



Castlecrag Montessori School

learning for life

Policy And Procedure Manual

June 2018

184 Edinburgh Rd
Castlecrag NSW 2068

T. 0299587903
www.cms.nsw.edu.au

F. 02 9958 2362
ABN
94426033080

TABLE OF CONTENTS

QUALITY AREA 1: EDUCATIONAL PROGRAM AND PRACTICE

1.1	Programming Statement	6
1.2	Homework Rationale	7
1.3	Computer Policy – Students	8
1.4	Professional Development	10
1.5	Record Keeping	12
1.6	Inclusion/Cultural Diversity	15
1.7	Transition to School Statement	17

QUALITY AREA 2: CHILDREN'S HEALTH AND SAFETY

2.1	Supervision Statement	20
2.2	Student Attendance Policy (kindergarten year)	22
2.2.1	Exemption Policy Statement (kindergarten year)	24
2.2.2	Attendance Procedures (kindergarten year)	25
2.3	Arrival and Departure Policy	27
2.4	Fire Safety and Education Statement	30
2.5	Emergency and Evacuation Policy	33
2.6	Lockdown Procedures	42
2.7	Crisis Procedure	43
2.8	Break-in and Intruder Procedure	45
2.9	Bomb or Chemical Spill Procedure	46
2.10	Building Collapse Procedure	47
2.11	Bushfire Procedure	48
2.12	Chemical Safety Procedure	49
2.13	Child Protection Policy	50
2.14	Aboriginal Awareness and Culture Statement	67
2.15	Access to Children Procedure	68
2.16	Anti-Bias Policy	69
2.17	Child Health Statement	70
2.18	First Aid Policy	72
2.19	Hygiene & Infection Control Statement	76
2.20	Medication Procedure	77
2.21	Immunisation Procedure	78
2.22	Nutrition Requirements Policy	80
2.23	Human Immunodeficiency Virus (HV) and Acquired Immunodeficiency Syndrome (AIDS) Statement	82
2.24	Pastoral Care Statement	83
2.25	Children with Additional Needs Statement	84
2.26	Excursion Policy	85
2.27	Sun Protection Policy	91
2.28	Dental Health Statement	92
2.29	Accident Prevention Statement	95
2.30	Notification of Sickness at School Policy	97
2.31	Incident, Injury, Trauma and Illness Policy	98
2.32	Rest and Sleep Policy	99

2.33	Water Safety Policy	102
2.34	Traffic and Parking Safety Statement	104
2.35	Medical Conditions (including asthma, diabetes and anaphylaxis management)	105
2.36	Infectious Diseases	114
2.37	Procedure for Managing Risk	119
2.38	Needles and Syringes Procedure	120
2.39	Power Failure Procedure	123
2.40	Smoke Free Environment	124

QUALITY AREA 3: PHYSICAL ENVIRONMENT

3.1	Safe and Supportive Environment Policy	126
3.2	Work, Health and Safety Policy	128
3.3	Work, Health and Safety Statement	132
3.4	Safety Data Sheets Statement	134
3.5	Environmental Sustainability Policy	135
3.6	Building and Premises Policy #1	136
3.7	Building and Premises Policy #2	139
	Providing a Child Safe Environment	141

QUALITY AREA 4: STAFFING ARRANGEMENTS

4.1	Code of Ethics Statement	146
4.2	Drugs and Alcohol Policy	150
4.3	Code of Conduct for Staff members	151
4.4	Staff Policy	153
4.5	Performance Management	155
4.6	Grievance Procedure (staff complaints)	158
4.7	Information Technology, Computer, Telephone and Equipment Code of Use	160
4.8	Social Networking Policy	165
4.9	Determining Responsible Person	169
4.10	Volunteers and Students	171
4.11	Discrimination, Harassment and Bullying Statement for Employees, Contractors and Volunteers	174
4.12	Proficient Teachers (AIS Policy and Procedure)	180

QUALITY AREA 5: RELATIONSHIPS WITH CHILDREN

5.1	Student Discipline Policy	182
5.2	Behaviour Management Procedure	184
5.2.1	Procedure for Managing Inappropriate Behaviour	186
5.3	Appropriate Behaviour Policy	187
5.4	Interactions with Children Policy	191

QUALITY AREA 6: COLLABORATIVE PARTNERSHIPS WITH FAMILIES AND COMMUNITIES

6.1	Staff and Parent Participation in the Curriculum	195
6.2	Complaints Handling Policy	196

6.3	Family Participation and Communication	201
6.4	Family Orientation and Enrolment	204

QUALITY AREA 7: GOVERNANCE AND LEADERSHIP

7.1	Procedural Fairness Statement	212
7.2	Management and Operation of the School Policy	213
7.3	School Governance Policy	218
7.4	Policy concerning responsibilities of the Executive Committee	222
7.5	Executive Committee Terms of Reference Statement	223
7.6	Executive Committee Code of Conduct	226
7.7	Confidentiality & Privacy Policy (preschool)	227
7.8	Privacy Policy (school)	231
7.9	NESA Returns	236
7.10	Educational and Financial Reporting Policy	237
7.11	Recruitment Policy and Procedure	239
7.12	Bond Policy	244
7.13	Fees Policy	245
7.14	Acceptance and Refusal of Authorisations	248

APPENDICES

Appendix I	Emergency Evacuation/Lockdown Drill Record	252
Appendix II	Evacuation Evaluation Form	253
Appendix III	Evacuation Procedure	254
Appendix IV	Evacuation Floor Plan	255
Appendix V	Incident, injury, trauma and illness record	256
Appendix VI	Medication Authority Form	258
Appendix VII	Immunisation Record	259
Appendix VIII	Excursion Risk Assessment	260
Appendix IX	Authorisation Form for Excursions	262
Appendix X	Transportation of Students by Parents Form	264
Appendix XI	Transportation Guidelines	265
Appendix XII	Confidential Information Form	267
Appendix XIII	Permission to Administer Panadol	274
Appendix XIV	Risk Minimisation Plan	275
Appendix XV	NSW Health Immunisation Schedule	280
Appendix XVI	Staff Leave Application Form	281
Appendix XVII	Bond Agreement and Definitions	282
Appendix XVIII	Collection of Children form	285
Appendix XIX	Student Destination Unknown Notification	287
Appendix XX	Attendance Improvement Plan	288
Appendix XXI	Application for Extended Leave – Travel	289

QUALITY AREA 1

EDUCATIONAL PROGRAM AND PRACTICE

1.1 Programming Statement

Aim

The School aims to provide a Montessori program which encourages children to be actively involved in the learning process, to experience a variety of developmentally appropriate activities and materials, to pursue their own interests in the context of life in the community and world. At the same time, the School meets all Department of Education regulations and requirements, National Quality Framework requirements and regulations and complies with the Board of Studies curriculum.

School Responsibility

To provide a high quality Montessori pre-primary and kindergarten program and to provide a safe and nurturing environment that promotes the physical, social, emotional and cognitive development of the children involved.

Implementation

All School staff will work as a team in preparing and/or implementing the syllabus. The syllabus is planned to reflect the School's philosophy and goals for children.

Modifications will be made in the environment for children with special needs. Staff will make appropriate, professional referrals where necessary with parental permission.

Materials and equipment reflect the cultural diversity that exists in our society.

Staff will provide a variety of developmentally appropriate experiences and materials that are selected to achieve the following goals:

- foster a strong sense of identity;
- develop effective communication and social skills;
- develop a strong sense of wellbeing
- encourage children to think, reason, question and experiment;
- encourage language development;
- enhance physical development and skills;
- encourage an interest in and respect for the environment
- encourage and demonstrate sound health, safety and nutritional practices;
- encourage creative expression;
- respect cultural diversity of staff and children.

1.2 Homework Rationale

Homework, in a Montessori sense, is work that the child does at home as an extension of his or her own interests. This work should be meaningful and of high interest to the child; it should have a purpose.

Homework can include a variety of activities, including household chores. It can help the child develop language skills, cultural awareness, make mathematics a real part of the home environment, and give the child a voice in family decisions.

No education system can be successful in preparing children for a place in society without parental support. Education is, in fact, a cooperative effort that begins at home and is supplemented by the school. For these reasons it is assumed and expected that parents take an active part in choosing homework, or home activities, appropriate for the child.

The teacher can suggest activities that are related to the memorisation of maths facts or other typically academic activities, but this is a minor facet of homework. Homework is best when it consists of real life activities. In addition to these activities that interest the child, homework may also consist of activities that have a great deal of meaning to parents. Sharing that kind of activity with a child may be a way to expand the child's horizons and build a bond around that shared activity. Activities that parents and children enjoy together add to the child's repertoire of enjoyable activities which may serve to enrich the child's entire life. The following is a brief list of real-life activities that may provide homework activities for parents and children:

- letter writing (invitations, thank you notes, etc.)
- writing stories
- weekly library trips
- reading aloud
- scanning the newspaper for headlines and discussing new topics
- drawing objects in the home environment or neighbourhood
- doing simple science experiments
- setting up a lunch money/bus money jar so the child can count out what's needed
- involving the child in planning the dinner menu and writing out a shopping list
- comparing newspaper ads for food prices
- doing the grocery shopping together
- preparing food together
- setting the table and cleaning up afterwards
- recycling
- using maps to plan outings
- taking walks together: look for leaf shapes; identify plants, animals, birds; look for different kinds of architecture
- visit the zoo together
- visit museums together
- attend musical events together
- make music together as a family

Parents can help their children be successful in life by helping them develop a good attitude about work - whether it is doing chores or doing other activities together. This will only occur if the activities are done in a fun way and not as a drill. Parents need to let their child know that they believe he or she will be successful - in doing the chores, in doing other activities together, and in doing work at school.

1.3 Computer Policy - Students

Introduction

Technological developments in society have had considerable impact on the lives of today's children and families. Children in today's society need to be able use a computer with confidence in order to adjust to their future roles of citizens of a highly technological society.

A computer, like any of the Montessori materials in the classroom, is a tool with which to think, investigate, explore, communicate, express ideas, and solve problems.

At Castlecrag Montessori School independent use of the computer is limited to children in the extended day program. Learning experiences with the iPad/laptop focus on Reading Eggs, Montessori applications, Fresh Paint, Google, Google Earth and use of the keyboard. This decision is based upon the following developmental reasons:

- Children need multisensory experiences.
- Children need to move.
- Children need activities that promote discovery and experimentation.
- Children need varied repetition.
- Children need the thrill of accomplishment that comes from hard work (not the push of a button).

Hands on experiences provide the children with multi-sensory input, logical feedback, the opportunity to develop real skills and creativity. Once the Montessori materials have been manipulated and mastered, computer software may complement the curriculum and allow the child to move to a more abstract level of cognition.

Goals / What are we going to do?

- To develop an understanding of the use of computers.
- To develop confidence in the process of using an iPad/computer.
- To experience practical applications of basic computer programs such as Word and Paint.

Strategies / How will it be done?

If software is to be purchased, the following criteria needs to be considered to ensure the programs purchased are developmentally appropriate.

- Information is presented in sequence so that it makes sense to the child and can enhance the child's ability to think logically.
- The content is aesthetically pleasing, meaningful and useful to the child.
- The content is age appropriate.
- The program is non-competitive, non-violent, peaceful and wholesome.
- The program is more process focused (promoting exploration and learning) rather than product focused (emphasising achievement or the failure to achieve a specific outcome).
- The program enables the child to self-correct.
- Multiple levels of difficulty are built into the content.
- The program promotes internal motivation rather than dependency upon external rewards.
- The program enhances or compliments the teaching that is taking place in the classroom.

In the classroom, the children may practice basic keyboard and mouse skills as they learn to type and use the tools in the Fresh Paint program. The computer/iPad may also be used to show

educational DVD's to the children, gather information from the internet or experience a program such as Photo Booth.

Statutory Legislation and Considerations

Children (Education and Care Services National Law Act Application) 2010: 168

Education and Care Services National Regulations 2011: 73-76

Related Standards, Guidelines and Frameworks

National Quality Standard: 1.1, 1.2

Related Policies and Procedures

Programming Statement

Reviewed: 01/09/2017

1.4 Professional Development

Introduction

As the role and functions of schools change, so do the expectations of educators. Teachers are asked to teach increasingly multicultural classes, deal with legislative changes, integrate children with special needs in their classrooms and use new technologies effectively in their teaching.

No matter how good pre-service training for teachers may be, it cannot be expected to prepare educators for all of the challenges they will face throughout their careers. The school seeks to provide all educators and staff with opportunities for professional development in order to maintain a high standard of Montessori education and a high quality workforce.

Through in-service training individuals can:

- Update their knowledge of a specific subject in relation to recent advances in the area;
- Refresh their knowledge and understanding of Montessori philosophy and classroom practices;
- Update their skills, abilities, attitudes and approaches in the light of new research;
- Exchange information and expertise with colleagues and others.

Professional development needs to be:

- Relevant to teachers needs and student learning;
- Collaborative and engaging, of professional experts, professional networks and professional learning communities.
- Based on good pedagogy.

Continuing professional development contributes to personal job satisfaction, workplace engagement, recognition and reward.

Goals / What are we going to do?

To develop staff skills and knowledge through ongoing professional learning and retain quality educators, school leaders and administrative staff in our school.

Strategies / How will it be done?

The Nominated Supervisor will ensure opportunities for professional development are provided in a variety of forms. These may include:

- Attendance at Montessori local, state, national and international conferences and workshops
- Other external courses, workshops or formal qualification programs run by approved bodies
- Observational visits to other schools
- Collaborative planning between educators across schools
- Sharing of good practices between educators across schools
- Reading of professional literature
- Informal talks with peers on how to improve teaching practices
- Mentoring

All staff members are encouraged to attend in service training as it becomes available and within the financial constraints of the school's budget. Course costs will be paid for by the school and out of the budget allocation for staff development.

Relevant Legislation and Considerations

Education and Care Services National Regulations 2011: 145, 146, 147

Related Guidelines, Standards and Frameworks

National Quality Standard 4.2.1-4.2.3

Related Policies and Procedures

Staff

First Aid

Code of Ethics

Reviewed: 01/09/2017

1.5 Record Keeping

Introduction

Under the National Law, enrolment records and other documents that relate to the education and care service, and any child or staff member for the previous 12 months, must be kept at the service premises. If the records are not kept on the premises, they must be kept at a place readily accessible by an authorised officer (e.g. online).

