.4, Div.1, 118.

- Risk management and continuous improvement.
- Approving systems for the day-to-day management of the organisation.
- Management of facilities, equipment and resources (including consumables).
- Developing positive working relationships with statutory bodies.
- Supporting the lead in her/his leadership role and discharge of legislative obligations.
- Ensuring socially equitable, ethical and transparent service delivery.
- Supporting sustainability.
- Management of WHS and students' health and safety.

Annual Planning Obligations

Annual obligations will be conducted by the Approved Provider (or delegates) and the Nominated Supervisor (many include staff delegates).

The following planning documents will be developed annually:

- Financial Plan and Budget
- Quality Improvement Plan as set out by the requirements of the National Quality Standards
- Risk Management Plan
- Strategic Management Plan

Planning documents will be reviewed annually, or more frequently if required.

Day to Day Service Management

Day-to-day service management is delegated to the Nominated Supervisor. The Nominated Supervisor ensures that the Early Learning Centre operates in accordance with the organisations policies and procedures. The Nominated Supervisor must always act in accordance with legislative requirements governing the organisation.

Links to Other Policies:

- All policies

Policy Sourced From:

- Education and Care Services National Regulations
- Education and Care Services National Law (Queensland)
- [ACECQA](#) – Retrieved 11 December 2024
- [Australian Human Rights Commission](#) – Retrieved 11 December 2024
- [Early Childhood Australia](#) – Retrieved 11 December 2024

Link to National Regulations, National Law & NQS: Education and Care Service National Regulations Education and Care Services National Law Act (Queensland), National Quality Standards (2018)

National Law:

167- Offence to protection of children from harm and hazards

National Regulation:

55 – Quality improvement plans

118 – Educational leader

146 – Nominated supervisor

167 – Record of service's compliance

168 – Education and care service must have policies and procedures specifically

168(2)(l)- Governance and management of the service, including confidentiality of records

172(2) Notification of change to policies and procedures – fees charged
180 – Evidence of prescribed insurance
229 – Register of approved providers
230 – Register of approved education and care services

NQS: 2.2, 7.1

Developed: January 2022

Reviewed: December 2024

Grievance and Complaints Policy

Please see the [Canterbury-College-Complaints-Management-Policy-V3.0.pdf](#) (for parents) and Staff grievance policy (for staff)

Complaints about non-compliance with the Protecting Children and Young People in Anglican Schools are to follow the ASC Complaints Management Policy and procedures and guidelines.

Links to Other Policies:

- Work Health and Safety Policy
- Staff Induction
- Policy Review and Revise Policy
- Maintenance of Records Policy

Policy Sourced From:

- Education and Care Services National Regulations
- Education and Care Services National Law (Queensland)
- Privacy Act 1988 (Cth)
- [Complaints Management in Anglican Education & Care Services](#)
- [Complaints Management in Anglican Education & Care Services Procedures](#)
- [Canterbury College Complaints Management Policy](#)

<p>Link to National Regulations, National Law & NQS: Education and Care Service National Regulations National Quality Standards (2018)</p>

<p>National Regulation: 168(2)(o)- Dealing with complaints</p>

<p>NQS: 7.1</p>

<p>Developed: January 2022 Reviewed: December 2024</p>
--

Hazardous Substances & Poisonous Plants Policy

Rationale

This policy recognises all employees and third parties who use or have been, are or may be exposed to hazardous substances in at the Early Learning Centre are owed a duty of care, so far as practicable, to be provided with a working environment that is safe and without risk to health.

Procedure

- Hazardous machinery, chemicals and activities which are likely to cause potential danger to students, staff or others will not be used or undertaken while the service is in operation
- Should any pests or vermin be identified, then action will be taken to rid the area of the problem by initially using non-chemical methods such as physical removal, maintaining a clean environment, and use of any non-chemical products.
- Low irritant, environmentally friendly sprays will be used minimally and only with adequate ventilation, and preferably not in the presence of the students.
- All staff will be made aware on initial orientation of any potentially dangerous products, which may pose a danger to the students and where these are stored.
- All potentially dangerous products such as cleaning materials, disinfectants, flammable, poisonous and other dangerous substances, tools, toiletries, first aid equipment, and medications will be stored in the appropriate containers, clearly labelled and stored in the designated secured area which is inaccessible to the children.
- Safety Data Sheets (SDS) are a comprehensive list of chemicals used in the ELC and available to all staff via Teams.
- Staff are responsible for ensuring that these areas remain secure and do not inadvertently provide access to these items to students.
- Cleaning and hazardous products should not be stored close to foodstuffs or where storage of these products might contaminate foodstuffs.
- Poisonous plants will not be permitted in the ELC area. Staff must identify plants and determine their suitability for the ELC environment prior to bringing it to the facility. If the plant is not on the poisonous plant list, the Poison Control Centre should be contacted on 13 11 26 for guidance.
- Outdoor plants will be removed if poisonous.
- The Poison Control Centre telephone number will be posted on the list of emergency numbers by the telephone contact list. Poison emergencies or requests for information will be made by contacting the Poison Control Centre Hotline 13 11 26 first – unless the person who has been poisoned is unconscious, not breathing, having trouble breathing or is having convulsions. If any of these symptoms are present CALL 000 FIRST.

Links to Other Policies:

- Policy Review and Revise Policy
- Workplace Health & Safety Policy

Policy Sourced From:

- Education and Care Services National Regulations (2011)
- Education and Care Services National Law (Queensland)
- Work Health & Safety Act 2011 (Qld)

- [Plants and mushrooms | Queensland Poisons Information Centre](#) – retrieved 12 December 2024
 - <https://www.poisonsinfo.health.qld.gov.au/plants-and-mushrooms>
Queensland Health - Retrieved 25 June 2021
 - [Poisons Information Centre](#)

Link to National Regulations, National Law & NQS: Education and Care Service National Regulations Education and Care Services National Law Act (Queensland), National Quality Standards (2018)

National Law:

167- Offence to protection of children from harm and hazards

National Regulation:

168(2)(h)- Providing a child safe environment

NQS: 2.2, 7.1

Developed: January 2022

Reviewed: December 2024

Hygiene Policy

Rationale

The Canterbury Early Learning Centre provides a healthy and hygienic environment that will promote the health of the students, staff and parents. All people at Canterbury Early Learning Centre will follow preventative measures in infection control. Staff will ensure that they maintain and model appropriate hygienic practices.

Procedure

- All toilet facilities are age appropriate and will have access to a basin or sink with running cold water, soap for washing hands and paper towels for drying hands.
- Women will have access to appropriate feminine hygiene disposal.
- Toilets, hand basins and kitchen facilities will be cleaned regularly.
- Hand washing will be practiced by staff and students before preparing or eating food and after all dirty tasks such as toileting, cleaning up any items, wiping a nose, before and after administering first aid, playing outside or handling an animal. The cleaning up and clearing of general rubbish materials requires the use of disposable rubber gloves. General clean-up will only be undertaken if the area is free from hazardous materials and substances and if no risk is evident.
- Staff will maintain and model appropriate behaviour and encourage the children to adopt hygiene practices.
- All staff will hold current First Aid Certificates, anaphylaxis training and CPR.
- All staff must wear disposable gloves when in contact with blood, open sores or other bodily substance, clothes contaminated with bodily fluids or cleaning up a contaminated area. Staff will wash hands with soap and water after removing the gloves.
- An infectious waste kit (found in the laundry) will be used to clean up urine, feces, vomit or blood and disposed of by the Facilities team.
- Staff with cuts, open wounds or skin disease such as dermatitis should cover their wounds and wear disposable gloves. Used gloves should be disposed of safely.
- All surfaces will be cleaned with detergent after each activity and at the end of the day.
- All contaminated surfaces will be disinfected.
- Children must not share hats. Spare hats are washed after each use.
- Children will be reminded not to share drinks, utensils or use items that have been dropped on the floor.
- All cups, plates and utensils will be washed in hot, soapy water.
- All rubbish or leftover food will be disposed of immediately.
- Cleaning staff employed essential to service areas and facilities.
- Carpet shampooing is conducted annually or as required.

Links to Other Policies:

- Policy Review and Revise Policy
- Workplace Health & Safety Policy

Policy Sourced From:

- Education and Care Services National Regulations
- Education and Care Services National Law (Queensland)
- Workplace Health & Safety Act 2011 (Qld)

- Australian Government, National Health and Medical Research Council – Retrieved 1 December 2024

- [Staying Healthy](#)

Link to National Regulations, National Law & NQS: Education and Care Service National Regulations Education and Care Services National Law Act (Queensland), National Quality Standards (2018)

National Regulation:

77- Health, hygiene and safe food practices
106- Laundry and hygiene facilities
109- Toilet and hygiene facilities
168(2)(h)- Providing a child safe environment

NQS: 2.1

Developed: January 2022

Reviewed: December 2024

Illness and Infectious Diseases Policy

Rationale

We aim to provide a safe and hygienic environment that will promote the health of the children. As the care needs of a sick child cannot be met without dramatically reducing the general level of supervision of the other children or risking other children's health, parents / carers are requested to not to bring sick children to Canterbury Early Learning Centre and to collect children who are unwell. All care and consideration will be given to the child who becomes ill while at the ELC. Children with infectious diseases will be excluded from care for the period recommended by the Department of Health. A record of each child's immunisation status will be kept in the digital file.

Procedure

A child or adult will be considered sick and unfit to attend if he/she:

- Has a fever over 38 degrees.
- Is crying constantly from discomfort.
- Vomits or has diarrhea.
- Needs one-to-one care.
- Has an infectious disease.
- If a child is unwell at home parents will be asked not to bring the child.
- If a staff member is unwell they should not report for work. Staff should contact the school as soon as possible to inform them that they are unable to attend work.
- If a child becomes ill or develops symptoms at the ELC the parents will be contacted to take the child home.
- If a staff member becomes ill or develops symptoms at work, they can return home if able or organise for someone to take them home.
- The Head of Early Learning will organise a suitable replacement as soon as possible to ensure ratios are unaffected.
- The child who is ill will be comforted, cared for and placed in a quiet isolated area with adult supervision until the child's parent or other authorised adult takes them home.
- During a fever, other methods will be employed to bring the child's temperature down until the parents arrive or help is sought. Such methods include the provision of fluids, and / or the administration of tepid sponges.
- A student will be provided with medication such as paracetamol to help fight a fever where permission has been granted and has been recorded on file.
- If the situation becomes serious the child will be taken to the doctor or an ambulance will be called.