As stated on page 115 in the Guide to the *National Law and National Regulations*,
“Accurate record keeping assists in the management of the service, ensures the safety of the children and provides a level of transparency and accountability for the services, Regulatory Authorities and families”.

Goals / What are we going to do?

This policy aims:

- to ensure that Castlecrag Montessori School meets legislative requirements for the establishment and maintenance of full and accurate records;
- to ensure Executive and staff are aware of their responsibilities to establish, maintain and provide access to records in accordance with legislative requirements.

Strategies / How are we going to do it?

Insurance Records

The Approved Provider will:

- Keep evidence of the current insurance at the school.
- Make this evidence (certificate of currency) available for inspection by the Regulatory Authority or an authorised officer.

Confidentiality and Storage of Records

The Nominated Supervisor will ensure that records are kept in a safe and secure place for the period of time specified in the National Regulations (see Records and documents required to be kept). The records may be kept in hard copy or electronic form as long as they can be accessed as required.

Information that is contained in a record as required by the National Regulations must not be communicated (either indirectly or directly) with anyone other than:

- Educators who have need of the information for the care and education of the child;
- Medical workers who have need of the information for medical treatment of the child;
- The parent of the child that the record relates to (excluding staff records), or
- The Regulatory Authority or an authorised officer.

The information may also be imparted if authorised or required under any Act or Law, or if written permission is given by the person who provided the information.

Records and Documents required to be kept at the School¹

Type of Record	Responsibility	Timeframe	Reference
Evidence of current public liability insurance	Approved Provider	Available for inspection at service premises	Regulations 29, 180
Quality Improvement Plan	Approved Provider	Current plan is to be kept	Regulations 31, 55
Child assessments	Approved Provider	Until the end of 3 years after the child's last assessments	Regulations 74, 183
Incident, injury, trauma and illness record	Approved Provider	Until the child is 25 years old	Regulations 87, 183
Medication record	Approved Provider	Until the end of 3 years after the child's last attendance	Regulations 92, 183
Child attendance	Approved Provider	Until the end of 3 years after the record was made	Regulations 158, 183
Child Enrolment	Approved Provider	Until the end of 3 years after the child's last attendance	Regulations 160, 183
Death of a child while being educated and cared for by the service	Approved Provider	Until the end of 7 years after the death	Regulations 12, 183
Record of service's compliance history	Approved Provider	Until the end of 3 years after the Approved Providers operated the service	Regulation 167
Record of responsible person in day to day charge including Certified Supervisors placed in day to day charge	Approved Provider	Until the end of 3 years after the staff member works for the service	Section 162 Regulations 150, 177
Staff record	Approved Provider	Until the end of 3 years after the staff member works for the service	Regulation 145
Record of access to early childhood teachers	Approved Provider	Until the end of 3 years after the staff member works for the service	Regulation 152
Record of educators working directly with children	Approved Provider	Until the end of 3 years after the staff member works for the service	Regulation 151
Record of volunteers and students	Approved Provider	Until the end of 3 years after the volunteer or student attended the service	Regulation 149

Statutory Legislation and Considerations

Children (Education and Care Services National Law Application) Act 2010: 51, 162, 175

Education and Care Services National Regulations 2011: 29, 180, 31, 55, 74, 183, 87, 92, 158, 160, 12, 167, 162, 150, 177, 145, 151, 152

Related Guidelines, Standards and Frameworks

National Quality Standard: 7.3

Information Privacy Principles

Sources

The Guide to the National Law and National Regulations

The Guide to the National Quality Standard

Related Policies

Confidentiality

Privacy

Family Orientation and Enrolment

Incident, Injury, Trauma and Illness

Medical Conditions

Emergency and Evacuation

Determining Responsible Person

Volunteers and Students

Student Attendance

Arrival and Departure

Acceptance and Refusal of Authorisations

Complaints and Feedback

Reviewed: 01/09/2017

1.6 Inclusion/Cultural Diversity

Introduction

This statement is based on the following meanings of the term 'culture'.

- Culture is acquired in families and communities
- Cultures belong to groups of people
- Culture is shared ways of believing, knowing and doing
- Culture is a dynamic entity
- Culture influences the way people meet their needs (both material and non-material)
- Language is a significant component of culture

Goals / What are we going to do?

- To uphold the principle of fairness to all
- To honour each individual and his/her cultural, religious, ethnic and linguistic backgrounds, levels of ability and disability, age, gender, sexual preference, personality traits and educational and social status.
- To recognise, appreciate and support the diversity that exists within our families, school, community and the wider world.
- To develop an educational program that supports children's and adult's sense of worth, and pride in family, community, ethnicity and linguistic heritage.

Objectives

- To promote a sense of confidence and positive self-identity in all individuals so that they feel good about themselves.
- To promote the ability to relate to a diverse range of people with empathy and acceptance.
- To enable children to feel comfortable and accepting of the similarities and differences they discover in others.
- To promote the acceptance of individuals as members of families within a larger cultural network.
- To provide opportunities for children to experience a range of cultural experiences as represented within the school and community through activities associated with food, festivals and language.
- To develop an awareness of non-traditional gender roles and work opportunities through literature and play.
- To support positive communication between children, families, staff and communities.
- To help children, staff and families understand that prejudice, racism and discrimination act as barriers within the community.

Strategies / What will be done?

Awareness and Acceptance

Australian society is culturally diverse and consists of people with a variety of beliefs, values and languages. Therefore it is important that our program supports:

- The awareness, acceptance and appreciation of Aboriginal and Torres Strait Islander cultural heritage, identities and languages. Aboriginals and Torres Strait Islanders hold a unique place in Australian culture and special recognition and acknowledgement is to be given to our indigenous cultures.
- The diversity of Australian culture through the school's program and practices.

- The many different understandings of childhood and childhood development within the requirements and realities of the school setting.
- The development of positive attitudes towards self and others both in children and staff to ensure the school is inclusive of cultures, languages and identities no matter what the cultural make-up of the school may be.
- The principle that families have unique knowledge and understanding of their child.

Language, Acquisition and Learning

In acknowledging the significant role of language in learning and the speaking of only English at our school, it is necessary that:

- The children are able to learn English in an encouraging and helpful environment
- A range of language, literacy and communication styles is recognised, respected and used
- Children with languages other than English are assisted to develop their language skills within the classroom environment.

Program Development

Cultural diversity will be included in the educational program for the benefit of children, staff and families. Therefore it is necessary that:

- The educational program reflects the cultural diversity of the community and broadens the children's knowledge of their own culture and the cultures of others.
- School programs, policies and practices are culturally inclusive and aim to avoid bias, discrimination and stereotyping.
- Resources depict the range of contemporary cultures in Australia avoiding harmful stereotyping and discrimination.
- Staff endeavour to represent a variety of family structures.
- Staff become involved when bias arises and teach children about equity and justice.

Staff Development

Educators can have a significant impact on children's developing attitudes towards cultural diversity. Professional development needs to support staff in promoting positive attitudes. Therefore in-service training needs to:

- Consider and respond to the range of cultures that make up Australian society.
- Acknowledge and reflect the various beliefs about childhood held by diverse cultures.
- Facilitate staff to consider their own values and beliefs in regards to culture, race, socioeconomic status and gender and how these may impact on their classroom practice.

Source

University Preschool and Child Care Centre Inc.

Statutory Legislation and Considerations

Education and Care Services National Regulations 2011: 73, 155, 156, 168

Related Guidelines, Standards and Frameworks

National Quality Standard: Quality Areas 5, 6.

Related Policies and Procedures

Anti Bias

Children with Additional Needs

Reviewed: 01/09/2017

1.7 Transition to School

Introduction

Starting school is a significant milestone in the life of any child and family. Castlecrag Montessori School supports continuity of learning and transitions for each child by sharing relevant information and developing strategies that support a positive transition to formal primary schooling.

Goals

Castlecrag Montessori School will share relevant information and work in collaboration with families to support the individual strengths and needs of each child to facilitate a smooth transition to primary school.

Strategies

Starting school is a major transition for young children. When children know what to expect they are much more likely to feel confident and happy about starting school.

Castlecrag Montessori School assists children to develop the following skills considered useful for engaging positively in the primary school environment:

- Concentrating on the task at hand
- Persevering when faced with difficulties
- Responding positively to new situations
- Taking some responsibility for their behaviour as it impinges on others in the group
- Developing the communication skills necessary for group or individual play
- Developing positive feelings about themselves and others
- Experiencing a sense of self-satisfaction resulting from achievement.

Educators will:

- Encourage children to start thinking and talking about school by exploring various elements of the school experience (e.g. uniforms, canteen, lunches, library, computer room).
- Talk with children about starting school, respecting any concerns and communicating these to families.
- Communicate with families to ensure the school is meeting the strengths and needs of the children and families.
- Consider family priorities and any concerns about the transition process (respecting each family's cultural and linguistic needs).
- Focus on school readiness in all areas throughout the day.
- Regularly discuss children's development and readiness for school with parents.
- Support each family's decision about when to send children to school, acknowledging the NSW Department of Education and Training's policy that "children must turn five by July 31 in the year they start Kindergarten. All children in NSW must start school by their sixth birthday".
- Be supported to access professional development opportunities relating to transition to school.
- Facilitate relationships with local schools to support children and families with the transition process and to open lines of communication. The importance of school preparation through school visits and orientation days will be promoted.

Statutory Legislation and Considerations

Education and Care Services National Regulations 2011: 118, 148

Related Guidelines, Standards and Frameworks

National Quality Standard: 6.3

Early Years Learning Framework

Source

Community Child Care Co-operative (NSW)

Related Policies and Procedures

Interactions with Children

Family Participation and Communication

Reviewed: 01/09/2017

QUALITY AREA 2:

CHILDREN'S HEALTH AND SAFETY

2.1 Supervision Statement

Introduction

Children must be adequately supervised at all times that they are being educated and cared for both at school and on excursions. Supervision can prevent and reduce accidents through early detection of potential hazards and an awareness of the children, and their activities.

Goals

The school maintains a safe and secure environment where children are free to explore and learn more about their world. The Approved Provider and educators are familiar with regulatory requirements and standards regarding supervision. The school encourages educators to evaluate their supervisory practices and implement plans that increase their awareness of the layout, risk management and supervisory choices within the school environment. Children's safety will be the priority of all educators when supervising children.

Strategies

The Approved Provider will:

- Ensure that the premises are designed and maintained to facilitate supervision of children at all times while considering the need to maintain the rights and dignity of all children.
- Ensure that age and supervision requirements for educators are maintained at all times. Any educators who are under eighteen years of age may work at the school, provided they do not work alone and are adequately supervised by an educator who is over eighteen years of age.
- Notify the regulatory authority within 24 hours if a child appears to be missing, cannot be accounted for, appears to have been taken or removed from the premises, or has mistakenly been locked in or out of the school premises.

The Nominated Supervisor will:

- Carefully plan rosters that ensure continuity of care and adequate supervision at all times when children are being cared for and educated in the school and on excursions.
- Ensure that a risk assessment is carried out before an authorisation is sought for an excursion. The risk assessment will consider and identify the number of adults required to ensure continuous adequate supervision throughout the excursion.

Educators will:

- Arrange the school environment to maximise the ability of educators to supervise all areas accessible to children. Particular focus on gates, the fence line and doors during arrival and departure times.
- Seek to ensure that two educators are present/within view when working with children and when supporting children with toileting/hygiene routines.
- Be aware of the importance of communicating with each other about their location within the environment
- Inform new and relief educators about supervision arrangements and what is required of them in relation to supervising children.
- Ensure that correct child/educator ratios are maintained throughout the school environment. All children will be in sight or hearing of educators/administrator at all times.
- Ensure that hazardous equipment, machinery, and chemicals are inaccessible to children.
- Ensure that supervision arrangements are respectful and that interactions with children are meaningful. Educators will encourage children's independence while respecting individual abilities and needs.
- Scan the environment while interacting with individuals or small groups. Educators will position themselves to maximise their view of the environment and the children's play.

Implement consistent supervision strategies and not perform other duties while responsible for the supervision of children.

Evaluation

Interactions with children are respectful and meaningful and challenge each child's skills and awareness of the world. Risks are assessed and managed so that the environment can be safe, educative and stimulating. Children's activities are planned for and monitored by educators with consistent strategies to minimise potential dangers to children.

Statutory Legislation and Considerations

Children (Education and Care Services National Law) Act 2010

Education and Care Services National Regulations 2011: 87, 100 - 102, 115, 120, 166, , 168, 176

National Quality Standard: 2.3, 2.3.1, 2.3.2, 3.1.3, 4.1, 4.1.1, 5.2.3

Guide to the National Quality Standard (3) ACECQA (2011)

Building Code of Australia re building requirements for new buildings/visibility of children's bathrooms

Source

Community Child Care Co-operative (NSW)

Related Policies

Medical Conditions

Interactions with Children

Excursion

Child Protection

Emergencies and Evacuation

Water Safety

Rest and Sleep

Updated: 03/07/2017

2.2 Student Attendance Policy (Kindergarten/Extended Day students)

Introduction

The Registered and Accredited Individual Non Government Schools (NSW) Manual requires that a school must have in place policies and procedures to ensure that a register of enrolments is retained for 5 years and daily attendance of all students is maintained and retained for 7 years after the last entry is made.

School Responsibility

The school will monitor the daily attendance and absences of students in the School by maintaining daily register for each class of students. Marking the roll each school day with the current Minister's codes is the responsibility of the Director and demonstrates compliance as required by the Minister of Education (2010). This is a legal document and can be requested by legal courts and other.

The school also maintains attendance using a software program (MRX) and student attendance sheets signed by parents at drop off and pick up. Absent notes are filed in the class roll.

Contact from parents advising of absentees, via email or telephone will be provided to the class teacher as received.

Student absences from Castlecrag Montessori School will be identified and recorded in a consistent manner using the Minister's Codes by the class teacher. The Minister's codes are located in the roll book, which is located at the teacher's shelf beside the main exit door. The roll is checked between 9:30am and 10am.

The school will contact the Department of Education via the Home School Liaison Officer in the unlikely event of a child leaving the school without the intention of enrolment at another educational provider.

Unexplained absences from classes or School will be followed up in an appropriate manner with the student's parent or guardian. In the event of no parental advice with regards to absences the class teacher will initially contact by telephone after 1 day and then by email. The parents will need to fill in an absentee form on return or email an absentee note to the school as soon as possible advising the school for the reason of absence. An absentee form will be placed in the parents' pocket for signing.

Unexplained absences will be reported to the School Director by the class teacher or administrator for her determination on the follow up required. (This might include, but is not limited to, further contact with parents or reporting to Children's Services.)

The school will record the attendance of children and notify a parent or guardian in cases of poor attendance. Poor attendance is defined by ongoing unexplained absences or absences in excess of 1 week per term for reasons other than illness.

Where unsatisfactory school attendance is identified the attendance issue and any action taken will be recorded as appropriate on the student file. All absentee forms will be filed in the class roll.

The class roll books are archived at the completion of each school year and can be accessed by the School Director, or delegated authority, at the request of parents or by Court Order.

The records of daily attendance (roll book and documentation substantiating absences) will be retained for a period of 7 years.

The School Director has the Minister's delegated authority to approve student leave or exemption under section 25 (1) of the Education Act.

The School Director is responsible for ensuring that such leave approvals and certificates are documented and located in the student's personal file and entered on the student enrolment register (electronic).

(EDUCATION ACT 1990 – SECT 25 Certificate of exemption from attending school: *The Minister may grant a certificate exempting a child from the requirement for the child to be enrolled at and attend a government school or registered non-government school or be registered for and receive home schooling, if the Minister is satisfied that conditions exist which make it necessary or desirable that such a certificate should be granted.)*

Parent Responsibility

To notify school of absences due to sickness by email or phone on the initial day of sickness and each day thereafter as required until the child returns to school.

To provide written and signed documentation on the return of a student following a period of sickness or absenteeism when the school has been advised verbally.

To notify and seek permission prior to planned extended leaves of absence e.g. holidays. The school strongly requests that extended student absences due to vacation and family commitments are attached to a school holiday period preferably at the end of the school term.

Implementation

Daily monitoring and recording of student attendance with unexplained absences followed up with parents as noted in 'school's responsibility'.

Related Documents

Appendix - Attendance Improvement Plan

Appendix - Student Enrolment Destination Unknown notification

Reviewed: 21/06/2018

2.2.1 Exemption Policy Statement (Kindergarten/Extended Day students)

At Castlecrag Montessori School, requests from parents seeking an exemption from attendance at school or an exemption from enrolment will be processed in accordance with the guidelines from NSW Department of Education and Communities.

Procedure

- Parents will submit the application for an exemption from attendance or an exemption from enrolment and supporting documentation, where requested to the Director.
- Applications for over 100 days in a year will be sent to the Minister's delegate at the Student Welfare Directorate, NSW Department of Education and Communities.
- Applications for fewer than 100 days in a year will be considered by the Director.
- The Director will consider the application in accordance with the criteria in the guidelines from the NSW Department of Education and Communities.
- Where the application is supported, the Director will provide the original exemption certificate to the parent/s.
- Where the application is not supported, the Director will notify the parents in writing of the unsuccessful outcome using the format from the guidelines.
- Copies of the application and exemption certificate or notification are kept on the student's file in the office.
- The Minister's delegation and copies of exemption certificates are filed in the attendance records by the Director.

Reviewed: 29/08/2017

2.2.2 Attendance Procedures (kindergarten/extended day students)

Register of Enrolments:

The register of enrolments, compiled in Term 1 and maintained by the Administrator, must include the following information for each student:

- name, age and address
- the name and contact telephone number of parent(s)/carer(s)
- date of enrolment and, where appropriate, the date of leaving the school and the student's destination
- for students older than six (6) years, previous school or pre-enrolment situation
- where the destination of a student below seventeen (17) years of age is unknown, evidence that the Department of Education has been notified (using the form *Student Enrolment Destination Unknown*, downloaded from RANGS, also available in the Letters and Forms section of this webpage, customised with school letterhead and emailed to attendance@det.nsw.edu.au). The following details should be completed on the form:
 - student's full name
 - date of birth
 - last known address
 - last date of attendance
 - parents' names and contact details
 - an indication of possible destination
 - what efforts the school has made to locate the child
 - other information that may assist officers to locate the student
 - any known work health and safety risks associated with contacting the parents, carers or student

The register of enrolments must be retained for a minimum period of five (5) years on the office computer before archiving. It can be accessed by the Administrator, Director or delegated authority.

Register of daily attendance

The register of daily attendance, maintained by the Director, must include the following information for each student:

- daily attendance, using the common code approved by the minister, which may be recorded by noting daily absences
- absences
- reason for absence
- documentation to substantiate reason for absence

The register of daily attendance is marked around 9:30am by the teacher. It is kept on the teachers' shelf in the classroom and can be accessed by the teachers, administrator or delegated authority. It must be retained for a period of seven (7) years after the last entry was made.

Monitoring and following up attendance

Unexplained absences from school will be followed up by an email or phone call by the teacher to the parent / carer after one day. The parent needs to fill in an absentee form upon the child's return to school. Absentee forms are available in hard copy from the teacher for advice by parents. Notification can be made in hard copy or by email. All absentee forms and email notifications are filed in the attendance register by the teacher.

In the event of no parental advice with regards to absences or concerns about unsatisfactory attendance, the Director will contact parents and the Department of Education and Communities if necessary.

Where unsatisfactory class or school attendance is identified, the attendance issue and any action taken will be recorded as appropriate on the student file by the teacher. Student files are kept in the filing cabinet in the office and can be accessed by teachers, the administrator or delegated authority.

In the unlikely event of a child leaving school without the intention of enrolment at another educational provider, the Director will contact the Home School Liaison Officer.

The attendance registers are archived at the completion of each school year in the downstairs storeroom. They can be accessed by the Director, Administrator, or delegated authority, at the request of parents or by Court Order.

Parent Responsibility

To notify school of absences due to sickness by email or phone on the initial day of sickness and each day thereafter as required.

To provide written and signed documentation on the return of a student following a period of sickness or absenteeism.

To notify and seek permission prior to planned extended leaves of absence (Appendix XXI – application for extended leave – travel).

2.3 Arrival and Departure Policy

Introduction

It is the responsibility of staff and families to ensure the safe arrival and departure of children at Castlecrag Montessori School and completion of statutory documentation. Practical and safe approaches will promote a smooth transition between home and school and confirms children's presence or absence from the service. This ensures a child's arrival and departure at school continues their safe care and custody.

Goals

The school will:

- Ensure the safe and documented arrival and departure of children at Castlecrag Montessori School.
- Support children in settling into school each day and experience quality education and care through continuity of educators and positive interactions within the community of the school.

Strategies

1. A record of attendance, kept at the school, includes full name of each child attending, arrival and departure times, and signature of the person who delivers and collects the child or the nominated supervisor or educator. This is the responsibility of the Approved provider or delegated authority.
2. A child will leave the school only with a parent, authorised nominee, an authorised delegate as part of an excursion or because the child requires medical care. (This does not include a parent who is prohibited by a court order from having contact.) This is the responsibility of Approved provider or delegated authority.
3. On enrolment parents/guardians are to provide the names of two people who are authorised nominees for the purpose of collecting their children from the school. Authorised Nominees must be over 16 years of age to sign a child out. Older siblings who are not 16 years of age or over are not able to sign a child out. *Authorised Nominees will be required to show photo ID to educators prior to collecting and signing out child/ren. Staff members are to check the name on the photo ID against the list of approved persons to collect a child and sign the attendance sheet in completion. A person is not allowed to collect a child if they do not have ID, or if the ID does not match the authorisation list.* (implementing in Term 3 2018)

In addition to these records the responsible person will:

1. Review the daily Attendance Record. Where parents or authorised persons have not signed in a staff member will note the child is in attendance and sign the child in.
2. Ensure that two staff members verify all children have been signed out of the school. If a child is not signed out educators/staff members will check all areas of the school to ensure no child remains. This will be confirmed via the statement on the Daily Attendance Record.
3. Gain written or verbal permission from the family prior to allowing anyone other than those listed on the enrolment form or in the collection book to collect a child from the school.
4. Allow a child to leave the school only with an authorised person who appears able to appropriately care for the child. Educators and staff will always act in the interest of safety for the child, themselves and other children at the school. It is at the educators' discretion to determine if they believe an authorised person is unable to appropriately care for the child based on the individual case and circumstances. If staff are concerned that releasing a child to the parent or guardian, or

person authorised to collect a child, could put the child at risk, the child will remain at the school in the care of two staff until a reasonable and safe solution has been reached to transport the child to their home or appropriate care. The situation will be documented in an incident report.

5. Ensure that a parent of a child being educated and cared for at school may enter the school at any time when the child is being educated and cared for except when:
 - Permitting entry would pose a risk to the safety of the children and staff or conflict with the duty of the supervisor under the National Law, or
 - The supervisor is aware the parent is prohibited by a court order from having contact with the child.
6. Ensure an unauthorised person (as defined under National Law) is not at the school while children are present unless the person is under direct supervision.

Families/family member or delegated authority will:

1. Sign each child in and out of the school upon arrival and at the time of departure, on Record of Attendance with a full signature.
2. Record changes in collection arrangements (details of designated persons) in the collection book.
3. Remain responsible for their child/children whilst they are on school premises.

Arrival and departure – the experience for the child and the family

The responsible person/class teacher will:

1. Inform and remind families that all children need to be signed in and out as a part of regulatory and funding obligations.
2. Inform families that sign on sheets will be used for emergency evacuations and need to be completed by families both on arrival and on departure from the service.
3. Develop rosters to provide for continuity of care for the families and children throughout the day.

Educators and staff will:

1. Greet families and find out the child's needs for the day.
2. Support children to participate in an activity, assist with separation for both adults and children to say goodbye.
3. Welcome families at the conclusion of the day. Any important messages will be passed on to families, including any changes in the child's routine, accident reports or medication needs.
4. Discuss changes in the environment with children and families to promote consistency and to help the children feel secure.

Families/family member or delegated authority will:

Communicate any changes of routine with educators. This communication may include information about medication, a change of routine, a person other than a known authorised adult picking up a child and completing documentation or if there is a change in time of arrival or departure for a child. These must be known by the educators to ensure the safety and wellbeing of each child.

Late Collection Fee

It is the responsibility of parent/guardian's to collect their child promptly at the conclusion of the session. The Committee recognises however that there may be isolated occasions when parents/guardians may be delayed through no fault of their own. The Committee also has a responsibility for staff who have other tasks to complete after the conclusion of the session and who must be paid if they remain after their rostered finishing time.

Any repeated cases of regular late collection will be reviewed by the committee for further action.

A late collection fee may be applied when the parent/guardian is continuously late in collecting their child. The fee will be based on \$2.00 for every minute from the conclusion of the session and this will be added to their term account.

The procedure for the recovery of a late fee is set out in the Castlecrag Montessori School Parent Handbook.

Monitoring, Evaluation and Review

This policy will be monitored to ensure compliance with legislative requirements and unless deemed necessary through the identification of practice gaps, the school will review this policy every 2 years.

Families and staff are essential stakeholders in the policy review process and will be given opportunity and encouragement to be actively involved.

In accordance of R.172 of the *Education and Care Services National Regulations*, the school will ensure that families of children enrolled at the school are notified at least 14 days before making any change to a policy or procedure that may have a significant impact on the provision of education and care to any child enrolled at the school; a family's ability to utilise the school; the fees charged or the ways in which fees are collected.

Relevant Legislation

Children (Education and Care Services National Law Application) Act 2010: Sections 165, 167
Education and Care Services National Regulations 2011; 99,158-159, 168(f), 176
Family Assistance Law

Relevant Guidelines, Standards, Frameworks

Link to National Quality Standard 2.3.2

Sources

Policy written by Community Child Care Co-operative
Department of Education, Employment and Workplace Relations – www.deewr.gov.au

Related Policies

Parent Staff Communication Policy
Staff and Children Interaction Policy
Incident, Injury, Illness and Trauma Policy
Medication Procedure
Child Protection Policy
First Aid Policy
Fee Policy
Enrolment Policy

Updated: 10/07/2017

2.4 Fire Safety and Education Statement

Introduction

Children under 5 years of age are, tragically, twice as likely as are older children to suffer fatal injuries in fires. Regrettably these fires are more likely to have been lit by young children and/or electrical appliances and faults. It is vital, therefore, to provide information to young children in order to prevent them from 'playing' with fire, and to give them survival techniques to avoid serious injury.

Goal

Castlecrag Montessori School provides and maintains a safe learning environment for the children in compliance with all relevant fire and building regulations, continuing fire safety education for all children.

Strategies

Castlecrag Montessori School endeavours to protect the life of all staff and children on the premises in the event of a fire by following these procedures:

Fire – Precautionary Measures

- Smoke detectors are installed adjacent to the kitchen, downstairs storerooms and in the outside storeroom. The smoke detectors are tested each working bee and batteries replaced as needed.
- Diagrams of the building, showing exit doors and the location of fire-fighting equipment are displayed by the three main exits, likewise a summary of emergency evacuation procedures.
- One main exit, chosen because it is visible from all parts of the room, has been fitted with an illuminated EXIT sign with an independent power source, in accordance with advice from a qualified safety adviser.
- Fire Brigade and other emergency numbers are clearly displayed near the telephone.
- All doors forming part of an exit are to remain readily operable at all times without a key and by single hand action.
- The exit doors swing in the direction of exit travel from the building.
- Obstructions which affect the use of any exit or escape path are not allowed.
- Electrical installations must conform to the requirements of the current S.A.A. Wiring Code. The Nominated Supervisor is to have them checked every 2 years by a qualified person. Records of electrical testing and maintenance procedures are kept in the WH&S equipment and substances register in the office. The Nominated Supervisor is to ensure it is kept current and that the required testing takes place.
- Power boards are not to be overloaded.
- Power outlets within children's reach are to be fitted with appropriate safety devices when not in use.
- Rubbish is to be stored in the bins provided and disposed of promptly. Rubbish and garden debris must not be allowed to accumulate in the play area.
- A 'No Smoking' policy is to be observed within the building at all times and outside the building when the preschool is in operation.
- Staff are to know the location of fire fighting equipment.