Infectious Disease

- Children and staff will be excluded from the ELC if they are ill with any contagious illness. This includes diarrhea and conjunctivitis.
- Parents / carers are asked to ensure that all recommended immunisation injections are up to date.
- The Head of Early Learning or staff members have the right to refuse access if concerned about the child's health.
- A doctor's clearance will be required for all infectious diseases such as measles, mumps, diphtheria, hepatitis A, polio, tuberculosis, typhoid and paratyphoid before returning to the ELC.
- The Head of Early Learning will follow the recommendations as outlined in the Health Department documents.

- Parents / carers will be informed about the occurrence of an infectious disease in the ELC ensuring that the individual rights of staff or children are not infringed upon.
- All staff will ensure proper hygiene practices are carried out as outlined in the Hygiene Policy.
- Under the provisions of the Public Health Act (1991) and National Regulations, Directors of childcare are required to notify the following diseases:
 - Diphtheria
 - Chickenpox (Varicella)
 - Enterovirus 71
 - Gastroenteritis
 - Haemophiles influenza type b (Hib) disease
 - Hepatitis A
 - Tuberculosis
 - Meningococcal disease
 - Typhoid and paratyphoid
 - Poliomyelitis
 - Measles
 - Pertussis (whooping cough)
 - Rubella (German measles)
 - Corona virus
 - Influenza

Notification Mechanisms Infectious Diseases:

- Infectious diseases should be directed to the local Public Health Unit, and should be notified within 24 hours of diagnosis
- Notification requested by phone, on (07) 5568 3700

Emergencies

If a student has an accident or becomes ill while attending Canterbury ELC the following procedure will be implemented:

- The child is kept under adult supervision until the child recovers or until the child's parent/guardian or other approved person takes charge of the child.
- If the child requires immediate medical aid whilst at the ELC, all reasonable attempts are taken to secure that attention and to notify the parent/guardian of the accident.
- In the case of medication being required in an emergency without prior consent of the parent or guardian, every attempt is made to secure that consent from a registered medical practitioner.
- In cases of serious injury requiring ambulance, or hospitalisation, suitable procedures for transportation of the child to the hospital are implemented.
- A record of the children's accidents and illnesses while at the ELC is kept until the child is 25 years of age.

Links to Other Policies:

- Policy Review and Revise Policy
- Workplace Health & Safety Policy

Policy Sourced From:

- Education and Care Services National Regulations (2011)
- Education and Care Services National Law (Queensland)
- Work Health & Safety Act 2011 (Qld)
- Queensland Health – Retrieved 11 December 2024
 - [Communicable Disease Control Guidance](#)

- [Time Out](#)

Link to National Regulations, National Law & NQS: Education and Care Service
National Regulations National Quality Standards (2018)

National Regulation:

88- Infectious Diseases

168(2)(b)- Incidents, injury, trauma & illness procedures

168(2)(c)- Dealing with infectious disease policy

183 – Storage of records and other documents

NQS: 2.1, 2.2, 7.1

Developed: January 2022

Reviewed: December 2024

Immunisation Policy

Rationale

Canterbury Early Learning Centre has a duty of care to ensure that all persons are provided with a high level of protection during the hours of the services operation. It is understood by staff, children and families that there is a shared responsibility between the service and other stakeholders that the Immunisation Policy and procedures are accepted as a high priority. In meeting the services duty of care, it is a requirement under the Work Health and Safety Act, that management and staff implement and endorse the service's Immunisation Policy and Procedures.

Procedure

Immunisation

- All families are required to inform the ELC of their children's immunisation status on enrolment and continue to update information annually

Children who are not immunised

- All families are informed on enrolment of the need for their child to be fully immunised as per Department of Health Queensland guidelines
- For those families who decide not to immunise their children, they will be informed of the outbreak and recommended they be excluded until the disease outbreak is under control. This may occur even if the child is well.
- Canterbury ELC is sensitive to the diverse cultural needs of families in our care and respect the rights of the families to make informed decisions regarding their child's immunisations.

Staff

- Canterbury ELC encourages staff to maintain their immunisation status against immunisable diseases, however this is at the discretion of each individual and not required for employment.
- Where a government direction is provided requiring staff to be immunized, the ELC will require staff to meet that directive.
- Staff will comply with the Hygiene Policy to ensure the spread of infectious disease is minimised

In the case of an outbreak of an infectious disease:

- The Head of Early Learning will inform the Public Health Unit for Communicable Infectious Diseases on (07) 5668 3700
- Parents / carers will be notified by email/digital notification of the outbreak. They will be informed of the symptoms and exclusions periods. Parents / carers are requested to inform the school if their child contracts the disease.

Links to Other Policies:

- Hygiene Policy
- Policy Review and Revise Policy
- Illness and Infectious Disease Policy

Policy Sourced From:

- Education and Care Services National Regulations
- Education and Care Services National Law (Queensland)
- Work Health & Safety Act (2011)

- Queensland Health – Retrieved 11 December 2024
 - [Immunisation Schedule](#)

Link to National Regulations, National Law & NQS: Education and Care Service
National Regulations National Quality Standards (2018)

National Regulation:

88- Infectious Diseases

168(2)(c)- Dealing with infectious disease policy

NQS: 2.1

Developed: January 2022

Reviewed: December 2024

Inclusion Policy

Rationale

Canterbury Early Learning Centre aims to provide an environment designed to enable students of all backgrounds, identities, and abilities to access and fully participate in learning. Differences in backgrounds, culture and abilities are valued, and families are actively encouraged to share their experiences with educators, staff, carers and other families. Canterbury ELC involves the community to assist educators, staff and children understand and accept the range of cultures and abilities of members of the local community. The ELC will ensure that appropriate inclusion support services are accessed and referred to families to support student well-being and full inclusion into the service.

Procedure

- The Head of Early Learning and educators will actively seek information from children, families and the community, about their cultural traditions, customs and beliefs, and use this information to provide children with a variety of experiences that will enrich the environment within the centre.
- Educators will work in partnership with families to provide care that meets the child's needs and is consistent with the family's culture, beliefs and childcare practices. Specific requests will be honoured, where practical, to demonstrate respect and ensure continuity of care of the child.
- Educators will obtain and use resources that reflect the diversity of children, families and the community and increase awareness and appreciation of Australia's Aboriginal and Torres Strait Islander and multicultural heritage.
- Staff will be sensitive and attentive to all children, respect their backgrounds, unique qualities and abilities, will ensure that the centre's environment reflects the lives of the children and families using the centre, and the cultural diversity of the broader community, and ensure children's individual needs are accommodated at the centre.
- Children with special needs will be provided with support so they can be included as equals within the ELC. This may require the assistance of social, ethnic or special needs services which the service will access in collaboration with the child's family and the Learning Support team, and/or adapting the environment, routines and/or educator arrangements to facilitate inclusion.
- Educators will treat all children equitably and encourage them to treat each other with respect and fairness.
- Educators will role model appropriate ways to challenge discrimination and prejudice, and actively promote inclusive behaviours in children.
- Children will never be singled out or made to feel inferior to or better than others. Educators and children will discuss incidents of bias or prejudice in children's play or relationships with each other, to help children to understand and find strategies to counteract these behaviours.
- Parents/carers will be consulted in the development of holistic programs that are responsive to children's lives, interests and learning styles, and reflect children's family, culture and community.
- Educators will create opportunities as an integral part of their daily programs for children to learn about, develop respect for, and celebrate the diversity that exists in the centre and in the broader community by:
 - Encouraging all families, children and other educators to share their

- experiences, skills, cultures and beliefs
- Inviting community members to the centre to share their stories, songs, experiences, skills, cultures and beliefs
- Accessing and using a range of resources (including multi-cultural and multi-lingual resources) that reflect the diversity of children and families at the service and in the broader community.

Inclusion Support Agencies

- Canterbury ELC follows a Children’s Wellbeing Support Process which includes families, staff and internal specialist. External support networks are sources as required
- The ELC will access additional support, assistance and resources for children with additional needs and children of Aboriginal and Torres Strait Islander background.
- Staff will work with families, inclusion support agencies and other specialists working with the child to develop individual support plans for children with additional needs.

Links to Other Policies:

- Equal Opportunities Policy
- Anti-Discrimination Policy
- Policy Review and Revise Policy

Policy Sourced From:

- Education and Care Services National Regulations
- Education and Care Services National Law (Queensland)
- Anti-Discrimination Act 1991 (Qld)
- Disability Discrimination Act 1992 (Cth)
- Racial Discrimination Act 1975 (Cth)
- Queensland Government – Retrieved 11 December 2024
 - [Inclusive Education](#)
- Canterbury Early Learning Centre – Children’s Wellbeing Support Process

Link to National Regulations, National Law & NQS: Education and Care Service National Regulations National Quality Standards (2018)

National Regulation:

155- Interactions with children

156- Relationships in groups

168(2)(l)- Governance and management of service including confidentiality of records

NQS: 1.1, 1.2, 5.1, 5.2, 6.1, 6.2

Developed: January 2022

Reviewed: December 2024

Interacting with & Supporting Children's Individual Needs Policy

Rationale

Canterbury Early Learning Centre believes the relationship between the child's family and the service is crucial to a child's wellbeing, health, development and progress. Children benefit most when this is a trusting and mutually supportive partnership. When families, staff and management work together and communicate openly, the transition for the child and their family into the ELC is positive and meaningful. Having knowledge of each child and their family can assist staff to develop strategies that are consistent with home, reflect common values and provide learning opportunities.

Procedure

Canterbury ELC recognises that the individual needs of each child are important factors in their development and overall wellbeing. Individual needs of children can, at times, affect their play and learning, which affects how staff plan for children's experiences.

We believe that any interaction between a child and staff member can have a profound effect on the child's self-esteem and overall development. We as educators and carers understand the very privileged and responsible position that we hold in each child's life and therefore aim to care and educate each child through interactions that are meaningful, caring, respectful, warm and friendly. By doing this we hope to pass on the same values and attitudes to the children in their own future interactions.

Individual Developmental Needs

Adopting a holistic approach needs to be considered when addressing children's individual needs. The ELC provides support to children's physical, emotional, social and cognitive needs.

Through everyday experiences and routines, we encourage, support and promote practices and strategies, which develop a child's emotional, social and cognitive wellbeing.