Fire Extinguishers

A carbon dioxide extinguisher - safe for electrical fires, flammable liquids and general use – and a fire blanket are installed in the kitchen. Water extinguishers – safe for general use - are installed in the classroom, outside storeroom and downstairs. The Nominated Supervisor is to ensure that this fire protection equipment is tested six-monthly, in accordance with AS 1851.1 – 1995 for Level 1 Service and kept in proper working condition.

(Note: In this clause AS 1851.1 means the standard published by Standards Australia under the title "Maintenance of Fire Protection Equipment, Part 1: Portable Fire Extinguishers and Fire Blankets", and numbered AS 1851.1- 1995, as in force from 1st August, 1996.)

Education

- Children are informed about fire hazards and preventative measures.
- Children learn how to dial 000 and that anyone discovering a fire should notify others.
- The children's program covers the need to be careful with matches, stoves, heaters, candles, barbecues, etc. Children should know these are tools not toys.
- Children are advised to alert an adult if there is smoke.
- Children are prepared by knowledge of the STOP, DROP and ROLL as well as GET DOWN LOW AND GO GO GO techniques.
- Children are informed that remaining calm in an emergency is practised in evacuation drills because it can save lives.

Evacuation

Regular evacuation practices are to be carried out with the children at least every three months, in accordance with the Education and Care Services National Regulations 2012. Each is to be treated as a real emergency.

The initial practice consists of a full explanation and guided walk through of the procedure at the beginning of the year. It is followed by a surprise drill. This method enables us to check the children's understanding of the procedure and increase the speed with which we exit the building.

The location of the emergency is varied to ensure we practice using all exits and both sets of stairs during the drills.

Parents are to be notified, at the end of the session, by a notice on the noticeboard, so they can reassure their children if necessary and explain precautions at home.

A record of the drill (including the number of children and staff present, names of children absent, location of fire, report and follow up) is kept in the emergency and evacuation record file in the kitchen (**Appendix I**). An evacuation evaluation form is also filled in, recording the drills children have participated in during the school year (**Appendix II**).

The Nominated Supervisor is to ensure that the children's attendance record book contains current, correct parent contact details at all times.

Staff members should regularly review their roles in regard to evacuations.

In The Event of Fire

The person who discovers the fire blows the fire whistle.

The fire should be contained where possible by closing doors.

The educators should calmly direct the children to leave their activities and walk or crawl to the staff member at the door, so the group can proceed to the church steps for roll call. The Nominated Supervisor or Certified Supervisor must take a mobile phone.

The last adult checks all areas to ensure everyone has left, and collects the emergency evacuation bag then proceeds to the gate. (No baggage, equipment or similar is to be taken when vacating.)

On assembly at the stairs, the Nominated Supervisor should call 000, ask for the Fire Brigade and give full details of address and location, including the nearest cross street. These details are to be clearly displayed above the phone at all times.

The attendance register is checked to determine whether evacuation has been complete. If unable to account for someone the fire brigade should be informed on arrival. No person is to re-enter the building unless authorised to do so by the Nominated Supervisor or the fire brigade.

If the emergency is of a nature which deems the church steps an unsafe place to assemble, staff will escort the students in single file to the park adjacent to 223 Edinburgh Rd. Parents and carers will be notified of the emergency and asked to collect their children from this location.

Note: Castlecrag is in the Fire Brigade area covered by the Willoughby Fire Station

Reviewed: 04/09/2017

2.5 Emergency and Evacuation Policy

Introduction

Emergency and evacuation situations in a school setting can arise in a number of circumstances and for a variety of reasons. In the event of an emergency or evacuation situation, the safety and wellbeing of all staff, children, families and visitors to the school are paramount and as such, Castlecrag Montessori School is committed to identifying risks and hazards of emergency and evacuation situations, and planning for their reduction or minimisation, and ongoing review of planned actions around handling these situations.

Goals

Castlecrag Montessori School will:

- Conduct reviews of certain potential emergency and evacuation situations, including medical emergency situations;
- Develop specific procedures around each potential emergency situation and ensure full awareness by all staff through the provision of professional development; and
- Ensure regular rehearsal and evaluation of emergency and evacuation procedures.

Strategies

Risk Assessment for Potential Emergencies

In preparing the emergency and evacuation procedures, a risk assessment is conducted to identify potential emergencies relevant to our service.

The emergency management folder is kept in the kitchen and contains:

- Detailed risk assessment and control measures of potential emergencies the school may be exposed to. Documentation is assessed and updated periodically and when needed as circumstances change.
- Detailed, specific procedures to follow in the event of any emergency or evacuation including:
 - Weather event
 - Fire or smoke
 - Bomb threat
 - Snake or other potentially dangerous animal
 - Chemical or hazardous leaks and spills
 - Intruders
 - Outbreak of infectious disease or illness
- A copy of the emergency and evacuation floor plan and instructions are displayed in a prominent position beside each classroom door (**Appendix V**)
- Staffing rosters ensure that at least one Educator who holds a current approved first aid qualification and has undertaken current approved anaphylaxis management training and approved emergency asthma management training will be immediately available in the event of an emergency.
- Emergency telephone numbers are clearly displayed beside every telephone.

Discovering an Emergency

- Educators who discover an emergency are required to alert the Responsible Person immediately so that they can determine and implement control measures.
- After immediate assessment, the Responsible Person or another staff member will then either blow the whistle for evacuation or ring the bell for lockdown depending on the type of emergency.

Evacuation Drills and Emergency Evacuation

Evacuation drills are carried out every three months without notice, at different times of the day, in accordance with the education and care service national regulations.

- Each drill is documented to include the date, time, how many people evacuated, the time it takes to evacuate, what simulated emergency conditions (if any), any problems encountered, and any additional notes. This documentation is kept for a minimum of three years.
- Simulated emergency conditions consider a variety of practice styles such as scenarios in the classroom, on the veranda and in the garden.

After the Emergency is over

- In the event that the building is unsafe to return to, the Responsible Person or delegated person will notify parents or emergency contacts to collect each child.
- If able to return to the building, with reassurance and calmness, walk back to the school following the safety procedures; recheck that all children have returned and discuss as developmentally appropriate the emergency that has taken place.
- Consider counselling services for anyone affected by the emergency.

Roles and Responsibilities Role Authority

Responsibility for Approved Provider

- Ensuring that every reasonable precaution is taken to protect children at the service from harm and hazards that are likely to cause injury (Section 167).
- Ensure the identification of potential emergency and evacuation situations that may arise at the service and risks associated with such situations.
- Ensure the following documents are attached to this policy:
 - » risk assessment;
 - » emergency and evacuation procedures;
 - » emergency evacuation floor plan.
- Ensure educators and staff have ready access to an operating telephone or similar means of communication and that emergency telephone numbers are displayed near telephones.
- Ensure educators and staff have ready access to emergency equipment such as fire extinguishers and fire blankets, and that staff are adequately trained in their use.
- Ensure that emergency equipment is tested as recommended by recognised authorities.

Responsibility for Nominated Supervisor / Responsible Person

- Implement duties as listed above and directed by the Approved Provider.
- Ensure the emergency evacuation procedures and floor plan are displayed in a prominent position near each exit and that all staff and educators are aware of these.
- Ensure that all staff are trained in the emergency evacuation procedures.
- Ensure that all staff are aware of emergency evacuation points; and
- Ensure that rehearsals of evacuation procedures are regularly scheduled, every three months as a minimum, and that the schedule maximises the number of children and staff participating in the procedures.
- Ensure that spontaneous rehearsals take place to ensure staff participate in the simulation of an unplanned, emergency evacuation events; and
- Ensure all scheduled, spontaneous and actual evacuations are documented and reviewed.
- Ensure all emergency contact lists are updated as required.

Responsibility for Early Childhood Educators / Certified Supervisors

- Ensure the sign-in book accurately records attendance of each child.
- Ensure the time of arrival and departure is noted in the sign-in book for every child.
- Sign yourself in/out on the staff attendance record.
- Practice the external procedure by different exits.
- Practice the internal procedure.
- Familiarise relievers, students and visitors with the procedure.
- Ensure all items in the emergency bag are present.
- Check the number of children in your care regularly throughout the day.
- Provide children with learning opportunities about emergency evacuation procedures.
- Be alert to the immediate needs of all children throughout the scheduled and spontaneous evacuation drills.
- Assist the Nominated Supervisor in identifying risks and potential emergency situations.
- Assist the Nominated Supervisor in developing procedures to lessen the risks associated with emergency evacuations.
- Ensure they are aware of the placement of emergency equipment, and are confident in their ability to operate them.

Responsibilities for Families

- Familiarise selves with the service's emergency and evacuation policy and procedures.
- Ensure you complete the attendance record on delivery and collection of their child.
- Provide emergency contact details on their child's enrolment form and ensure that this is kept up to date.
- Following the directions of staff in the event of an emergency or when rehearsing emergency procedures.

Monitoring, Evaluation and Review

This policy will be monitored to ensure compliance with legislative requirements and unless deemed necessary through the identification of practice gaps, the service will review this Policy every two years. Families and staff are essential stakeholders in the policy review process and will be given opportunity and encouragement to be actively involved.

In accordance with R. 172 of the Education and Care Services National Regulations, the service will ensure that families of children enrolled at the service are notified at least 14 days before making any change to a policy or procedure that may have significant impact on the provision of education and care to any child enrolled at the service; a family's ability to utilise the service; the fees charged or the way in which fees are collected.

Relevant Legislation and Considerations

Education and Care Services National Law Act 2010: Sections 167, 169

Education and Care Services National Regulation 2011: 97, 98, 168(2)(e)

Occupational Health and Safety Act 2011

Work Health and Safety Regulation 2011 Regulation 43

Related Guidelines, Frameworks and Standards

National Quality Standard 2.3.3

Sources

Policy written by Community Early Learning Australia

Australian Standards: Emergency control organisation for buildings, structures and workplaces (AS 3745-2002)

Department of Education

Related Policies and Procedures

Medical Conditions

Work Health and Safety

Safe and Supportive Environment

Bushfire Procedure

Lockdown Procedure

Break In and Intruder Procedure

Bomb or Chemical Spill Procedure

Building Collapse Procedure

Chemical Safety Procedure

Fire Safety Education Statement

Reviewed: 04/09/2017

Emergency Risk Assessment (Regulation 97: Emergency and Evacuation Procedures)

Potential Emergency Situation identified	Potential Hazards identified as a result of emergency situation	Potential risks identified as a result of emergency situation	Likelihood Almost certain Likely Possible Unlikely Rare	Risk rating (L/M/H) Low, medium, high	Control strategies to address risk Outline steps to take to maximise the safety of staff and children
Bushfire	Fire on/near premises	Smoke inhalation, burns, death	Rare	Medium	Lockdown, evacuation drills, consultation with fire brigade, checks of safety equipment as per compliance schedule, use of working bees to maintain site (gutters etc.).
Falling of large branch or tree	Fallen branch or tree	Tree strikes a person or classroom when it falls	Unlikely	High	Arborist checks annually and as the need arises. Branches and trees removed if deemed unsafe. Garden maintained during working bees. Church wardens and staff check state of trees on a regular basis. Arborist prioritises our needs when emergency situation arises.
Snake in garden	Snake	Snake bite, panic attack	Unlikely	Medium	Garden checked each morning prior to school commencing. Staff are alert during play. Lawn beside adult toilet mowed as the need arises.
Car accident in turning circle	Car crashing through fence into garden	Children and/or adults injured if garden in use.	Rare	Medium	Boundary fence, preschool road signs on Edinburgh Rd, turning circle only used by parents who are child aware.
Intruder	Unknown motives	Injury to child or adult, kidnap, hostage	Rare	Medium	Staff vigilant in identifying

					unknown persons on premises. All visitors required to sign in and out. Lockdown and Evacuation drills practiced every 3 months. Children could be evacuated via back stairs from stage and quietly exit up main stairs.
Severe Weather Event	Flying debris, falling objects, flooding, falling power lines	Injury, death, permanent disability, psychological stress/trauma	Rare	Medium	Weather events monitored; building maintained at working bees each term and as the need arises; lockdown procedures practiced regularly.
Flooding	Build up of water and mulch on the veranda from the garden which may flow into the classroom; flooding of downstairs storerooms.	Risk of injury; water damage to floors, property, materials and archived records	Unlikely	Medium	Weather events monitored; new drains installed to prevent flooding from garden and storerooms; children kept indoors and away from flood waters should they arise.
Bomb threat	Explosion or trauma of being threatened.	Psychological injury due to threat, physical/psychological injury due to explosion.	Rare	Medium	Emergency and evacuation drills practiced every 3 months. PD training in WHS guidelines on an annual basis (including bomb threat).
Pandemic and communicable diseases	Flu event Pandemic event	Ill health amongst the school community, death	Unlikely	Medium	Basic hygiene practices in place, parents notified of current illnesses/outbreaks and encouraged to keep unwell children at home; unwell children at school are sent home; easy access to handwashing

					facilities; directives from the Department of Health are followed.
Chemicals	Unauthorised access to chemicals, misuse of chemicals.	Death, permanent disability, illness	Rare	Medium	Chemicals stored on high shelves in locked storeroom and kitchen; chemicals used only by staff in the appropriate manner; use of chemicals limited as much as possible and replaced with non-toxic substances where possible; Safety data sheets kept in storeroom and office for quick referral; emergency and evacuation drills practiced every 3 months

	Impact					
		Insignificant	Minor	Moderate	Major	Severe
Likelihood	Almost Certain	Medium	High	High	Very high	Very high
	Likely	Medium	Medium	High	High	Very high
	Possible	Low	Medium	High	High	Very high
	Unlikely	Low	Low	Medium	Medium	High
	Rare	Low	Low	Medium	Medium	Medium
Likelihood	Almost certain	Is expected to occur in most circumstances				
	Likely	Will probably occur in most circumstances				
	Possible	Could occur at some time				
	Unlikely	Not likely to occur in normal circumstances				
	Rare	May occur only in exceptional circumstances				
I	Insignificant	Injuries not requiring first aid				

	Minor	First aid required
	Moderate	Medical treatment required
	Major	Hospital admission required
	Severe	Death or permanent disability to one more persons

- Evacuation Procedure

1. Blow whistle, give instructions.
2. Educators and all children assemble at the designated exit door.
3. The classroom teacher collects the attendance record sheets and a mobile phone. One assistant checks the premises and collects the emergency evacuation bag. The other assistant helps the children to line up in an orderly manner.
4. With one educator leading and one educator at the rear, the children walk up the designated steps in line, through the gate, and to the paved area/steps outside the church. All staff members are with the group.
5. If necessary, emergency services are contacted. The roll is called to further check that all children have been evacuated.
6. Should the footpath be an unsafe place to stay, the staff and children (in pairs) will cross the road, turn right and walk to the local park in Edinburgh Road.



2.6 Lockdown Procedures

Lockdown procedures are designed to secure staff and children in the case of potential threats such as:

- Bad weather
- Toxic spills
- Livestock on the loose
- Snake
- Dangerous Persons

Lockdown Procedure

1. Class teacher rings the classroom bell and instructs the children to go onto the stage and sit quietly on the rug.
2. Class teacher collects phone and supervises children upstairs.
3. One assistant checks that there are no children in the outdoor toilet or outdoor surrounds, and checks the indoor toilet and classroom to ensure all children are on the stage. The assistant then helps supervise the children on the stage.
4. The second assistant closes and locks all doors and windows and joins us everyone on the stage.
5. The class teacher calls the roll (class lists kept on stage on orange clipboard).
6. The Nominated or Certified Supervisor contacts the police with as much as information as possible.
7. Knocks on the door are not answered.
8. An all clear announcement from the Nominated or Certified Supervisor will end the lockdown

Reviewed: 25/10/2017

2.7 Crisis Procedure

Introduction

The Castlecrag Montessori School is committed to creating and maintaining a safe environment for both students and staff. Whilst all care is taken it is recognized that critical incidents can occur at any time.

Examples of critical incidents are:

- Death of a student or staff member
- Tragedy on an excursion or on the way to and from school
- Floods and fires
- Allegations of misconduct involving students or teachers
- Criminal activity involving school staff or on school premises
- Bomb threats

The school has a clear duty under Work Health and Safety legislation to care for staff that may need counselling as a result of their work duties.

The school also has a clear duty under the common law to care for the wellbeing of its students in situations where their presence at the school is a contributing factor in the need for help.

Managing crises

There are 3 main aspects in the management of crises

- Making suitable preparations, such as procedures to be followed in the event of a crisis
- Implementing those procedures in a sensitive manner to minimise trauma
- Providing specialist intervention

School Responsibility

The school will ensure that:

- Appropriate confidentiality is maintained at all times.
- Staff are aware of any mandatory requirements for reporting student information (Child Protection Act 1998 and amendments).
- Staff are aware of evacuation procedure (**Appendix IV**) in the case of an emergency.
- Emergency telephone numbers are displayed in the classroom and in the office.
- Student contact telephone numbers and details are available in the office and kitchen.
- Most staff hold a current First Aid certificate and current and approved management of asthma and management of anaphylaxis certificates.
- Specialist personnel are available to deal with crisis situations and provide follow up care as necessary.
- There is a written report of the incident and written follow up reports as necessary.
- The Nominated Supervisor is made aware of any situation that is critical and makes the initial contact with relevant people e.g. parents and/or government bodies. If the Nominated Supervisor is not present the Certified Supervisor is to initiate the communication with the parents or emergency facility. The Nominated Supervisor is to be contacted prior to any statements being made to external bodies.
- The Nominated Supervisor advises all necessary external bodies and is the direct contact with media and external authorities.
- All employees will be screened prior to permanent employment. Child Protection (Prohibited Employment) Act 1998.

Staff Responsibility

- Staff will support and cooperate with specialist staff responsible for carrying out the objectives of this procedure.

- In the event of an internal investigation upon receipt of an allegation against an employee the employee will cooperate with the ombudsman or delegate.
- Staff have access to the procedure for internal investigations as determined by the (State) Independent Education Union or relevant body. The Nominated Supervisor is available for further information.

Parent / Guardian Responsibility

- Parent to notify the school via the Nominated Supervisor and/or the class director of any situation within their family that they consider of importance to their child's welfare whilst at school.
- Parents to ensure that emergency contact details are updated as necessary.
- Parents are to maintain confidentiality and follow the correct procedure should a complaint be made involving a staff member or employee of the school. The procedure for such investigation is clearly defined under the Child Protection and Community Services Act of 1998.

Written reports

The format of a written report is determined by school procedures or those of the investigating organisation.

Conclusion

The school places a very high priority in its efforts to protect all students in its care from any harm or abuse and to protect staff from mischievous and false allegations.

Reviewed:04/09/2017

2.8 Break-In and Intruder Procedure

Introduction

In the event of a break in or an intruder entering the premises staff must know how to protect themselves and the children from risks of harm and follow a safety procedure.

Goals

Castlecrag Montessori School aims to protect the wellbeing and safety of staff, children and other persons at the preschool.

Strategies

Castlecrag Montessori School endorses the following procedure be followed in the event of a break in/ hold up or intruder:

- Stay calm and comfort any child experiencing distress.
- If you are aware of an intruder, and can safely leave the building without being observed, do so and raise the alarm. Do not confront the offender(s).
- If you are not involved in the incident, stay away, keep the children out of danger and raise the alarm.
- If you are the victim of or involved in an armed hold up or intruder situation, your personal safety is the primary consideration. Do not try to be heroic.

Staff should attempt to:

- Avoid sudden movements
- Move away if possible – try to keep some distance or a table or other piece of furniture between yourself and the intruder
- Speak slowly and clearly
- Control your fear by observing as much as possible about the person. In particular, note the person's speech, mannerisms, clothing, scars or tattoos. Do not stare at the person, however, as they may be under the influence of drugs or alcohol and act irrationally.

Once the intruder has left try to observe their vehicle registration number, the colour and type of vehicle and the direction in which it travels on leaving the service. Record these observations in writing as quickly as you can after the incident. Complete incident record as soon as practicable.

Obey the intruder's instructions. Do only what you are told to do - nothing more, nothing less

Staff are encouraged NOT to:

- Argue with an intruder or try to subdue an intruder
- Volunteer information to the intruder or the media
- Stare at the intruder
- Try to be heroic
- Interfere with the premises after an intruder has left

The welfare of the children should be paramount in any action taken.

Reviewed: 04/09/2017

2.9 Bomb or Chemical Spill Procedure

Introduction

In the event of a bomb scare or chemical spill staff must know how to protect themselves and the children from risks of harm and follow a safety procedure.

Goals

Castlecrag Montessori School aims to protect the wellbeing and safety of staff, children and other persons at the school.

Strategies

Castlecrag Montessori School endorses the following procedure, to be followed in the event of a bomb or chemical spill:

- Staff are to stay calm and comfort any child experiencing distress
- Activate RACE (Rescue+Alarm+Contain+Evacuate)
- The Nominated Supervisor telephones emergency services
- The Nominated Supervisor assesses the emergency
- The staff set up a safety cordon around the affected area – e.g. close doors, prevent children's access to the spill
- Staff are, if safe, to turn off all electrical equipment
- Staff attempt to ensure no one uses a mobile telephone, 2 way radio, smokes or starts a motor vehicle in close proximity to the hazard.
- The evacuation procedure is followed.
- Complete an incident record

Reviewed:04/09/2017

2.10 Building Collapse Procedure

Introduction

In the event of the premises experiencing structural damage and/ or possible building collapse staff must know how to protect themselves and the children from risks of harm and follow a safety procedure.

Goals

Castlecrag Montessori School aims to protect the wellbeing and safety of staff, children and other persons at the preschool.

Strategies

Castlecrag Montessori School endorses the following procedure, to be followed in the event of a building collapse:

- Stay calm and comfort any child experiencing distress.
- Activate RACE (Rescue+Alarm+Contain+Evacuate).
- The Nominated Supervisor telephones emergency services.
- The Nominated Supervisor assesses the emergency.
- The staff set up a safety cordon around the affected area if possible/appropriate;
- Staff turn off all electrical equipment and mobile telephones.
- The Nominated Supervisor commences the service's evacuation procedure.
- Staff attempt to ensure no-one smokes in close proximity to the hazard.
- Complete incident record as soon as practicable.
- Notify relevant authorities.

Reviewed: 04/09/2017

2.11 Bushfire Procedure

As Castlecrag Montessori School is located in an area with a lot of surrounding bush land, it is possible that a bushfire could affect the suburb at some stage. It is therefore necessary to consider problems that may arise in the event of a bushfire.

Smoke outside the school may present respiratory problems for some of the children and staff. In order to minimize the impact of smoky conditions all doors and windows are to be kept closed.

Power may be cut off to an area to assist with fire fighting operations. If our power was to be cut off we would have no fans or lights. The corded phone in the office and staff mobile phones will provide telephone access to emergency services, parents etc.

Water and sewerage can also be interrupted by a bushfire. Both water pressure and water quality can be affected. As the school has its own supply of bottled water it is likely that the children's and staff's need for water could be adequately met.

Gutters are cleaned regularly at working bees.

Evacuation

If an order to evacuate is received, it is essential that the evacuation begins immediately even though staff may not feel threatened by the fire. It takes time and critical organisation to evacuate children and staff safely from a pre-school.

Before evacuation a group email will be sent explaining that the children have been evacuated due to bushfire. Instructions from the fire brigade will determine where our evacuation point is. Staff mobile numbers will be included on the email which is saved in the draft section of Outlook on the office computer.

If safe, the children and staff will assemble on the church steps and walk to the quadrangle at Castlecrag shops unless directed otherwise. They will wait here for parents to arrive and collect their child/ren. The parent liaison will be rung and asked to help contact other parents.

In the event of evacuation, attendance records, the emergency evacuation bag (with contact lists, a first aid kit, asthma kit) and mobile phones would be collected and taken.

Evacuation drills are practiced once every three months to ensure a calm and orderly exit from the premises and to meet NQF regulations.

Reviewed: 04/09/2017

2.12 Chemical Safety Procedure

Goal

To ensure safe chemical use and practices for staff and students within the school.

Parent Responsibilities

No hazardous chemicals are to be brought onto the premises without advising administration.

Staff Responsibilities

Staff will adhere to safe handling and storage procedures for cleaning and chemically based products, and adopt strategies to minimise exposure to toxic chemicals.

School Responsibilities

Storage

Staff will ensure that hazardous chemicals when not in use will be kept in a locked storeroom that is inaccessible to children.

The Poisons Information Number is displayed next to phones.

Chemicals will be disposed of in accordance with manufacturers' instructions and WH&S regulations.

Use

When cleaning and hazardous chemicals are in use staff will ensure that clear instructions and guidelines are followed for their use and supervision.

Records

A register of hazardous and other chemicals is kept in the office.

SDS (Safety Data Sheets) folders are kept in the office and store room.

Labelling

Staff will ensure that all hazardous chemicals and other cleaning products are kept in clearly marked containers.

In the event of injury by a chemical substance or equipment, first aid procedures will be followed.

In the event of a major emergency, emergency services will be contacted.

Reviewed: 04/09/2017

2.13 Child Protection Policy

CHILD PROTECTION POLICY

INTENDED USE

This Policy document is intended to be provided and made available to staff including employees and contractors during their employment or engagement with the school to ensure a clear understanding of their duties and obligations under the key items of child protection legislation in NSW. This Policy outlines the key concepts and definitions under the relevant legislation including mandatory reporters, reportable conduct, and risk management. It also sets out expected standards of behaviour in relation to employees and contractors and their relationships with students.

1. Introduction

1.1. General

The safety, protection and well-being of all students is of fundamental importance to the School.

Both you and the School have a range of different obligations relating to the safety, protection and welfare of students including:

- a) a duty of care to ensure that reasonable steps are taken to prevent harm to students;
- b) obligations under child protection legislation; and
- c) obligations under work health and safety legislation.

The purpose of this Policy is to summarise the obligations imposed by child protection legislation on the School and on employees, contractors and volunteers at the School and to provide guidelines as to how the School will deal with certain matters.

Child protection is a community responsibility.

1.2. Key legislation

There are three key pieces of child protection legislation in New South Wales:

- a) the *Children and Young Persons (Care and Protection) Act 1998* (NSW) (the **Care and Protection Act**);
- b) the *Child Protection (Working With Children) Act 2012* (NSW) (the **WWC Act**); and
- c) the *Ombudsman Act 1974* (NSW) (the **Ombudsman Act**).

We deal with each below.

1.3. Your obligations to report

While we set out below circumstances in which the **legislation** requires reporting of particular child protection issues, the School requires you to report **any concern** you may have about the safety, welfare or wellbeing of a child or young person to the Director.

If the allegation involves the Director, you are required to report to the President of the Executive Committee.

This obligation is part of the School's overall commitment to the safety, welfare and well-being of children.

1.4. Other policies

Please note that there are a number of other School policies that relate to child protection which you need to be aware of and understand including (but not limited to):

- a) the **Code of Conduct** which sets out information about the standards of behaviour expected of all employees, contractors and volunteers of the School;
- b) the **Work Health and Safety Statement** which summarises the obligations imposed by work health and safety legislation on the school and workers; and
- c) the **Discrimination, Harassment and Bullying Statement** which summarises your obligations in relation to unlawful discrimination, harassment and bullying; and
- d) The **Anti-bullying Statement** which defines bullying and summarises the responsibilities of the staff and school community in relation to bullying.

Date of Policy: 02/03/2018
Proposed review date of policy:
March 2019

PART A: THE CARE AND PROTECTION ACT

The Care and Protection Act provides for mandatory reporting of children at risk of significant harm.

NOTE: Any concern regarding the safety, welfare or well being of a student must be reported to the Director.

1. Who is a mandatory reporter?

Under the Care and Protection Act persons who:

- a) in the course of their employment, deliver services including health care; welfare, education, children's services and residential services, to children; or
- b) hold a management position in an organisation, the duties of which include direct responsibility for, or direct supervision of, the provision of services including health care, welfare, education, children's services and residential services, to children, are mandatory reporters.

All teachers are mandatory reporters. Other School employees may also be mandatory reporters. If you are not sure whether you are a mandatory reporter you should speak to the Director.

2. When must a report be made to Community Services?

2.1 What is the threshold?

A mandatory reporter must, where they have reasonable grounds to suspect that a child (under 16 years of age) is at risk of significant harm, report to Community Services as soon as practicable, the name, or a description, of the child and the grounds for suspecting that the child is at risk of significant harm.