- Staff support children's individual development needs by allowing them to explore and learn at their own pace.
- Children's development is encouraged and planned for in play and learning experiences through daily observations both photographic and written by the child's Educators.
- Staff ensure there is regular communication; both written and verbal, with families to ensure that consistent strategies and practices are being implemented at home.
- Staff ensure they are constantly interacting with children during daily routines.

Self-Help Skills for Children

Children love to do things for themselves. It's fun and helps them learn. This encourages students to be independent and do things on their own is a healthy part of normal child development and should be encouraged. As children grow, they learn to do more and more tasks. It can be faster and less messy to do things for children, but they learn so much from doing things for themselves. They develop new skills, gain confidence in trying new things, and build self-esteem. As a childcare provider, we can foster the development of self-help skills.

- Staff are encouraged to show patience with children that are attempting to dress and undress themselves. Staff are understanding and helpful but recognise children's signs of frustration and can step in and assist children who may need aid.
- Children are encouraged to make their own beds and pack away their own sheets

where possible. Staff consult parents when deciding what approach to take regarding sleep for their child, and all the factors that determine a positive sleep time, e.g. length of sleep, comforters, family considerations, etc. Staff are sensitive to your child's needs and take care to appropriately identify when they are tired.

- We aim to make toileting a positive experience so the children can be self-sufficient and confident.
- We encourage children to express themselves and their opinions positively.

Links to Other Policies:

- Clothing, Sleep & Rest Policy
- Equal Opportunities Policy
- Anti-Discrimination Policy
- Food Safety & Nutrition Policy
- Hygiene Policy
- Policy Review and Revise Policy
- Inclusion Policy

Policy Sourced From:

- Education and Care Services National Regulations
- Education and Care Services National Law (Queensland)
- Anti-Discrimination Act (1991) (Qld)
- Disability Discrimination Act (1992) (Cth)
- Queensland Government – Retrieved 11 December 2024
 - [Inclusive Education](#)

Link to National Regulations, National Law & NQS: Education and Care Service National Regulations Education and Care Services National Law (Queensland), National Quality Standards (2018)

National Law:

165- Offence to inadequately supervise children

166- Offence to use inappropriate discipline

National Regulation:

155- Interactions with children

156- Relationships in groups

168(2)(l)- Governance and management of service including confidentiality of records

NQS: 5.1, 5.2

Developed: January 2022

Reviewed: December 2024

Lost Property and Broken Equipment Policy

Rationale

Canterbury Early Learning Centre does not take responsibility for personal items which are lost, stolen or damaged.

Procedure

- Children are advised to refrain from bringing expensive items to the ELC
- There is a lost property collection within each classroom. Notices of lost items are sent to families through the ELC's digital platforms.
- To avoid items being lost, parents/carers are encouraged to label all belongings clearly.
- Parents/carers may make a request for lost property verbally. If the requested item/s are located the parent/carer will be notified.
- Broken equipment is to be reported to the Head of Early Learning
- Unsafe or broken equipment that cannot be repaired must be disposed of in a safe manner
- Arrangements can be made for the removal or repair of equipment by completing a Maintenance Request or contacting the Director of Property and Works on 3299 0801. Contact can only be made by the Head of Early Learning unless in an emergency.

Links to Other Policies:

- Policy Review and Revise Policy
- Workplace Health and Safety Policy

Policy Sourced From:

- Education and Care Services National Regulations
- Education and Care Services National Law (Queensland)
- Workplace Health & Safety Regulations 2011 (QLD)

<p>Link to National Regulations, National Law & NQS: Education and Care Service National Regulations Education and Care Services National Law (Queensland), National Quality Standards (2018)</p>
--

National Regulation:

105- Furniture, materials and equipment

NQS: 3.2

Developed: January 2022

Reviewed: December 2024

Maintenance of Indoor Environment Policy

Rationale

Canterbury Early Learning Centre aims to provide a comfortable and safe indoor environment that allows flexibility and access to a variety of quiet, active, group and individual activities. We will ensure that only the number of children that can comfortably and legally fit into the building space will be enrolled.

Procedure

- The ELC will only enroll the number of children that can comfortably fit into the space and in accordance with the Licensing Regulations.
- Separate areas in the indoor environment will be provided for:
 - Parents/ carers to sign their children in/out of the centre
 - Storage of equipment, food, dangerous materials, and family records
 - Preparation of food and drinks
 - Kitchen and other refuse
 - Cleaning of equipment
 - Toilet, hand basins
 - Creative and other activities
 - Large and small group activities
- The indoor area is to be set up to allow children to participate in a variety of activities with access to equipment
- Staff have access to a telephone in each room/prep area.
- Staff will ensure that children properly store their bags and that bags and other items are not thrown into walkways or play areas
- All items obstructing walkways or play areas are to be removed and placed in the correct storage areas
- Access to the outdoor environment should be clear and easily accessible by the children and staff
- Ensuring that all spillages on floors are wiped up immediately
- All dangerous substances are stored in locked cupboards. (see Hazardous Substances & Poisonous Plants Policy).
- All medications are stored in a lockable cupboard or staff area that is inaccessible to children. No medication is to be left in the children's bags. (See medication policy).
- All equipment, toys and furniture are to be maintained to a safe standard, cleaned with warm soapy water and sanitised with disinfectant regularly.

Links to Other Policies:

- Policy Review and Revise Policy
- Workplace Health & Safety Policy
- Hazardous Substances & Poisonous Plants Policy

Policy Sourced From:

- Education and Care Services National Regulations
- Education and Care Services National Law (Queensland)
- Workplace Health & Safety Regulations 2011 (Qld)
- Queensland Health – Retrieved 11 December 2024
 - [Queensland Poisons Information Centre](#)

Link to National Regulations, National Law & NQS: Education and Care Service National Regulations Education and Care Services National Law (Queensland), National Quality Standards (2018)

National Law:

- 165- Offence to inadequately supervise children
- 167- Offence relation to protection of children harm and hazards

National Regulation:

- 98- Telephone or other communication equipment
- 103- Premises, furniture and equipment is to be safe, clean and in good repair
- 105- Furniture, materials and equipment
- 168(2)(h)- Providing a child safe environment

NQS: 2.2, 7.1

Developed: January 2022

Reviewed: December 2024

Maintenance of Outdoor Equipment Policy

Rationale

Canterbury Early Learning Centre aims to provide a safe and secure outdoor environment where children have access to a variety of activities, in which children are encouraged to participate.

Procedure

- The outdoor area shall be easily accessible to the staff and children.
- The outdoor space will be inspected daily for an obstacles or dangerous items.
- These items shall be disposed of in a safe and careful manner prior to the children playing in the area.
- Play equipment is to be checked regularly and a facilities request sent if repairs are required.
- Supervision should be properly maintained. Children are only to play in areas that are clearly visible to staff, and where proper child/staff ratios are maintained.
- Clear boundaries shall be set and enforced by fencing which is designed so that children cannot go through, over or under it.
- The outdoor space allows children to explore and experience the natural environment
- Toilets adjoin and provide unimpeded access for children from the outdoor play area they serve.
- Adequate shade via trees and coverings will be maintained to meet the Queensland Building Code.
- Whenever possible, activities will be set up in shaded areas.
- All planting is non-poisonous.
- All suppliers certify that they meet the Australian Standards for the equipment supplied.
- Barked areas comply with AS 4422 are provided to playground equipment with a fall height exceeding 50cm.

Links to Other Policies:

- Policy Review and Revise Policy
- Workplace Health & Safety Policy
- Hazardous Substances & Poisonous Plants Policy

Policy Sourced From:

- Education and Care Services National Regulations (2011)
- Education and Care Services National Law (Queensland)
- Workplace Health & Safety Regulations (2011) (Qld)
- Queensland Health – Retrieved 11 December 2024
 - [Queensland Poisons Information Centre](#)
- Standards Australia – Retrieved 11 December 2024
 - [Playground Equipment](#)
- [Planning for Safe Outdoor Play in Children's Services](#)
- Play Australia – Retrieved 11 December 2024
 - [Impact Surface Requirements](#)

<p>Link to National Regulations, National Law & NQS: Education and Care Service National Regulations Education and Care Services National Law (Queensland), National Quality Standards (2018)</p>
--

National Law:

165- Offence to inadequately supervise children

167- Offence relation to protection of children harm and hazards

National Regulation:

113- Outdoor space-natural environment

114- Outdoor space-shade

115- Premises designed to facilitate supervision

168(2)(h)- Providing a child safe environment

NQS: 2.2, 7.1

Developed: January 2022

Reviewed: December 2024

Medical Conditions Policy

Rationale

Canterbury Early Learning Centre is an inclusion community that aims to support and welcome children with medical conditions. In the ELC we understand that we have the responsibility to make the Centre welcoming and supportive to children with medical conditions who currently attend and to those who may enrol in the future.

We aim to provide all children with medical conditions the same opportunities as their peers. We will help to ensure they can be healthy, stay safe, enjoy and achieve and make a positive contribution. Staff aim to support parents/carers to feel secure in the care their children received whilst at the service. We ensure that all staff understand their duty of care to children in the event of an emergency and that all staff feel confident in knowing what to do in an emergency.

Procedure

The Medical Conditions Policy is supported by a clear communication plan for staff, parents and other key stakeholders to ensure its full implementation.

Parents are informed and regularly reminded about the Medical Conditions Policy:

- At interview any medical conditions are discussed
- At the start of the school year when communication is sent out about Children's Health Plans
- When their child is enrolled as a new student
- Regular reminders to review policy through notices

School staff are informed and regularly reminded about the Medical Conditions Policy:

- Through annual review of policy
- Information relating to Children's Health Plans are discussed at the first staff meeting of the year and before new students commence
- Medical Information is updated via Team for access by all staff

All staff understand and are trained in what to do in an emergency for the most common serious medical conditions:

- All staff understand their duty of care to students in the event of an emergency. In an emergency staff are required under common law duty of care to act like any reasonably prudent parent. This may include administering medication without an authorisation.
- All staff who work with groups of students receive training and know what to do in an emergency for the children in their care with medical conditions
- Training in Asthma, Anaphylaxis and use of an EpiPen is refreshed by all staff at least once a year.
- We use Medical Alerts posted in Teams and each classrooms room to inform the appropriate staff (including relief) of children in their care who may need emergency help.

All staff know what action to take in the event of a medical emergency. This includes:

- To check the Medical Alerts/Plans and administer the appropriate medication
- To contact emergency services on 000 and to give information on the child, their location and their condition
- To contact the Head of Early Learning
- If a student needs to be taken to hospital, a member of staff will always accompany

them and will stay with them until a parent/carer arrives. We will try to ensure that the staff member is one the child knows.

Administration- emergency medication:

- Staff have easy access to emergency medication for all students with medical conditions
- Students understand the arrangements for a member of staff to assist in helping them take their medication safely.
- A medication form is to be completed.
- In an emergency paracetamol and/or ibuprofen can be administered by the Head of Early Learning to those children whose parents have given authorisation on their Medication Administration Permission Form. This information is help in each child's file and can also be access in the students' details on the Centre's digital platform.

Administration- general:

- We understand the importance of medication being taken as prescribed
- Training is given to all staff members who agree to administer medication to students, where specific training is needed.
- Parents understand that if their child's medication changes or is discontinued, or the dose or administration method changes that they should notify the school immediately.
- All specialist staff are aware of any children with medical conditions. They receive information about the type of condition, what to do in an emergency and any other additional support necessary, including any additional medication or equipment needed.
- If a trained member of staff, who is usually responsible for administrating medication is unavailable, the Head of Early Learning will administer.

Safe storage of medication:

- Emergency medication is readily available to staff for students who require it at all times during the day.
- Medication is kept in labelled locked box in the fridge or in a designated labelled locked cupboard inaccessible to students.
- Staff ensure that medication is clearly labelled with the student's name, prescribing doctor and is with the expiry date
- Any unused medication is returned to the parent / carer of the student named on the medication.

Enrolment forms:

- Parents/carers are asked if their student has any health conditions or health issues at interview and are asked to list these on the enrolment form, which is filled out before the student commences at the service.
- Parents of new students starting at other times during the year are also asked to provide this information on the enrolment forms.

Student Health Plans & Medical Alerts:

- A student's Health Plan/ Medical Alert is prepared by the parent and is used to record important details about individual children's medical needs at the ELC, their triggers, signs, symptoms, medication and other treatments. Further documentation can be attached to the healthcare plan if required. This information is stored in each child's file.
- Copies of Medical Alerts are displayed in each child's classroom and staffroom and

are used to inform appropriate adults such as class teachers, specialist staff, relief staff, practicum placement students and volunteers about the individual needs of a student with medical condition in their care.

- Information about a medical condition is kept in the student's file.
- If a student has a short term medical condition that requires medication during service hours, a medication form is to be filled out by the parent and medication is given to staff.
- We ensure that all staff protect children's confidentiality.

Developing a Risk Minimisation and Communication Plan:

- In conjunction with parents the risks relating to the student's specific health care need, allergy or medical condition are assessed and minimised.
- Parents will be notified of any known allergens that pose a risk to a child and strategies will be developed to minimise the risk. E.g. cooking in class or a visit from a pet.
- All staff, parents and practicum placement students will be briefed on students with medical conditions and an Alert with their photo placed their room.
- A sign will be displayed within the ELC foyer informing parents that children who have been diagnosed with Anaphylaxis are enrolled at the centre.

Consent to Administer Medicines:

- All parents of children with a medical condition who may require medication in an emergency are asked to provide written consent to staff to administer medication.

We ensure that the Service environment is inclusive and favourable to children with medical conditions. This includes the physical environment, as well as social, sporting and educational activities.

Physical Environment:

- We are committed to providing a physical environment that is accessible to children with medical conditions.

Social Interactions:

- We ensure the needs of children with medical conditions are adequately considered to ensure their involvement in structured and unstructured social activities, including during breaks and throughout the day.
- We ensure the needs of children with medical conditions are adequately considered to ensure they have full access to extended school activities such as extra-curricular activities and school events.

Exercise and Physical Activity:

- We understand the importance of children taking part in sports, games and activities.
- We ensure that specialist teachers and staff make appropriate adjustments to sports, games and other activities to make physical activity accessible to all children.
- We ensure that all staff understand that children should not be forced to take part in an activity if they feel unwell.
- We ensure that all staff are aware of the potential triggers for children's' medical conditions when exercising and how to minimise these triggers.

Education and Learning:

- We ensure that children with medical conditions can participate fully in all aspects

of the curriculum and ensure that appropriate adjustments and extra support are provided.

- All staff are aware of the potential for children with medical conditions to have special educational needs due to difficulties with missing out or keeping up with the curriculum. Children will be referred to the Head of Early Learning and Learning Support team who will consult with parents/carers and the child's healthcare professional to ensure the effect of the child's condition on their schooling is properly considered.

Children:

- Children have the responsibility to tell their parent/carer, teacher or nearest staff member when they are not feeling well or hurt themselves.

Parents/carers:

- The parents/carers of a child have the responsibility to:
 - Inform the service if their child has a medical condition
 - Ensure the service has complete and up to date health plans for their child
 - Inform the service about the medication their child requires
 - Communicate with the service about any changes to their child's condition or changes to their Health Plan in writing or by email.
 - Ensure their child's medication and medical devices are labelled with their child's full name.
 - Provide the service with appropriate spare medication labelled with their child's name
 - Ensure that their child's medication is within expiry dates
 - Keep their child at home if they are not well enough to attend
 - Ensure their child does not attend without their prescribed medication or Health Plan developed and implemented.
 - Ensure their child has regular reviews about their condition with their doctor or specialist healthcare professional.

Links to Other Policies:

- Workplace Health & Safety Policy
- Medication Policy
- Policy Review and Revise Policy

Policy Sourced From:

- Education and Care Services National Regulations
- Education and Care Services National Law (Queensland)

Link to National Regulations, National Law & NQS: Education and Care Service National Regulations Education and Care Service National Regulations Education and Care Services National Law (Queensland), National Quality Standards (2018)

National Regulation:

90- Medical Conditions Policy

92 – Administering medication to children

94- Exception to authorisation requirement- Anaphylaxis/Asthma

NQS: 2.1

Developed: January 2022

Reviewed: December 2024

Medication Policy

Rationale

Canterbury Early Learning Centre aims to ensure the proper care and attention to all children through following specific guidelines regarding all medications given to the children. To ensure the interests of staff, children and families are not compromised, medication will only be administered with the explicit permission of the parents/carers or, in the case of an emergency, with the permission of a registered medical practitioner.

Procedure

- Written permission will be obtained from parents/carers for administration of medication using the hard copy medication form. The following must be completed:
 - Name of medication
 - Dosage to be given
 - Last dose details
 - When dose is due
 - Parent name and signature
 - Name and signature of staff member administering medication
 - Name and signature of staff member who witnessed administration
- Parents who wish medication to be administered to their child at the ELC must complete the medication form, providing the following information:
 - Name of medication
 - Date, exact time and dosage to be administered
 - Reason for administration
- Medication must be given directly to an authorised staff member and not left in the student's bag.
- Staff will ensure that medication is clearly labelled and stored in a designated, secure place, out of reach of children.
- Medication will only be administered from its original packaging and by an authorised staff member.
- Prescription medication will be administered only to the child for whom it is prescribed, from the original container bearing the child's name, practitioner's name and with a current use by date.
- Non-prescription medication will not be administered at the ELC unless authorised by a doctor.
- Medication will be administered with the parent's written permission only, or with the approval of a medical practitioner in the case of an emergency.
- Authorisation from anyone other than the parents/carers cannot be accepted.
- If anyone other than the parent/carer is bringing the child to the ELC a written permission note from the parent, including the above information, must accompany the medication.
- Before medication is given to a child the authorised staff member (usually the staff member with First Aid Certificate allocated to the child's classroom) who is administering the medication will verify the correct dosage with another staff member.
- A second staff member is to witness the administration of the medication.
- After the medication is given, the authorised staff member will record the details on the medication
- After the medication is given the authorised staff member will record the details via the ELC's digital platforms as a Medication Event. Name of medication, dosage administration, units, method, expiry date, administration date

and time, reason for administration and witness name will be entered.

- Where a medical practitioner's approval is given, staff will complete the medication event and write the name of the medical practitioner for the authorisation.
- If children are receiving medication at home but not at the service, parents should inform staff of the nature of the medication and its purpose and of any side effects it may have for the child so that staff can properly care for the child.
- If a student requires medication to suppress an ailment, parents are encouraged to keep their child at home and seek medical attention.

Administration- emergency medication:

- Staff have easy access to emergency medication for all students with medical conditions
- Students understand the arrangements for a member of staff to assist in helping them take their medication safely.
- A medication form is to be completed. In an emergency paracetamol or ibuprofen can be administered by the Head of Early Learning to those children whose parents have give authorisation on their Medication Administration Permission Form. This information is help in each child's file and can also be access in the students details on Centre's digital platform.

Administration- general:

- We understand the importance of medication being taken as prescribed
- Training is given to all staff members who agree to administer medication to students, where specific training is needed.
- Parents understand that if their child's medication changes or is discontinued, or the dose or administration method changes that they should notify the school immediately.
- All specialist staff are aware of any children with medical conditions. They receive information about the type of condition, what to do in an emergency and any other additional support necessary, including any additional medication or equipment needed.
- If a trained member of staff, who is usually responsible for administrating medication is unavailable, the Head of Early Learning will administer.

Safe storage of medication:

- Emergency medication is readily available to staff for students who require it at all times during the day.
- Medication is kept in labelled locked box in the fridge or in a designated labelled locked cupboard inaccessible to children.
- Staff ensure that medication is clearly labelled with the child's name, prescribing doctor and is with the expiry date
- Any unused medication is returned to the parent of the child named on the medication.