In addition, while not mandatory, the School considers that a report should also be made to Community Services where there are reasonable grounds to suspect a young person (16 or 17 years of age) is at risk of significant harm and there are current concerns about the safety, welfare and well-being of the young person.

2.2 Reasonable grounds

'Reasonable grounds' refers to the need to have an objective basis for suspecting that a child or young person may be at risk of significant harm, based on:

- a) first hand observations of the child, young person or family
- b) what the child, young person, parent or another person has disclosed
- c) what can reasonably be inferred based on professional training and / or experience.

'Reasonable grounds' does not mean that you are required to confirm your suspicions or have clear proof before making a report.

2.3 Significant harm

Significant harm

A child or young person is 'at risk of significant harm' if current concerns exist for the safety, welfare or well-being of the child or young person because of the presence, to a significant extent, of any one or more of the following circumstances:

- a) the child's or young person's basic physical or psychological needs are not being met or are at risk of not being met,
- b) the parents or other caregivers have not arranged and are unable or unwilling to arrange for the child or young person to receive necessary medical care,
- c) in the case of a child or young person who is required to attend school in accordance with the Education Act 1990 —the parents or other caregivers have not arranged and are unable or unwilling to arrange for the child or young person to receive an education in accordance with that Act,
- d) the child or young person has been, or is at risk of being, physically or sexually abused or ill-treated,
- e) the child or young person is living in a household where there have been incidents of domestic violence and, as a consequence, the child or young person is at risk of serious physical or psychological harm,
- f) a parent or other caregiver has behaved in such a way towards the child or young person that the child or young person has suffered or is at risk of suffering serious psychological harm,
- g) the child was the subject of a pre-natal report under section 25 of the Care and Protection Act and the birth mother of the child did not engage successfully with support services to eliminate, or minimise to the lowest level reasonably practical, the risk factors that gave rise to the report.

2.4 Other relevant definitions

Policy definition of significant harm

A child or young person is at risk of significant harm if the circumstances that are causing concern for the safety, welfare or well-being of the child or young person are present to a significant extent.

What is meant by 'significant' in the phrase 'to a significant extent' is that which is sufficiently serious to warrant a response by a statutory authority irrespective of a family's consent.

What is significant is not minor or trivial, and may reasonably be expected to produce a substantial and demonstrably adverse impact on the child or young person's safety, welfare or well-being.

In the case of an unborn child, what is significant is not minor or trivial, and may reasonably be expected to produce a substantial and demonstrably adverse impact on the child after the child's birth.

The significance can result from a single act or omission or an accumulation of these.

Child is a person under the age of 16 years for the purposes of the Care and Protection Act.

Child abuse and neglect

There are different forms of child abuse. These include neglect, sexual, physical and emotional abuse.

Neglect is the continued failure by a parent or caregiver to provide a child with the basic things needed for his or her proper growth and development, such as food, clothing, shelter, medical and dental care and adequate supervision.

Physical abuse is a non-accidental injury or pattern of injuries to a child caused by a parent, caregiver or any other person. It includes but is not limited to injuries which are caused by excessive discipline, severe beatings or shakings, cigarette burns, attempted strangulation and female genital mutilation.

Injuries include bruising, lacerations or welts, burns, fractures or dislocation of joints.

Hitting a child around the head or neck and/or using a stick, belt or other object to discipline or punishing a child (in a non-trivial way) is a crime.

Serious psychological harm can occur where the behaviour of their parent or caregiver damages the confidence and self esteem of the child or young person, resulting in serious emotional deprivation or trauma.

Although it is possible for 'one-off' incidents to cause serious harm, in general it is the frequency, persistence and duration of the parental or carer behaviour that is instrumental in defining the consequences for the child.

This can include a range of behaviours such as excessive criticism, withholding affection, exposure to domestic violence, intimidation or threatening behaviour.

Sexual abuse is when someone involves a child or young person in a sexual activity by using their power over them or taking advantage of their trust. Often children are bribed or threatened physically and psychologically to make them participate in the activity. Child sexual abuse is a crime.

Child wellbeing concerns are safety, welfare or wellbeing concerns for a child or young person that do not meet the mandatory reporting threshold, risk of significant harm.

Young person means a person who is aged 16 years or above but who is under the age of 18 years for the purposes of the Care and Protection Act.

3 What should you do if you consider that a mandatory report is required?

Reporting by the School about these matters to Community Services and, where necessary, the police, is generally undertaken by the Director. This is supported by Community Services in accordance with best practice principles and is the expectation of the School.

If you have a concern that a child or young person is at risk of significant harm you should contact the Director as soon as possible to discuss whether the case reaches the threshold of 'risk of significant harm' and the steps required to report the matter.

However, if there is an immediate danger to the child or young person and the Director or next most senior member of staff is not contactable you should speak to the Police and/or the Child Protection Helpline directly and then advise the Director or next most senior member of staff at the School as soon as possible.

You are not required to, and must not, undertake any investigation of the matter yourself.

You are not to inform the parents or caregivers that a report to Community Services has been made.

You are required to deal with the matter confidentially and only disclose it to the persons referred to above or as required to comply with your mandatory reporting obligations. Failure to maintain confidentiality will not only be a breach of this policy, but could expose you to potential civil proceedings for defamation.

4 What should you do if you have a concern that is below the mandatory reporting threshold?

While the Care and Protection Act outlines a mandatory reporter's obligation to report to Community Services, as an employee of this School, any concern regarding the safety, welfare and wellbeing of a student must be reported to the Director.

You are required to deal with all reports regarding the safety, welfare or wellbeing of a student with confidentiality and only disclose it to the Director and any other person the Director nominates. Failure to do so will be a breach of this policy.

PART B: THE OMBUDSMAN ACT

1 Responsibilities

1.1 General

Part 3A of the Ombudsman Act requires the heads of certain agencies, including non government schools in New South Wales, to notify the New South Wales Ombudsman of all allegations of reportable conduct by an 'employee' and the outcome of the School's investigation of these allegations.

An 'employee' includes employees, contractors, volunteers, work experience participants, clergy, ministers of religion and instructors of religion who provide pastoral or liturgical services. In this part where there is a reference to an employee it includes all of these persons.

1.2 The Ombudsman

The Ombudsman:

- a) must keep under scrutiny the systems for preventing reportable conduct by employees of non government schools and the handling of, or response to, reportable allegations (including allegations which are exempt from notification) or convictions;
- b) must receive and assess notifications from non government schools concerning reportable conduct or reportable convictions;
- c) is required to oversee or monitor the conduct of investigations by non government schools into allegations of reportable or reportable convictions;
- d) must determine whether an investigation that has been monitored has been conducted properly, and whether appropriate action has been taken as a result of the investigation;
- e) may directly investigate an allegation of reportable conduct or reportable conviction against an employee of a non government school, or the handling of or response to such a matter (eg arising out of complaints by the person who is the subject of an allegation); and
- f) may undertake 'own motion' investigations of non government schools where the Ombudsman considers it appropriate to do so, including where there is evidence of systemic failure or serious conflict of interests.

1.3 Head of Agency

The Head of Agency is the Director of the School.

Under the Ombudsman Act the Head of Agency must:

- a) set up systems within their organisation to ensure that they are advised of any allegations of reportable conduct against employees;
- b) notify the Ombudsman (using a NSW O Part A notification form) as soon as possible and no later than thirty days after being made aware of an allegation;
- c) notify the Ombudsman whether or not the School plans to take disciplinary or other action in relation to an employee who is the subject of a reportable allegation or conviction, and the reasons for taking or not taking any such action as soon as practicable; and
- d) provide the Ombudsman with any documentary and other information as the Ombudsman may from time to time request to assist in the Ombudsman's monitoring of an investigation.

This will typically include the NSW O Part B notification form and risk assessments.

1.4 Your obligations to report

You must report any concerns you may have about any other employee engaging in reportable conduct or any allegation of 'reportable conduct' that has been made to you, to the Director, including information about yourself. If you are not sure whether the conduct is reportable conduct but consider that it is inappropriate behaviour you must still report it.

You must also report to the Director if you become aware that an employee has been charged with or convicted of an offence (including a finding of guilt without the court proceeding to a conviction) involving reportable conduct.

This includes information relating to yourself.

If the allegation involves the Director, you are required to report to [the Chairman of the School Council].

1.5 Contact for parents

The Director is the contact point for parents if they wish to report an allegation of reportable conduct against an employee.

2 What is reportable conduct?

2.1 Definition of reportable conduct

Reportable conduct is defined as:

- a) any sexual offence or sexual misconduct committed against, with or in the presence of a child (including a child pornography offence or an offence involving child abuse material);
- b) any assault, ill-treatment or neglect of a child; and
- c) any behaviour that causes psychological harm to a child whether or not, in any case, with the consent of the child.

Reportable conduct does not extend to:

- a) conduct that is reasonable for the purposes of the discipline, management or care of children, having regard to the age, maturity, health or other characteristics of the children and to any relevant codes of conduct or professional standards; or
- b) the use of physical force that, in all the circumstances, is trivial or negligible, but only if the matter is to be investigated and the result of the investigation recorded under workplace employment procedures; or
- c) conduct of a class or kind exempted from being reportable conduct by the Ombudsman under section 25CA.

2.2 Other relevant definitions

Set out below are definitions of the various terms referred to above in relation to reportable conduct.

Behaviour that causes **psychological harm** to a child is behaviour that is obviously or very clearly unreasonable and results in significant harm or trauma to a child. There needs to be a proven causal link between the inappropriate behaviour and the harm, and the harm must be more than transient.

Child is a person under the age of 18 years for the purposes of the Ombudsman Act.

Ill-treatment captures those circumstances where a person treats a child in an unreasonable and seriously inappropriate, improper, inhumane or cruel manner. The focus is on the alleged conduct rather than the actual effect of the conduct on the child.

Ill-treatment can include disciplining or correcting a child in an obviously unreasonable and seriously inappropriate manner; making excessive and/or degrading demands on a child; hostile use of force towards a

child; and/or pattern of hostile or unreasonable and seriously inappropriate, degrading comments or behaviour towards a child.

Neglect includes either an action or inaction by a person who has care responsibility towards a child. The nature of the employee's responsibilities provides the context against which the conduct needs to be assessed.

1. Supervisory neglect:

- An intentional or reckless failure to adequately supervise a child that results in the death of, or significant harm to, a child, or
- An intentional or reckless failure to adequately supervise a child or a significantly careless act or failure to act, that:
 - Involves a gross breach of professional standards, and
 - Has the potential to result in the death or significant harm to a child.

2. Carer neglect:

- Grossly inadequate care that involves depriving a child of the basic necessities of life: such as the provision of food and drink, clothing, critical medical care or treatment, or shelter.

3. Failure to protect from abuse:

- An obviously or very clearly unreasonable failure to respond to information strongly indicating actual or potential serious abuse of a child.

4. Reckless act (or failure to act):

- A reckless act, or failure to act, that:
 - Involves a gross breach of professional standards, and
 - Has the potential to result in the death of, or significant harm to, a child.

Physical Assault is any act by which a person intentionally inflicts unjustified use of physical force against another. An assault can also occur if a person causes another person to reasonably apprehend that unjustified force is going to be used against them. Even if a person who inflicts physical harm or causes another person to reasonably apprehend physical harm does not actually intend to inflict the harm or cause fear, they may still have committed an assault if they acted 'recklessly'.

'Recklessness' in this context relates to circumstances when the person ought to have known that their actions would cause a person physical harm or cause them to fear injury.

Assaults can include hitting, pushing, shoving, throwing objects or making threats to physically harm a child.

PSOA 'person subject to the allegation'.

Reportable conviction means a conviction (including a finding of guilt without the court proceeding to a conviction), in NSW or elsewhere, of an offence involving reportable conduct.

Sexual Misconduct has two categories which include:

- (1) crossing professional boundaries, and
- (2) sexually explicit comments and other overtly sexual behaviour.

The alleged conduct must have been committed against, with or in the presence of a child.

Crossing professional boundaries

Sexual misconduct includes behaviour that can reasonably be construed as involving an inappropriate and overly personal or intimate:

- relationship with;
- conduct towards; or
- focus on;

a child or young person, or a group of children or young persons.

Codes of conduct that outline the nature of the professional boundaries which should exist between employees and children/young people can be particularly useful. For employees who either intentionally breach such codes or have demonstrated an inability to apply them appropriately, it may be necessary to provide more detailed written advice about what constitutes appropriate behaviour.

Sexually explicit comments and other overtly sexual behaviour

Behaviour involving sexually explicit comments and other overtly sexual behaviour which can constitute sexual misconduct. Some forms of this behaviour also involve crossing professional boundaries. This conduct may include:

- a) inappropriate conversations of a sexual nature
- b) comments that express a desire to act in a sexual manner
- c) unwarranted and inappropriate touching
- d) sexual exhibitionism
- e) personal correspondence (including electronic communications such as e-mails and text messages) with a child or young person in relation to the adult's sexual feelings for a child or young person
- f) exposure of children and young people to sexual behaviour of others including display of pornography
- g) watching children undress. For example, in change rooms or toilets when supervision is not required or justified.

Sexual Offences encompasses all criminal offences involving a sexual element that are 'committed against, with or in the presence of a child'.

These offences include (but are not limited to) the following:

- (a) indecent assault
- (b) sexual assault
- (c) aggravated sexual assault
- (d) sexual intercourse and attempted sexual intercourse
- (e) possession/ dissemination/ production of child pornography or child abuse material
- (f) using children to produce pornography
- (g) grooming or procuring children under the age of 16 years for unlawful sexual activity
- (h) deemed non-consensual sexual activity on the basis of special care relationships

Grooming refers to patterns of behaviour or conduct aimed at engaging with an alleged victim for sexual activity.

Types of grooming behaviours may include:

- Persuading child/ren that there is a 'special' relationship'
- Inappropriate gift giving
- Special favours / breaking rules
- Inappropriate amounts of time
- Secret relationship, tactics to keep relationship secret

- Testing boundaries (touching, physical contact, undressing in front of child, talking about sex)
- Extending relationship outside of work
- Personal communication about personal or intimate feelings

Definitions of 'grooming', within child protection legislation, are complex. Under the *Crimes Act*, grooming or procuring a child under the age of 16 years for unlawful sexual activity is classed as a **sexual offence**. The *Crimes Act* (s73) also extends the age of consent to 18 years when a child is in a 'special care' relationship. Under Schedule 1(2) of the *Child Protection (Working With Children) Act*, grooming is recognised as a form of **sexual misconduct**. The *NSW Ombudsman Act, 1974* and this Child Protection Policy reflect all of these definitions within the context of the Reportable Conduct Scheme (Part 3A).