Links to Other Policies:

- Policy Review and Revise Policy
- Medical Conditions Policy
- Allergies Policy
- First Aid, Incident, Trauma and Injury Policy
- Maintenance and Confidentiality of Records

Policy Sourced From:

- Education and Care Services National Regulations
- Education and care services national law (Queensland)

Link to National Regulations, National Law & NQS: Education and Care Service National Regulations Education and Care Service National Regulations , Education and Care Services National Law (Queensland), National Quality Standards (2018)

National Law:

167- Protection from harm and hazards

National Regulation:

90- Medical Conditions Policy

94- Administration of medication

94- Exception to authorisation requirement- Anaphylaxis/Asthma

95- Procedure for administration of medication

168(2)(d)- Dealing with medical conditions

168(2)(m) – The acceptance and refusal of authorisations

181-184- Confidentiality and storage of records

NQS: 2.1, 2.2, 7.1

Developed: January 2022

Reviewed: December 2024

Minimising the Use of Toxic Products Policy

Rationale

Canterbury Early Learning Centre endeavours to maintain and follow all safety measures when dealing with dangerous products. Minimising the use of toxic products in our centre is important while ensuring the level of hygiene is not jeopardised. All staff must be aware of the procedures when preparing to use toxic products and ensuring they follow all guidelines regarding this. Pollution is generated each time a cleaning bucket is emptied, a drain is unclogged with chemical, or any chemical is discarded in the rubbish. The chemical products used every day can be irritants that may have carcinogenic fumes. If misused, some of these products can cause severe illness and fatalities. Improper disposal of the chemicals emerge in our streams, drinking water and oceans. These products should not be mixed and must be minimised in our environment.

Procedure

- All cleaning chemicals are locked in secure cupboards inaccessible to children and are refilled as required by staff.
- All staff must be mindful when using chemicals to only use limited amounts when necessary.
- Staff are only to use chemical and toxic products as per the ELC routine, cleaning is only completed at set times.
- Outside contractors are advised of our dangerous products policy and the limited use of toxic products is made clear to them by the Director of Property and Works upon commencement of work. All work must be outside operating hours.
- Natural and non-toxic products will be used where necessary.
- All chemicals and toxic products must have a safety data sheet readily available to all staff and visitors. These are located on Teams for staff and a hard copy kept in the ELC administration.
- Staff supervise children's mealtimes to ensure plastic wrap is immediately removed into a waste receptacle, to minimise risk to children.

Links to Other Policies:

- Policy Review and Revise Policy
- Workplace Health & Safety Policy

Policy Sourced From:

- Education and Care Services National Regulations
- Education and Care Services National Law (Queensland)
- Workplace Health and Safety Act 2011 (Qld)
- Safe Work Australia – Retrieved 12 December 2024
 - [Hazardous Chemicals](#)

Link to National Regulations, National Law & NQS: Education and Care Service National Regulations, Education and Care Services National Law (Queensland), National Quality Standards (2018)

National Law:

167- Protection from harm and hazards

National Regulation:

77- Health, hygiene and safe food practices

NQS: 2.1, 2.2

Developed: January 2022

Reviewed: December 2024

Monitoring Staff in Study Policy

Rationale

Canterbury Early Learning Centre aims to monitor the progress of staff through their chosen course of study and to ensure the course is completed in the prescribed time.

Procedure

The prescribed finishing period is twice the time allocated to complete the qualification e.g., 2 years for Certificate III, 4 years for Diploma Level and 8 years for degree. This monitoring will ensure staff are not taking excessive time to complete their qualifications.

Canterbury ELC will ensure that staff remain engaged in their studies and complete their qualifications within the prescribed period through:

- School-based professional performance.
- External professional development
- Academic staff meetings
- A mentoring program to encourage a consistent and focused approach to course work.

The Head of Early Learning will meet with staff regularly and monitor their progress.

Canterbury ELC will not provide ongoing employment for staff where they do not comply with the prescribed finishing period without permission for extenuating circumstances. This exemption must be applied for and granted by the academic institution and by the Head of Early Learning.

Links to Other Policies:

- Policy Review and Revise Policy
- Staff Review & Appraisal

Policy Sourced From:

- Education and Care Services National Regulations
- Education and Care Services National Law (Queensland)

Link to National Regulations, National Law & NQS: Education and Care Service National Regulations Education and Care Service National Regulations Education and Care Services National Law (Queensland), National Quality Standards (2018)

NQS: 7.1, 7.2

Developed: January 2022

Reviewed: December 2024

Notifications Policy

Rationale

Under the National Law and Regulations, Canterbury Early Learning Centre is required to collate documentation to enable the approved provider to notify the regulatory authority of any:

- Serious incidents
- Complaints
- Circumstances at the service which pose a risk to the health, safety or wellbeing of children.
- Any incidents or allegations that physical or sexual abuse of a child or children has occurred or is occurring while the child or children are being educated and cared for by the service.

Procedure

Serious incidents

The regulatory authority must be notified using the template I01 within 24 hours of becoming aware of a serious incident (Section 174(2)(a) and Regulation 176(2)(a)).

A serious incident (Regulation 12) is defined as any of the following:

- The death of a child while being educated and cared for by the service or following an incident while being educated and cared for by the service.
- Any incident involving a serious injury or trauma to a child while that child is being educated and cared for, which:
 - A reasonable person would consider required urgent medical attention from a registered medical practitioner; or
 - The child attended or ought reasonably to have attended a hospital e.g., broken limb*
 - Any incident involving serious illness of a child while that child is being educated and cared for by a service for which the child attended, or ought reasonably to have attended, a hospital e.g., severe asthma attack, seizure or anaphylaxis*
- Any emergency for which emergency services attended.
NOTE: This means an incident, situation or event where there is an imminent or severe risk to the health, safety or wellbeing of a person at an education and care service. It does not mean an incident where emergency services attended as a precaution.
- A child appears to be missing or cannot be accounted for at the service.
- A child appears to have been taken or removed from the service in a manner that contravenes the National Regulations.
- A child is mistakenly locked in or locked out of the service premises or any part of the premises.

Documentation must be gathered by the Head of Early Learning or Nominated Supervisor and sent to the Approved Provider to notify the regulatory authority of serious incidents online through the NQA IT System. The incident, injury, trauma and illness record can be used to record any supporting evidence or other (non-serious) incidents.

Complaints

The regulatory authority must be notified using template C01 within 24 hours of any complaint alleging that a serious incident has occurred while the child is educated and cared for or complaints alleging that the Law has been contravened (Section 174(2)(b)).

Canterbury ELC has policies and procedures in place for dealing with complaints. The name and telephone number of the person to whom complaints can be made is clearly visible in the ELC foyer and in the Parent Handbook (Regulation 168(2)(o) and Regulation 173(2)(b)).

Canterbury ELC uses any complaints or grievances to support their continuous improvement.

Any circumstances that pose a risk to the health, safety or wellbeing of a child

The regulatory authority must be notified within 7 calendar days of becoming aware of a circumstance arising at the service that poses a risk to the health, safety or wellbeing of a child (Regulation 175(2)(c), Regulation 176(2)(c)).

Prescribed matters - physical and/or sexual abuse of a child (See child protection policy)

- The Head of Early Learning or Nominated Supervisor must inform the approved provider to enable them to notify the regulatory authority of certain matters occurring while a child or children are being educated and cared for by the service. This includes:
 - Any incident where you reasonably believe that physical and/or sexual abuse of a child has occurred or is occurring at the service.
 - Any allegation that sexual or physical abuse of a child has occurred or is occurring at the service.

Sexualised behaviour involving children.

Providers and educators play an important role in making informed professional judgements regarding sexualised behaviour involving children. Not all sexual behaviour involving children poses a risk to their safety. It may be age-appropriate and expected sexualised behaviour.

Informed judgements regarding sexualised behaviour help to ensure the health, safety and wellbeing of children by:

- supporting healthy sexual development (age-appropriate sexualised behaviour)
- protecting them from harm or abuse (inappropriate or problem sexualised behaviour).

Note that in some cases, sexualised behaviour involving children may fall within reporting requirements under other laws.

Staff can refer to the Protecting Children and Young People in Anglican Education Policy or Student Protection Officer to identify and respond to sexualised behaviour in children.

Links to Other Policies:

- Policy Review and Revise Policy
- Child Protection Policy
- Grievances and Complaints Policy
- First Aid, Incident, Trauma and Injury Policy

Policy Sourced From:

- Education and Care Services National Regulations
- Education and care services national law (Queensland)

- ACECQA – Retrieved 12 December 2024
 - [Reporting Requirements about Children](#)

Link to National Regulations, National Law & NQS: Education and Care Service National Regulations Education and Care Service National Regulations , Education and Care Services National Law (Queensland), National Quality Standards (2018)

National Law:

167- Offence relating to protection of children from harm and hazards

National Regulations:

174- Time to notify certain circumstances to Regulatory Authority

175- Prescribed information to be notified to Regulatory Authority

176- Time to notify certain information to Regulatory Authority

NQS: 2.2, 7.1

Developed: January 2022

Reviewed: December 2024

Pest Control Policy

Rationale

Canterbury Early Learning Centre aims to provide a clean and safe environment by ensuring that every effort is made to maintain a vermin-free building. We do this with the minimum use of chemicals.

Procedure

- Routine Pest Inspection are carried out annually.
- Equipment and especially food items will be properly stored so as not to attract pests and vermin.
- Refuse bins and disposal areas will be emptied and cleaned daily.
- Kitchen and food preparation areas and storage will be cleaned and maintained daily.
- Should any pests or vermin be identified then action should be taken to rid the Centre of the problem by:
 - Initially using non-chemical methods such as physical removal, maintaining a clean environment, and use of any non-chemical products.
 - Low irritant, environmentally friendly sprays to be used minimally and only with adequate ventilation and preferably not in the presence of the children.
 - Other methods such as the employment of a pest control company if deemed necessary by management where the above methods have failed.
- The Head of Early Learning will bring the problem to the attention of the Facilities Team who will decide on the appropriate course of action.
- If urgent, the Facilities Team may obtain a contractor to address the problem
- All action will be taken to remove the children, staff and parents from the environment until it is safe and viable.

Links to Other Policies:

- Policy Review and Revise Policy
- Workplace Health and Safety Policy
- Hazardous Substances & Poisonous Plants Policy

Policy Sourced From:

- Education and Care Services National Regulations (2011)
- Education and care services national law (Queensland)
- Workplace Health and Safety Act 2011 (Qld)
- Pest Management Act 2011 (Qld)
- Safe Work Australia – Retrieved 12 December 2024
 - [Hazardous Chemicals](#)

Link to National Regulations, National Law & NQS: Education and Care Service National Regulations Education and Care Service National Regulations, Education and Care Services National Law (Queensland), National Quality Standards (2018)

National Law:

167- Offence relating to protection of children from harm and hazards

National Regulations:

168(2)(h)- Providing a child safe environment

NQS: 2.1, 2.2

Developed: January 2022

Reviewed: December 2024

Policy Review and Revise Policy

Rationale

Canterbury Early Learning Centre policies and procedures are reviewed on a minimum annual basis which includes the Quality Improvement Plan. This will ensure we are able to keep up to date with the latest research and information relevant to each topic.

Procedure for Reviewing Policies and Procedures

Parents/carers, staff and families are invited to participate in the reviewing process in several ways:

A topic relevant policy will be chosen to review and placed on the Communication Centre on digital platforms, along with a link to a google form policy review requesting feedback.

- The same policy will be posted in the foyer along with policy review forms requesting feedback.
- A staff policy will be circulated amongst staff, regularly, along with policy review forms requesting staff feedback.
- A policy feedback form will be sent out to parents, staff and families annually requesting feedback on all policies; specifically, on the selected satisfactory - standard and good quality required policies for Assessment and Rating. Feedback will then be considered and implemented if necessary.
- Policies and procedures for Canterbury Early Learning Center policies will show the following information:
 - Version – If no changes have been made since the policy was created this will show as version 1.0.
 - If any minor changes have been made to the policy this will then show as version 1.1, or 1.2, etc. Once a full policy revision has been made the version will change to 2.0 and the ‘next revision date’ will change to 12 months.
 - Introduction Date - The date the policy was created.
 - Next Revision Date - The date the next revision is due for this policy.
- Each policy needs to be reviewed and checked Head of Early Learning and College Risk and Compliance Officer, and approved by the Canterbury College Executive Team
- All Canterbury ELC policies will be updated in line with current information and be linked to other relevant policies, National Law, National Regulations and National Quality Framework.
- All Canterbury ELC policies will be readily accessible to Staff, Parents, Child Care Students and Regulatory Staff.
- It is the expectation that all Staff, Parents and Child Care Students follow the policies and procedures required under National Regulations 168 & 169.
- Parents/carers will be notified of any changes to policy or procedures via the communication centre on the digital platforms and email.

Procedure for Reviewing Quality Improvement Plan (QIP)

Feedback is welcome throughout the school year from all ELC stakeholders. All Quality Areas are displayed in the foyer and parents/carers and staff can give any feedback to support the development of the QIP. Feedback can be given in other forms, such as emails, telephone calls, or face to face conversation. It is important to hear the children’s voices in the QIP, so educators regularly reflect with the children on their learning environment and use their comments not only in their classroom planning and evaluation but also in the QIP. The QIP is a fluid document and is updated regularly by the Head of Early Learning. The

progress the service has made over time can be clearly seen through the detailed objectives, timelines for achieving these objectives and roles and responsibilities of staff clearly defined in the document.

Links to Other Policies:

- All policies

Policy Sourced From:

- Education and Care Services National Regulations
- Education and care services national law (Queensland)
- ACECQA – Retrieved March 2025
 - [Quality Improvement Plan | ACECQA](#)
 - [SelfAssessmentTool.docx](#)

Link to National Regulations, National Law & NQS: Education and Care Service National Regulations Education and Care Service National Regulations, Education and Care Services National Law (Queensland), National Quality Standards (2018)

National Regulations:

- 56- Review and revision of quality improvement plans
- 168- Education and care services must have policies and procedures
- 170- Policies and procedures to be followed
- 171- Policies and procedures to be kept available
- 172- Notification of change to policies or procedures

NQS: 7.1, 7.2

Developed: January 2022

Reviewed: December 2024

Rest Pause Policy

Rationale

Rest Pauses and Meal Breaks are set out in the [Canterbury College Agreement 2022- 2025](#)

Procedure

All non-teaching staff members are to observe the following guidelines about rest pauses in order to ensure that regulations are followed, and the wellbeing of the children are taken into account:

- Staff who work 7.6hrs in a day are entitled to a 10-minute rest pause in the first and second half of their working day
- Staff who work more than 4hrs but less than 7.6hrs are entitled to a 10-minute rest pause during their working day
- Rest pauses shall be taken at times so as not to interfere with the continuity of work where continuity is necessary.
- There is an adult staff member who is present at the service, not working with the children and able to attend to the children immediately if required.
- Arrangements are otherwise in place to ensure the relevant children are kept safe.
- No more than one team member is to be absent at one time from a room for rest pauses.
- There must be at least one adult staff member working with the relevant children.
- Educators should inform their colleagues when taking their break.

Links to Other Policies:

- Policy Review and Revise Policy
- Supervision Policy

Policy Sourced From:

- Education and Care Services National Regulations
- Education and Care Services National Law (Queensland)
- [Canterbury College Agreement 2019](#) [Canterbury College Agreement 2022- 2025](#)— Retrieved 12 December 2024

Link to National Regulations, National Law & NQS: Education and Care Service National Regulations, Education and Care Services National Law (Queensland), National Quality Standards (2018)

National Law:

165- Offence to inadequately supervise children

National Regulations:

120- Educators who are under 18 be supervised

150- Responsible Person

NQS: 2.2, 7.1

Developed: January 2022

Reviewed: December 2024

Security Policy

Rationale

Canterbury Early Learning Centre aims to ensure the proper security of the building and staff by ensuring measures are in place regarding entry and access to the ELC.

Procedure

- Only approved staff will be given a key to access the building and equipment areas.
- Extra keys will only be distributed by the Facilities Team for contractors and the Risk and Compliance Officer for staff and record made of where the keys are kept or who is taking possession.
- Electronic keys are provided to staff to access the ELC and are managed by the IT Department.
- Staff must ensure that all windows and doors are locked, all heating and lighting is off, and all entries/exits are properly secure
- .
- In an event, staff will remain at the building until the police arrive or have been informed of other actions.

Links to Other Policies:

- Policy Review and Revise Policy
- Workplace Health & Safety Policy

Policy Sourced From:

- Education and Care Services National Regulations
- Education and care services national law (Queensland)
- Work Health & Safety Act 2011 (Qld)

Link to National Regulations, National Law & NQS: Education and Care Service National Regulations, Education and Care Services National Law (Queensland), National Quality Standards (2018)

National Law:

167- Offence relating to protection of children from harm and hazards

National Regulations:

168(2)(h)- Providing a child safe environment

NQS: 2.2, 7.1

Developed: January 2022

Reviewed: December 2024

Staff Induction Policy

Rationale

Staff induction is an important process in ensuring staff are fully equipped to carry out their duties in the best possible way. An induction process will be carried out for all employees, providing them with a clear understanding of the service and its operations and their expectations within the service. The induction will be conducted by the Head of Early Learning over their initial period of employment.

Procedure

The Coordinator of People and Culture will send necessary forms and information as soon as possible for the applicant to accept the position.

The induction process will specifically include the following:

- Principles of Professional Integrity for Staff
- Canterbury Staff Handbook
- Canterbury Early Learning Centre Policies and Procedures
- Canterbury Early Learning Centre Philosophy
- Emergency Procedures – Staff Reference Guide
- Protection of Children and Young People in Anglican Education Policy
- Protecting Children and Young People in Anglican Education – Guidelines and Procedures
- Child and Youth Risk Management Strategy
- Children’s Wellbeing Support Process
- Child Protection Training
- Work Health & Safety, Sexual and Sex-based harassment Awareness and Emergency Procedures Training
- An overview of the review and appraisal system as it relates to the individual position of the new employee.
- Mandatory annual professional learning and training expectations
- An opportunity to ask any questions regarding the service or expectations.

Prior to Commencement

The new staff member will be provided with the following documentation in their new staff employment pack:

- Contract of employment
- Position description
- Taxation form
- New employee payroll form
- Superannuation application form
- Blue Card application form (where the employee does not yet have a Blue Card. Canterbury ELC follows a strict ‘No Card, No Start’ policy)

First Contact

Upon the commencement of employment, the Head of Early Learning will cover the following points:

- Organisational structure and description of the College
- College values
- ELC Philosophy
- Copies of necessary qualifications obtained.
- Child Protection Training and Student Protect Officers

- Emergency Procedures, Sexual and Sex-based Harassment Training and Workplace Health & Safety Training
- Confidentiality responsibilities
- Grievance procedures
- Supervision expectations
- Leave requests and absence procedures.
- Rosters and roster changes
- Staff meeting requirements.
- Uniform expectations
- No smoking policy
- Familiarisation of NQS, NQF, EYLF & QKLG
- Tour of building, including toilets, break facilities, and frequented locations.

Follow-Up

- It is important that the Head of Early Learning follows up on the initial induction within the first week.
- Employees should be asked how they are settling in and whether they require any additional information.
- Views on the induction procedure should be sought and noted so that changes may be made as required.

Advice to New Employees and Supervisors

The Head of Early Learning will inform all new Employees of the requirement to participate in Induction and onboarding programs upon commencement. Appropriate access and documentation will be provided to the Employee to have this completed in a timely manner.

Employees who take on additional employment opportunities within the College should participate in a separate local and site-specific induction program with their Line Manager which is reflective of their new role i.e. sports, dance, administration etc.

Expectations

- All staff are required to comply and be involved with policy and procedure reviews.
- Staff are expected to be ready to be on the floor at their designated start time.
- Staff are not to engage in conversations regarding College operations with families or third parties.
- Staff are expected to maintain professionalism whilst working at the College and whilst in uniform in the community.

Record of Induction

A record will be kept of all induction and compliance training, including the online, safety, student protection in Anglican schools specific training. Completion information will be stored in the employees training recording the appropriate system by the Head of Early Learning and Coordinator of People and Culture.

Minimum Induction Requirements for All New Employees or Volunteers

Policy or Procedure	Teaching	Non-teaching	Volunteer
College Values & Ethos	Y	Y	Y
ELC Philosophy	Y	Y	Y
Principles of Professional Integrity	Y	Y	
Student & Child Protection Policy	Y	Y	Y
Anti-Discrimination Policy	Y	Y	Y

Workplace Health and Safety Policy	Y	Y	Y
Emergency Procedures	Y	Y	Y
Accident and Incident Reporting Policy	Y	Y	Y
Sun Safety Policy	Y	Y	Y
Uniform Policy	Y	Y	
Grievance Policy	Y	Y	Y
Leave Policy	Y	Y	
Working with Children Blue Card Policy	Y	Y	Y
Staff IT Policy	Y	Y	
Social Media Policy	Y	Y	
Alcohol Consumption Policy	Y	Y	Y
Duty of Care Policy	Y	Y	
Drugs Policy	Y	Y	Y
Behaviour Management Policy	Y	Y	
Medical Conditions and Medications Policy	Y	Y	
Supervision Policy	Y	Y	
Volunteer Code of Conduct Policy			Y

Links to Other Policies:

- Policy Review and Revise Policy
- Staff Professionalism Policy

Policy Sourced From:

- Education and Care Services National Regulations
- Education and care services national law (Queensland)

Link to National Regulations, National Law & NQS: Education and Care Service National Regulations Education and Care Service National Regulations, Education and Care Services National Law (Queensland), National Quality Standards (2018)

National Regulations:

168(2)(i)- Staffing

NQS: 7.1, 7.2

Developed: January 2022

Reviewed: December 2024

Staff Professionalism/Responsible Person Policy

Rationale

The professional attitude and behaviour of the staff is of utmost importance to the provision of a quality service with a positive reputation in the community and the standard of care provided for the children and families. The ELC aims to provide clear guidelines to the staff regarding expectations for their professional behaviour and to ensure a responsible person is always present at the service.