3 What happens when an allegation of reportable conduct is made?

3.1 Initial steps

Once an allegation of reportable conduct against an employee is received, the Head of Agency is required to:

- (a) determine on face value whether it is an allegation of reportable conduct;
- (b) assess whether Community Services or the Police need to be notified (i.e., if reasonable grounds to suspect that a child is at risk of significant harm or a potential criminal offence). If they have been notified, seek clearance from these statutory agencies prior to the school proceeding with the Reportable Conduct investigation;
- (c) notify the child's parents (unless to do so would be likely to compromise the investigation or any investigation by Community Services or the Police);
- (d) notify the Ombudsman within 30 days of receiving the allegation;
- (e) carry out a risk assessment and take action to reduce/remove risk, where appropriate; and
- (f) investigate the allegation or appoint someone to investigate the allegation.

3.2 Investigation principles

The School will:

- (a) be mindful of the principles of procedural fairness;
- (b) inform the person subject of the allegation (PSOA) of the substance of any allegations made against them and provide them with a reasonable opportunity to respond to the allegations;
- (c) make reasonable enquiries or investigations before making a decision;
- (d) avoid conflicts of interest;
- (e) conduct the investigation without unjustifiable delay;
- (f) handle the matter as confidentially as possible; and
- (g) provide appropriate support for all parties including the child/children, witnesses and the PSOA.

3.3 Investigation steps

In an investigation the Head of Agency or appointed investigator will generally:

- (a) interview relevant witnesses and gather relevant documentation;
- (b) provide a letter of allegation to the PSOA;

- (c) interview the PSOA;
- (d) consider relevant evidence and make a preliminary finding in accordance with the NSW Ombudsman guidelines;
- (e) inform the PSOA of the preliminary finding and provide them with an opportunity to respond;
- (f) consider any response provided by the PSOA;
- (g) make a final finding in accordance with the NSW Ombudsman Guidelines;
- (h) decide on the disciplinary action, if any, to be taken against the PSOA;
- (i) apply the NSW Office of the Children's Guardian (OCG) Guidelines and decide if the matter is reportable to the OCG; and
- (j) send the final report to the Ombudsman and report to the OCG (where required) (see Part C).

The steps outlined above may need to be varied on occasion to meet particular circumstances. For example it may be necessary to take different steps where the matter is also being investigated by Community Services or the NSW Police.

A PSOA may have an appropriate support person with them during the interview process. Such a person is there for support only and as a witness to the proceedings and not as an advocate or to take an active role.

4 Risk management

Risk management means identifying the potential for an incident or accident to occur and taking steps to reduce the likelihood or severity of its occurrence.

The Head of Agency is responsible for risk management throughout the investigation and will assess risk at the beginning of the investigation, during and at the end of the investigation.

4.1 Initial risk assessment

One of the first steps following an allegation of reportable conduct against an employee is for the Head of Agency to conduct a risk assessment. The purpose of this initial risk assessment is to identify and minimise the risks to:

- (a) the child(ren) who are the subject of the allegation;
- (b) other children with whom the employee may have contact;
- (c) the PSOA;
- (d) the School, and
- (e) the proper investigation of the allegation.

The factors which will be considered during the risk assessment include:

- (a) the nature and seriousness of the allegations;
- (b) the vulnerability of the child(ren) the PSOA has contact with at work;
- (c) the nature of the position occupied by the PSOA;
- (d) the level of supervision of the PSOA; and
- (e) the disciplinary history or safety of the PSOA and possible risks to the investigation.

The Head of Agency will take appropriate action to minimise risks. This may include the PSOA being temporarily relieved of some duties, being required not to have contact with certain students, or being

suspended from duty. When taking action to address any risks identified, the School will take into consideration both the needs of the child(ren) and the PSOA.

Please Note: A decision to take action on the basis of a risk assessment is not indicative of the findings of the matter. Until the investigation is completed and a finding is made, any action, such as an employee being suspended, is not to be considered to be an indication that the alleged conduct by the employee did occur.

4.2 Ongoing Risk Management

The Head of Agency will continually monitor risk during the investigation including in the light of any new relevant information that emerges.

4.3 Risk Management at the Conclusion of the Investigation

At the completion of the investigation, a finding will be made in relation to the allegation and a decision made by the Head of Agency regarding what action, if any, is required in relation to the PSOA, the child(ren) involved and any other parties.

5. What information will be provided to the PSOA?

The PSOA will be advised:

- (a) that an allegation has been made against them (at the appropriate time in the investigation); and
- (b) of the substance of the allegation, or of any preliminary finding and the final finding.

The PSOA does not automatically have the right to:

- (a) know or have confirmed the identity of the person who made the allegation; or
- (b) be shown the content of the Ombudsman notification form or other investigation material that reveals all information provided by other employees or witnesses.

The WWC Act enables a person who has a finding referred to the OCG under the Act to request access to the records held by the School in relation to the finding of misconduct involving children (see Part C section 3).

6. Disciplinary Action

As a result of the allegations, investigation or final findings, the School may take disciplinary action against the PSOA (including termination of employment).

In relation to any disciplinary action the School will:

- (a) give the PSOA details of the proposed disciplinary action; and
- (b) give the PSOA a reasonable opportunity to respond before a final decision is made.

7. Confidentiality

It is important when dealing with allegations of reportable conduct that the matter be dealt with as confidentially as possible.

The School requires that all parties maintain confidentiality during the investigation including in relation to the handling and storing of documents and records.

Records about allegations of reportable conduct against employees will be kept in a secure area and will be accessible by the Director or with the Director's express authority.

No employee may comment to the media about an allegation of reportable conduct unless expressly authorised by the Director to do so.

If you become aware of a breach of confidentiality in relation to a reportable conduct allegation you must advise the Director.

PART C: WWC Act

1 General

The Office of the Children's Guardian (OCG) is responsible for employment screening for child related employment. A Working With Children Check (Check) is a prerequisite for anyone in child-related work. It involves a national criminal history check and review of reported workplace misconduct findings. The result of a Check is either a clearance to work with children for five years, or a bar against working with children. Cleared applicants are subject to ongoing monitoring by the OCG, and any relevant new records which appear against a cleared applicant's name may lead to the Check being revoked.

It is the responsibility of the child-related worker to ensure that when they are eligible to apply for a Check or when their Check is up for renewal that they do so.

If you are an existing employee, employed at this school in paid child-related work prior to the commencement of the new Working With Children system², or you are a volunteer, your requirement to obtain a Check will be phased in over a five year period, according to the phase in schedule developed by the OCG (Attachment XX).

2 Responsibilities

The object of the WWC Act is to protect children:

- (a) by not permitting certain persons to engage in child-related work; and
- (b) by requiring persons engaged in child-related work to have working with children check clearances.

Schools are required to:

- (a) verify online and record the status of each child-related worker's Check;
- (b) only employ³ or engage child-related workers or eligible volunteers who have a valid Check; and
- (c) report findings of misconduct involving children made against child-related workers or volunteers.

Child-related workers and eligible volunteers are required to:

- (a) hold and maintain a valid Check;
- (b) not engage in child-related work at any time that they are subjected to an interim bar or a bar; and
- (c) report to the Director if they are no longer eligible for a Check, the status of their Check changes or are notified by the OCG that they are subjected to a risk assessment.

All volunteers are required to:

- (a) to be aware and follow the expectations of conduct expressed in the School Staff Code of Conduct.

3 Relevant Definitions

3.1 Bars

Final bar

This bar is applied based on a decision made by the OCG, following a risk assessment. This person is barred against working with children.

- 63 -

² The New Working With Children system commenced in NSW on 15 June 2013. The previous Working With Children system ceased 7 June 2013.

³ As of 15 June 2013, existing employees and volunteers are subjected to a phase in schedule developed by the OCG. This can be found at www.kids.gov.nsw.au or at appendix XX.

Interim bar

An interim bar is issued to high risk individuals to prevent them from continuing to work with children while a risk assessment is conducted. An interim bar may be applied for up to 12 months. If an interim bar remains in place for six months or longer, it may be appealed against through the Administrative Decisions Tribunal.

Not everyone who is subject to a risk assessment will receive an interim bar; only those representing a serious and immediate risk to children.

Interim bars are issued only for risks considered likely to result in a final bar.

3.2 Child-related work

Child-related work includes, but not limited to work in the following sectors⁴:

- (a) early education and child care including education and care service, child care centres and other child care;
- (b) education schools and other educational institutions and private coaching or tuition of children;
- (c) religious services;
- (d) residential services including boarding schools, homestays more than three weeks, residential services and overnight camps; or
- (e) transport services for children including school bus services, taxi services for children with disability and supervision of school road crossings.

3.3 Child-related worker

A person who has physical contact or face to face contact with children in work outlined above in 3.2, including schools. This may include volunteer work.

A child-related worker may commence work once they have completed the Check application process. An application is completed when the online application form is complete and the worker's identity has been proven at the NSW motor registry or Council Agency and the fee has been paid (if in paid work).

If you are unclear if your role is child-related you should speak with the Director.

3.4 Disqualified person

A disqualified person is a person who has been convicted, or against whom proceedings have been commenced for a disqualifying offence outlined in Schedule 2 of WWC Act.5

A disqualified person is a person who has a bar preventing them from working with children in child-related work.

It is an offence for an employer to knowingly engage a child-related worker when they do not hold a Check or who has a bar or an interim bar.

It is an offence for an employee to engage in child-related worker when they do not hold a Check or has a bar or an interim bar.

3.5 Findings of misconduct involving children

The school will report to the OCG when a finding has been made that the person (an employee of the school) subject to the finding engaged in:

- (a) sexual misconduct committed against, with or in the presence of a child, including grooming of a child; or

- 64 -

⁴ Further information at Part 2 Division 1 Section 6 Child Protection (Working With Children) Act 2012 found at <http://www.legislation.nsw.gov.au/maintop/view/inforce/act+51+2012+cd+0+N>

⁵ Schedule 2 disqualifying offence can be found at: <http://www.legislation.nsw.gov.au/maintop/view/inforce/act+51+2012+cd+0+N>

(b) any serious physical assault of a child.⁶

The School will advise the person that the OCG has been notified of a finding of misconduct involving children.

The WWC Act enables a person who has a finding referred to the OCG under the Act to request access to the records held by the School in relation to the finding of misconduct involving children.

3.6 Reporting body

Independent Schools which are members of the AISNSW are defined as a reporting body by the WWC Act.

Section 35 of the WWC Act requires this School to notify the OCG findings of misconduct involving children made against a child-related worker. The school may also be obliged to report, amend or provide additional information to the OCG as outlined in the WWC Act.

3.7 Risk assessment

Risk assessment is an evaluation of an individual's suitability for child-related work.

The OCG will conduct a risk assessment on a person's suitability to work with children when a new record is received which triggers a risk assessment. This may include an offence under Schedule 1, pattern of behaviour or offences involving violence or sexual misconduct representing a risk to children, findings of misconduct involving children or notification made to OCG by the Ombudsman.

3.8 Working With Children Check Clearance

A Working with Children Check (Check) means authorisation under the WWC Act to engage in child-related work. An employee will be issued with a number which is to be provided to the School to verify the status of an employee's Check.

This policy is signed on an annual basis by staff and Executive to ensure that they are aware of their legal responsibilities in relation to child protection.

ACKNOWLEDGEMENT

I _____ have read, understood and agree to comply with the terms of this Child Protection Policy.

Signed

Dated

REFERENCES

NSW Family and Community Services

www.community.nsw.gov.au

NSW Ombudsman

www.ombo.nsw.gov.au

The Children's Guardian (formerly the NSW Commission for Children and Young People)

www.kids.nsw.gov.au

Department of Premier and Cabinet – Keep Them Safe

www.keepthemsafe.nsw.gov.au

¹ The New Working With Children system commenced in NSW on 15 June 2013. The previous Working With Children system ceased 7 June 2013.

¹ As of 15 June 2013, existing employees and volunteers are subjected to a phase in schedule developed by the OCG. This can be found at www.kids.gov.nsw.au.

¹ Further information at Part 2 Division 1 Section 6 Child Protection (Working With Children) Act 2012 found at <http://www.legislation.nsw.gov.au/maintop/view/inforce/act+51+2012+cd+0+N>

¹ Schedule 2 disqualifying offence can be found at: <http://www.legislation.nsw.gov.au/maintop/view/inforce/act+51+2012+cd+0+N>

¹ Further details of obligations of employers can be found in the *Information for Employers* guidelines and/or *Information for reporting bodies* factsheet developed by the OCG found at www.kids.nsw.gov.au

2.14 Aboriginal Awareness and Culture Statement

Goal

- To provide children with access to information and develop an appreciation of Aboriginal culture.
- To welcome and support Aboriginal children and their families by respecting and promoting their culture.

Explanation

Australian society has had much misinformation about Aboriginal people and their culture. This misinformation has led to violence against Aboriginal people and continuation of discrimination. The school will attempt to provide children and their families with a positive appreciation of aboriginal culture as it exists in Australia today.

Implementation

- Appreciation and knowledge of Aboriginal culture is fostered through books, music, crafts, singing, posters, dance, etc.
- Aboriginal storytellers are invited to the school on a regular basis.
- Where Aboriginal children attend the school, parents are invited to give advice to the staff about appropriate programs.
- Contact with Aboriginal people is encouraged.

Reviewed: 04/09/2017

2.15 Access to Children Procedure

Introduction

To ensure the safety of all children on the premises it is important that there is a record kept of all visitors and only authorised persons have access to the premises during operating hours.

Goals

Castlecrag Montessori School is committed to the safety and wellbeing of enrolled children.

Only custodial parents or persons authorised in writing by parents to collect children will be able to take release children from the premises (see **Appendix XXVII** – Collection of Children form).

The Nominated Supervisor must ensure any visitors attending sign the visitors register and are always supervised by staff when children are on the premises.