Procedure

- Staff professional code of conduct, duty of care and expectations will be discussed in the initial orientation process of all new staff.
- Staff will be made aware of their duty of care and their responsibility in relation to supervision and health and safety of the children.
- Professional behaviour in all areas will be reviewed as part of the ongoing employment of all staff.
- Staff will be made aware of the philosophy and policies and will be expected to follow these. Should staff have any concerns with the policies they are to raise this with the Head of Early Learning.
- Staff will be expected to know, understand and perform their duties as per their position description.
- Staff will be expected to start duties on time.
- Staff will be expected to dress appropriately for their duties.
- Staff must not attend work under the influence of drugs or alcohol.
- Staff should not attend work when they are unfit to do so due to injury or sickness and must inform the Head of Early Learning as soon as possible.
- Staff will use only suitable language that is not offensive to other staff, parents/carers or children.
- The College is a smoke free zone. Staff may not smoke in or around the school, or in the sight of the children, or in their uniforms
- Staff will be expected to hold a valid Working with Children Card/ Check (Blue Card) issued in Qld or be a Registered Teacher in Qld with a Blue Card exemption and to know and follow the child protection policies.
- The quality of the service and positive working environment is dependent on positive staff and parent/carer relationships. Staff will follow proper communication procedures.
- The Education and Care Services National Law Act 2010 requires that providers must have a responsible person present at the service at all times. Information regarding the responsible person in charge at any one time will be displayed in the foyer of the ELC. A responsible person could be:
 - The Approved Provider – if the Approved Provider is an individual – in any other case, a person with management or control of the service.
 - The Nominated Supervisor of the service
 - A Responsible Person in day-to-day charge of the service.

Links to Other Policies:

- Policy Review and Rives Policy
- Protection of children and Young People in Anglican Education Policy
- Staff Induction Policy
- Supervision Policy

Policy Sourced From:

- Education and Care Services National Regulations
- Education and care services national law (Queensland)
- Australian Government – Retrieved 12 December 2024
 - [Mandatory Reporting of Child Abuse and Neglect](#)
- Queensland Government – Retrieved 12 December 2024
 - [The Blue Card System Explained](#)

Link to National Regulations, National Law & NQS: Education and Care Service National Regulations, Education and Care Services National Law (Queensland), National Quality Standards (2018)

National Regulations:

16- Matters relating to criminal history
83- Staff not to be affected by alcohol or drugs
84- Awareness of Child Protection Law
150- Responsible Person
168(2)(i)- Staffing

NQS: 2.2, 4.2, 7.1

Developed: January 2022

Reviewed: December 2024

Sun Protection Policy

Rationale

The harmful effects of exposure to the sun can cause serious skin problems in the long term. Avoiding overexposure to the sun is the best way to prevent skin cancer. As the children and staff at Canterbury Early Learning Centre spend a considerable portion of their day outdoors, we are committed to protecting them from harmful effects of the sun. Canterbury Early Learning Centre realises the need to protect children's skin and educate them about SunSmart behaviour, thus reducing the risk of skin damage from exposure to the sun.

Procedure

- Daily UV data is displayed in the ELC foyer for parents and staff.
- Children and staff will wear protective clothing when outside such as hats that protect their face, ears and neck, sunglasses where applicable and shirts that cover their shoulders. Sunglasses are encouraged to meet the Australian Standard AS1067 (Sunglasses: Category 2, 3 or 4) and cover as much of the eye area as possible.
- Children are to wear school uniform which includes shirts with collars and elbow length sleeves.
- Staff will direct children to wear hats for outdoor play. Hats worn are to be the ELC bucket hats that cover the child's face, neck and ears. Peak caps and visors are not considered a suitable alternative.
- Children who do not have a hat must play in sheltered area or will be provided with a clean spare ELC hat. Staff are to enforce the *no hat, play in the shade* rule.
- Children will not share hats. Children's hats are to be stored in their own locker/bag.
- An SPF 50+, broad-spectrum, water-resistant sunscreen will be made available in the Early Learning Centre and applied to staff and children when exposed to sun. Sunscreen applications will be recorded in ELC's digital platforms.
- Strategies are in place to encourage children to apply sunscreen 20 minutes before going outdoors and to reapply every 2 hours when outdoors for extended periods.
- Outdoor activities should be minimised between 10am-3pm where possible.
- Parents will be informed of the sun protection policy at the Orientation Information Session.
- Parents are encouraged to apply sunscreen to their child prior to or on arrival at the service and reminded to supply a school hat.
- Where children have allergies or sensitivity to sunscreen, parents will be asked to provide an alternative sunscreen, and the child encouraged to play in the sheltered areas.
- The sun protection message should be reinforced throughout the program.
- Outdoor activities will be held in shaded areas whenever possible. These include natural and built structures. In all areas where children congregate, i.e., lunch areas, outdoor teaching and sport, are conducted in areas with a variety of shade.
- The service will incorporate sun and skin protection awareness activities in the program and provide notices and posters about the topic.
- Regular assessments are conducted to determine future shade needs.

Links to Other Policies:

- Clothing and Sleep/Rest Policy
- Policy Review and Revise Policy
- Work Health and Safety Policy

Policy Sourced From:

- [Sunsmart](#) – Retrieved 9 December 2024
- [Cancer Council Queensland](#) – Retrieved 9 December 2024
- Early Learning Centre Enrolments Policies
 - Uniform Policy
- [Canterbury College Staff Handbook Staff Handbook - Canterbury College](#)
 - General Expectations – Workplace Health and Safety

Link to National Regulations, National Law & NQS: Education and Care Services
National Regulations, National Quality Standards

National Regulation:

168(2)(a)(ii)- Health and Safety, sun protection

NQS: 2.1, 3.1

Developed: January 2022

Reviewed: December 2024

Supervision Policy

Rationale

To ensure a safe, controlled environment in which the children can play, learn and interact with each other and to provide an opportunity for the staff to enjoy the company of the children in a relaxed and planned setting.

Procedure

- Punctuality is essential - the staff and management are legally responsible for all children on the premises. It is very important that all staff are on time and in a position to observe and supervise everyone. This means that all staff need to be constantly moving about, interacting with different children and being aware of the activities of all the children at any time.
- Any absence away from the children must be made known to other staff members and made as brief as possible.
- The children must never be left unattended, either indoors or outdoors at any time.
- Staff must circulate around all areas of the playground and know the whereabouts of all the children in their care.
- Playground supervision is a whole task in itself. It is not time to catch up on things that need doing, or to chat. The children need 100% attention.
- Staff are to ensure that all equipment is well maintained and are to report any damaged equipment to the Head of Early Learning to lodge a request with Facilities Staff.
- Staff are to ensure all equipment is stored correctly and safely at the end of each day.
- If any accidents or incidents occur, the relevant form/s must be completed a staff member and the Head of Early Learning notified.
- Education and Care Services National Regulations recommend staff/ children ratios as:
 - 1 adult carer to 11 children over 36 months (normal operating times)
 - Educators who are under 18 years of age are to be supervised at all times by an Educator over the age of 18 years.
 - The Education and Care Services National Law Act (Queensland) requires that providers must have a responsible person present at the service at all times.

Links to Other Policies:

- Policy Review and Revise Policy
- Staff Professionalism/Responsible Person Policy
- Child Behaviour Management
- Workplace Health and Safety Policy

Policy Sourced From:

- Education and Care Services National Regulations
- Education and Care Services National Law (Queensland)

Link to National Regulations, National Law & NQS: Education and Care Service National Regulations, Education and Care Services National Law (Queensland), National Quality Standards (2018)

National Law:

165- Offence to inadequately supervise children
166- Offence to use inappropriate discipline

National Regulations:

120- Educators who are under 18 years of age are to be supervised
123(1)(c)- The minimum number of educators required
150- Responsible Person

NQS: 2.2, 7.1

Developed: January 2022

Reviewed: December 2024

Sustainability Policy

Rationale

As a community, Canterbury Early Learning Centre can create, encourage and increase awareness of environmental responsibility and guide practices. These practices need to be eco-friendly and involve staff, children and families to be successful.

Procedure

Goal – What are we going to do?:

- We will ensure the ELC is safe, clean and maintained.
- The ELC will promote children's awareness of the environment through daily practices, resources and interactions.
- The ELC encourages sustainable practices and encourage staff, children and families to become advocates for a "green" environment.

Strategies – How will it be done?:

Staff will make sustainable practices a part of the daily routine. These include:

- Recycling
- Gardening
- Energy conservation
- Water conservation
- Sustainable equipment purchases

Staff will include recycling as part of the everyday practices. Recycling containers will be provided throughout the ELC to encourage staff to role model sustainable practices.

Staff will discuss sustainable practices with the children as part of the curriculum. Idea sharing will be encouraged between the staff, children and families sustainable, this can be done at parent meetings, through emails, digital notifications and conversations.

The staff will maintain two worm farms and a compost bin to reduce food waste. Children will be encouraged to place fruit/ vegetable scraps into separate containers for use in the worm farm. The staff will discuss with the children and families what worms can eat and what foods can be composted. The children will be involved in maintaining the worm farm.

Staff will role model energy and water conservation practices of turning off lights and air-conditioning when a room is not in use, emptying water play containers onto garden areas, air drying laundry and soaking paint equipment.

Staff will aim to purchase equipment that is eco-friendly where possible. Staff will reduce the amount of plastic and disposable equipment they purchase and select materials that are made of natural materials and fibres where possible.

The staff will think about Centre practices and how the Centre can become more sustainable. Reduce, re-use and recycle will become everyday practice for both children and staff to help build lifelong attitudes towards sustainable practices.

The staff will use the Council and Government departments as sources of information on sustainable practices used in the local community. They will liaise with the Council and Government departments for possible grants available to put in place water and energy conservation practices in the Centre.

The ELC program will encourage staff and children to engage in innovative practices and appreciate the wonderment of the natural world while protecting the planet for future generations.

Links to Other Policies:

- Policy Review and Revise Policy
- Minimising the use of Toxic Products Policy
- Education and Care Services National Regulations
- Education and care services national law (Queensland)

Link to National Regulations, National Law & NQS: Education and Care Service National Regulations Education and Care Service National Regulations , Education and Care Services National Law (Queensland), National Quality Standards (2018)

National Regulations:

- 73- Educational program
- 113- Outdoor spaces – natural environment

NQS: 1.1, 1.2, 2.1, 3.2

Developed: January 2022

Reviewed: December 2024

Transport/Transfer Policy

Rationale

Canterbury Early Learning Centre does not promote external outings and excursions. Internal outings are conducted throughout the College grounds. Transfer is always via foot and subject to risk assessments.

Procedure

- The regular outing risk assessment is in place for the College grounds and is checked and adapted as needed to reflect the scheduled outing.
- Risk assessments for internal outing needs to be approved by the Head of Early Learning at least 24 hours prior.
- Staff are to ensure that the ratio of 1:11 is maintained.
- While walking, one staff member should be at the front and back of the group.
- Outings within the College grounds must be in secure areas only with no access to external roads or water.
- Staff are to take the portable first aid kits and medications when leaving the ELC.
- Staff are to take secondary devices provided by the Centre for contact purposes.

Links to Other Policies:

- Policy Review and Revise Policy
- Workplace Health & Safety Policy
- Excursion/Incursion Policy

Policy Sourced From:

- Education and Care Services National Regulations
- Education and care services national law (Queensland)
- [Canterbury College Staff Handbook](#)
 - General Expectations – Workplace Health and Safety
- Canterbury College Workplace Health and Safety Policy

Link to National Regulations, National Law & NQS: Education and Care Service National Regulations, Education and Care Service National Regulations, Education and Care Services National Law Act (Queensland), National Quality Standards (2018)

National Law:

167- Offence relating to protection of children from harm and hazard

National Regulation:

100 & 101- Risk assessment for excursion
 102- Authorisation for excursion
 102B- Transport risk assessment
 168(2)(g)- Excursions

NQS: 2.1, 6.2

Developed: January 2022

Reviewed: December 2024

Volunteers, Students and Visitors Policy

Rationale

All adults working directly with the children in the ELC are employees of Canterbury College. Volunteers and visitors are welcome to join educators to stimulate the program. Specific guidelines have been developed for all children and visitors.

Procedure

Students:

- Teaching/ Child Care Students and School-Based Trainees are welcome at the ELC.
- Their role is expected to be one of full participation in all aspects of the program.
- These duties include active input into the program, assisting with documentation and other daily routines and activities.
- School Based Trainees and Teaching/ Child Care Students will work under the guidance of trained staff at all times.
- All students and trainees are required to hold a Working with Children Check (Blue Card) issued by Blue Card Services and a current First Aid Certificate.
- All placements will be negotiated through the Coordinator of Early Career Teacher Program and Coordinator of People and Culture. A placement may be only accepted on the discretion of the Head of Early Learning based on issues such as staff ability to supervise and be available to help the students.
- Students will be provided with guidelines identifying their responsibilities, expectations and code of conduct while at the service.
- Students will be made aware of relevant policies such as behaviour management.
- Students are not to discuss a child's development or other issues with the parents.
- Students should adhere to all policies concerning confidentiality.
- Students will not be left alone with or in charge of any children.
- Students will not be used to complete tasks that the employed staff normally do.

Volunteers and Visitors:

- Visitors may be invited to the ELC to stimulate the program.
- All visitors are required to sign in on arrival. (Electronic sign in to be found in foyer).
- Visitors and Volunteers are required to hold a valid Volunteer Blue Card if they attend the service more than 7 days or more over a 12 month period.
- Visitors could include entertainers or community members or local organisations such as police, fire brigade etc.
- A risk assessment form is to be filled out and approved by the Head of Early Learning and Compliance Officer for incursions.
- Professional access to the ELC will be at the discretion of the Head of Early Learning or when required by law to do so.
- Professionals include, union representatives, State and Federal Government, Departmental Officers, Work Health and Safety inspectors, building inspectors and police officers.
- Any unwelcome visitor will be calmly asked to leave the grounds. If they refuse, the staff member, directed by the Head of Early Learning, will initiate a lockdown procedure whilst administration staff call the police for removal.
- No staff member is to try to physically remove the unwelcome person but try to remain calm and keep the person calm as much as possible.

Links to Other Policies:

- Policy Review and Revise Policy
- Staff Professionalism Policy
- Supervision Policy

Policy Sourced From:

- Education and Care Services National Regulations
- Education and care services national law (Queensland)

Link to National Regulations, National Law & NQS: Education and Care Service National Regulations, Education and Care Service National Regulations, Education and Care Services National Law (Queensland), National Quality Standards (2018)

National Law:

165- Offence to inadequately supervise children

National Regulations:

168(2)(i)- Participation of volunteers and students

NQS: 2.2, 4.1, 7.1

Developed: January 2022

Reviewed: December 2024

Water Safety Policy

Rationale

We will prevent child accidents and illnesses relating to swimming and wading pools and other water hazards and comply with regulations. Drowning is the leading cause of death for children aged 1-4 years in Australia, it is important to be aware that children can drown in as little as 5cm of water.

Procedure

To prevent accidents and illnesses related to swimming and wading pools and other water hazards and to comply with Regulation, Canterbury ELC:

- Ensures all objects from around a pool or other water hazard that a child could use to climb over fencing, such as logs, trees, bikes, chairs, bins.
- Closely supervises children near water, never leave children alone near any water, supervised by at least two adults if children are using a paddling pool.
- Safely covers or make inaccessible to children all water containers, e.g., buckets, and ensure that child play areas are safely fenced off from water hazards such as creeks or irrigation channels.
- Empties wading pools immediately after every use, store to prevent the collection of water, e.g., upright, also check yard after rain or watering and empty water that has collected in holes or containers.
- Ensures the wading pool is disinfected appropriately.
- Children with diarrhea, upset stomach, open sores, or nasal infections should not use the pool.
- Consult with the Pool Coordinator to ensure the school swimming pool is compliant with Australian Standards.
- Ensure no child swims in the swimming pool without:
 - written permission from parent or guardian to learn water safety and swimming.
 - appropriate adult-child ratios are in place.
 - supervision provided by a person with a first aid certificate, and a recognised award experience in water safety and rescue procedures.
- All children should wear clean bathers and should go to the toilet before entering the pool, following correct toileting hygiene practices.
- If a child passes a bowel motion while in the pool, remove all children from pool immediately inform Aquatic Centre staff.

Links to Other Policies:

- Policy Review and Revise Policy
- Workplace Health and Safety Policy
- Supervision Policy

Policy Sourced From:

- Education and Care Services National Regulations
- Education and care services national law (Queensland)
- Raising Children – Retrieved 12 December 2024
 - [Water Safety for Children](#)

Link to National Regulations, National Law & NQS: Education and Care Service National Regulations, Education and Care Services National Law (Queensland), National Quality Standards (2018)

National Law:

165- Offence to inadequately supervise children

National Regulations:

123(1)(c)- The minimum number of educators required

168(2)(iii)- Water Safety

NQS: 2.1, 2.2, 7.1

Developed: January 2022

Reviewed: December 2024

Workplace Health and Safety Policy

Rationale

It is the responsibility of all staff to ensure their safety and the safety of others. Canterbury Early Learning Centre places safety of the staff and the public ahead of the protection of the services equipment and facilities. We actively encourage safe working practice both at the service and at home.

Procedure

- Staff are responsible for identifying any risks and notifying the Risk and Compliance Officer of any non-urgent risks via the Incident Report form available on MyCC.
- The Department of Property and Works must be notified of any maintenance requirements or risks relating to facilities by logging a ticket via email.
- Staff involved in an accident or incident while involved in work must complete an Incident Report Form on MyCC as soon as possible.
- Risk assessments are to be completed when necessary, ensuring hazards and risks are identified, assess, manage, evaluated and reviewed.
- Staff are encouraged to use the Risk Assessment and Management guide provided by ACECQA.

In order to support this policy, the ELC will:

- Comply with the spirit and intent of the relevant legislation, Codes of Practice and Industry
- Meet the Standards and make adequate provision of resources to meet these requirements.
- Ensure that each staff member is trained, not only in the basic principles of workplace health and safety matters but also matters specific to their area of responsibility.
- Support each member of staff in their obligation to be fully responsible and accountable for health and safety issues including repairs and maintenance in each person's area.
- Developing an awareness in the staff of health and safety issues
- Investigating the cause of every incident and taking corrective action, irrespective of whether personal or property damage has occurred.
- To encourage the rehabilitation of injured staff members

Staff members, contractors and visitors for their part will be expected to:

- Comply with all relevant legislation, Codes of Practice, Industry Standards and College policies and procedures.
- Report and, where appropriate, rectify hazards identified throughout the College Campus.
- Accept responsibility for the protection of all persons, the community and the environment that may be affected by their activities.

There is no task so important within the College that health and safety standards will be compromised.

Links to Other Policies:

- Supervision Policy
- Staff Induction Policy
- Protecting Children and Young persons in Anglican Education Policy

- Policy Review and Revise Policy
- Canterbury College Workplace Health and Safety Policy

Policy Sourced From:

- Education and Care Services National Regulations
- Education and Care Services National Law (Queensland)
- Workplace Health and Safety Act (2011)
- [Canterbury College Staff Handbook](#)
 - General Expectations – Workplace Health and Safety
- ACECQA – Retrieved 12 December 2024
 - [Risk Assessment and Management Tool - Amendment v3.docx](#)

Link to National Regulations, National Law & NQS: Education and Care Service National Regulations, Education and Care Services National Law (Queensland), National Quality Standards (2018)

National Regulations:

103- Premise's furniture and equipment to be in good repair

NQS: 2.2, 3.1, 7.1

Developed: January 2022

Reviewed: December 2024