Strategies

Castlecrag Montessori School takes the responsibility of access to children seriously and endeavours to protect children following these practices:

Allowing of Access

In the absence of any custody order the Nominated Supervisor must ensure that any parent of an enrolled child can have access to their child at any time (within reason) the child is in the service, and can exchange information about the child with primary contact staff at mutually convenient times on an ongoing basis.

Visitors by Parents and Interested Public

The Nominated Supervisor may elect to have occasional interactive parental observations, or to allow the children to show their work and their preschool to their parents/grandparents.

Such visits are by prior arrangement and parents are asked to sign in prior their visit.

All visitors to the premises other than parents of currently enrolled children must sign in at the teachers' desk before entering, providing details requested on the form provided.

All other observers must make an appointment at the school and are given a visiting time. This is communicated to the staff members by the administrator or teachers.

Permission must be sought from the Nominated Supervisor prior to the taking of photographs or filming within the school environment. Parents are able to take photographs of their child on the condition that these are not made available to the public.

Denial of Access

On occasion access will be denied when the safety of a student or students is at risk.

A person who has been forbidden by a court order from having contact with a child attending Castlecrag Montessori School must not be given any information concerning the child, and must not be allowed to enter the premises while the child is in attendance, and must not be permitted to collect the child from the service.

The Nominated Supervisor must be notified immediately should this situation occur.

Reviewed: 04/ 09/2017

2.16 Anti Bias Statement

Introduction

It is vital that children have the opportunity to develop their full potential within a safe environment and that they learn the knowledge, attitudes and skills which enable them to make informed and fair decisions about themselves and others.

Bias exists in society and individuals may be discriminated against because of their religion, race, gender, ability or family structure. Experiencing such discrimination may prevent individuals from reaching their full potential.

These biases can develop at an early age so it is important to explore areas of bias, and learn to treat all people with dignity and respect.

At Castlecrag Montessori School we believe that respect for the individual and individual difference is paramount.

Goals

- Staff endeavour to treat all children, families and staff equally regardless of gender, religion, ability, culture, race and family structure.
- Staff encourage children to treat others as equal with regard to gender, religion, ability, culture, race and family structure.

Strategies

Staff

- Ensure that their language and behaviour are inclusive and non-discriminatory.
- Nurture and promote each child's construction of a confident self-identity.
- Nurture and promote each child's ability to interact in a comfortable and empathic manner with a diverse range of people.
- Nurture and promote each child's ability to stand up for himself/herself and others in the face of bias.
- Promote critical thinking about bias.
- Draw upon parents' expertise in relation to the culture, background, religion, education and work that is shared in their home.
- Have the opportunity to increase their understanding of areas they may not fully comprehend via multicultural services or in-service training etc.

Parent Responsibility

- To promote an anti-bias approach in the home environment.
- To work with all staff and the Executive to ensure that each child and each member of the school community is respected and valued as an individual.

Relevant Legislation and Considerations

Education and Care Services National Regulations 2011: 73, 155, 156, 168

Related Guidelines, Standards and Frameworks

National Quality Standard: Quality Areas 5, 6.

Related Policies and Procedures

Inclusion/Cultural Diversity

Children with Additional Needs

Reviewed: 04/09/2017

2.17 Child Health Statement

School Responsibilities

The School complies with all legal requirements for the protection of the health and safety of children.

A written record is maintained of each child's immunisation, emergency contacts, allergies and special needs. The Doctor's name, phone number and address are included in the Confidential Enrolment Form (**Appendix XV**).

Hygienic practices are built into the programme, e.g. all children are taught to wash their hands after going to the bathroom and before eating meals.

Staff are to ensure that children are appropriately dressed for current weather conditions. Parents are asked to provide a change of clothes to cater for variable weather conditions.

Illnesses and infectious diseases

Children are not permitted to attend the School with a fever (above 38c), an infectious disease or a nuisance disease. These conditions protect other children and are requirements of the Department of Education and Communities.

The following are regarded as infectious diseases:

- Conjunctivitis
- Chicken Pox
- Diphtheria
- Glandular Fever
- Hepatitis: Viral Hepatitis Type A
- Measles
- Mumps
- Rubella (German Measles)
- Whooping Cough
- Impetigo (School sores)
- Head Lice
- Ringworm or Scabies
- Hand, Foot and Mouth Disease

The following are regarded as nuisance diseases or conditions:

- Ears: Any discharge
- Unusual stools
- Thrush
- Abnormal Temperature
- Gastroenteritis

Parents are asked to advise Administration if their child has contracted any infectious diseases so that the staff can take appropriate measures.

The School retains the right to exclude children who are regarded by the directors as a health hazard or who are obviously unwell. (See **Appendix XIX: Recommended Minimum Exclusion Periods for Infectious Conditions**).

If your child has contracted an infectious disease (see Infectious Diseases) a medical certificate is required that states that the child will not be infectious to other children if returning prior to the advisable period.

Children who have been vomiting within the last 12 hours before arrival or who have had diarrhoea within the last 24 hours are not to be brought to the School.

Should a child at the School contract an infectious disease a notice will be placed on the notice board and an email sent advising parents of the illness and the signs and symptoms.

Children or staff members who acquire a transmittable disease will be excluded from the School in order to control further outbreaks.

Allergies

It is the responsibility of the parents to notify the School of any known allergies experienced by their children. In the case of serious allergies (such as anaphylactic shock food allergies) parents must notify the School in writing of:

- The nature of the allergy, its causes and seriousness.
- The symptoms associated with the allergy.
- Relevant emergency procedures.
- Emergency contact numbers including the names of any specialists or treating physicians who should be contacted by the School, ambulance personnel or hospitals in an emergency.

The School will take steps to ensure that their staff are aware of emergency procedures and that its staff do what is reasonably practicable to prevent children eating food that has not been brought from home. Parents must ensure that children with food allergies bring suitable food from home, not only for lunch but also for regular celebrations, parties, school excursions etc.

Reviewed: 04/09/2017

2.18 First Aid Policy

Introduction

The First Aid Policy, strategies and practices are designed to support educators to:

- Ensure that ill or injured persons are stabilised and comforted until medical help intervenes
- Monitor ill or injured persons in the recovery stage
- Apply further first aid strategies if the condition does not improve
- Ensure that the environment is safe and that other persons are not in danger of becoming ill or injured.

Goals / What are we going to do?

First aid can preserve life, prevent a condition worsening and promote recovery. The capacity to provide prompt basic first aid is particularly important in the context of an early childhood service where staff a duty of care to take positive steps towards maintaining the health and safety of each child.

Strategies / How will it be done?

First Aid Qualifications

- The following persons are in attendance at any place where children are being educated and cared for by the service, and immediately available in an emergency, at all times that children are being educated and cared for by the service:
 - a) at least one educator who holds a current approved first aid qualification;
 - b) at least one educator who has undertaken current approved anaphylaxis management training;
 - c) at least one educator who has undertaken current approved emergency asthma management training.
- First Aid Qualifications must be acquired through an approved provider as deemed so by ACECQA (see Sources link).
- Copies of First Aid Qualifications will be stored in Staff Records.
- The school informs children, families, and educators of those persons who hold first aid qualifications.

First Aid Action Response

Generally first aid is provided in response to unpredictable illness or injury.

Education and childcare workers have an obligation to ensure parents and guardians are informed about first aid provided to their children.

The Need for an Ambulance

An ambulance will be called when the following instances (but not limited to) occur to a person or child at the service:

- unconsciousness or an altered conscious state;
- experiencing difficulty breathing;
- showing signs of shock;
- experiencing severe bleeding, or who is vomiting blood or passing blood;
- slurred speech;

- injuries to the head, neck or back; and
- possible broken bones. ‘

Infection and Prevention Control

Adequate infection and prevention control must be practiced at all times when administering first aid or cleaning up blood or body fluids. The following infection control procedures must always be adhered to:

- cover cuts and abrasions with water proof occlusive dressing to avoid contamination of cuts/abrasions with another person’s blood and/or body fluids;
- wear protective gloves when in contact with body fluids, non-intact skin and mucous membranes;
- wear a mask and eye protection (if possible) where there is a risk of splashing blood or other body fluids;
- remove any broken glass or sharp material with forceps or tongs and place in container; and
- wash hands thoroughly after direct contact with injured person or blood/body fluids with warm soapy water, rinse, dry and sanitise hands using an alcohol-based rub or gel.

Poisons Information Centre

The Poisons Information Centre telephone number 131 126 is displayed:

- Next to every telephone in the service.

Roles and Responsibilities

Role: Approved Provider

Authority/Responsibility For:

- Ensuring that every reasonable precaution is taken to protect children at the service from harm and hazards that are likely to cause injury (Section 167).
- Ensuring that at least one educator with current approved first aid qualifications (refer to Definitions) is in attendance and immediately available at all times that children are being educated and cared for by the service (Regulation 136(1)(a)). This can be the same person who has anaphylaxis management training and emergency asthma management training, also required under the Regulations.
- Providing and maintaining an appropriate number of up-to-date, fully-equipped first aid kits that meet Australian Standards.
- Providing and maintaining a portable first aid kit that can be taken off-site for excursions and other activities.
- Ensuring that first aid training details are recorded on each staff member’s record.
- Ensuring safety signs showing the location of first aid kits are clearly displayed.
- Ensuring there is an induction process for new staff that includes providing information on the location of first aid kits and specific first aid requirements.
- Ensuring a resuscitation flow chart is displayed in a prominent position in the indoor and outdoor environments of the service.
- Keeping up to date with any changes in procedures for administration of first aid and ensuring that all educators are informed of these changes.
- Must notify the regulatory authority of any serious incident meaning an incident or class of incidents prescribed by the National Regulations as a serious incident. This notice must be provided within 24 hours of the incident or the time that the person becomes aware of the incident.

Nominated Supervisor

- Ensuring that all staff approved first aid qualifications, anaphylaxis management training and emergency asthma management training are current, meet the requirements of the National Act (Section 169(4)) and National Regulations (Regulation 137), and are approved by ACECQA (refer to Sources).
- Ensuring a portable first aid kit is taken on all excursions and other off-site activities.
- Keeping up to date with any changes in the procedures for the administration of first aid.

Early Childhood Educators / Certified Supervisors

- Implementing appropriate first aid procedures when necessary.
- Maintaining current approved first aid qualifications, and qualifications in anaphylaxis management and emergency asthma management, as required.
- Practicing administration of an auto-injection device at least annually.
- Monitoring the contents of all first aid kits and arranging with the approved provider for replacement of stock, including when the use-by date has been reached.
- Ensuring that all children are adequately supervised while providing first aid and comfort for a child involved in an incident or suffering trauma.
- Ensuring that the details of any incident requiring the administration of first aid are recorded on the incident, injury, trauma and illness record (refer to definitions).
- Notifying the nominated supervisor six months prior to the expiration of their first aid, asthma or anaphylaxis accredited training.

Families

- Providing the required information for the service's medication record.
- Providing written consent (via the enrolment record) for service staff to administer first aid and call an ambulance, if required.
- Being contactable, either directly or through emergency contacts listed on the child's enrolment record, in the event of an incident requiring the administration of first aid.
- Paying for any costs associated with an ambulance call out.

Monitoring, Evaluation and Review

This policy will be monitored to ensure compliance with legislative requirements and unless deemed necessary through the identification of practice gaps, the school will review this policy every 2 years.

Families and staff are essential stakeholders in the policy review process and will be given opportunity and encouragement to be actively involved.

In accordance of R.172 of the *Education and Care Services National Regulations*, the school will ensure that families of children enrolled at the school are notified at least 14 days before making any change to a policy or procedure that may have a significant impact on the provision of education and care to any child enrolled at the school; a family's ability to utilise the school; the fees charged or the ways in which fees are collected.

Relevant Legislation

Children (Education and Care Services National Law Application) Act 2010 Sections 167, 169
Education and Care Services National Regulations 2011: 87, 89, 136, 137(i)(e), 168(2)(a), 245
Work Health and Safety Act 2011
Children and Young Persons (Care and Protection) Act 1998

Related Guidelines, Standards, Frameworks

Link to National Quality Standard Quality Area 2 Children's Health and Safety: standard 2:3

Sources

Policy written by Community Early Learning Australia

Australian Children's Education and Care Quality Authority – www.acecqa.gov.au

Guide to the National Law and National Regulations

Australian Red Cross – www.redcross.org.au

St John Ambulance Australia (NSW) – www.stjohnnsw.com.au

First Aid in the Workplace – www.safework.nsw.gov.au/health-and-safety/manage-workplace-safety/first-aid

Updated: 08/07/2017

2.19 Hygiene & Infection Control Statement

Introduction

It is important that educators role-model positive health practices, and that children are appropriately supervised, assisted and encouraged in their daily health and hygiene routines. Education and care environments must be hygienically maintained to reduce the possible spread of infection and illnesses.

Goals

- The school aims to maintain a healthy and hygienic environment for children, educators and families by providing professional cleaning services on a daily basis.
- The school will ensure that additional procedures are implemented to minimise the potential risk of disease and illness.

These procedures will include:

- Spot and routine cleaning by educators;
- Effective hand washing practices;
- The washing of all children's cups, plates and bowls along with all kitchen utensils used in the preparation of food in the dishwasher.
- Identifying and excluding sick children and educators as per the Infectious diseases and the Illness policy;
- Wearing gloves when changing soiled clothing or assisting with toileting procedures.
- Maintaining updated immunisation records as per the Infectious diseases policy;
- Placing a copy of hand washing procedures near all hand washing areas for educators and children to follow;
- Effective handling, storage and disposal or washing of soiled items; and
- The use of personal protection equipment.

Reviewed: 04/10/2017

2.20 Medication Procedure

Goals

To administer of correct dosage of medication to students as instructed.

Strategies

The school has a medication register.

Medication must be in its original container with original instructions.

Parent Responsibility

When children require medication at the school, parents or guardians will record their children's medication needs in the Medication Authority Form (Appendix IX). The following information must be provided:

- Date
- Child's name
- Name of Medication
- Dosage
- Time dose is to be given (and whether it should be given with a meal)
- Time last dose was administered
- Method of administration
- Name and signature of parent
- Doctor's instructions
- Reason for medication
- Possible side effects of medication

Parents must hand the medication in its original container to a staff member each day that it is to be administered to the child. A staff member will then place it in the refrigerator or cupboard in the locked medicine cabinet so that it is not accessible to students. No medication is to be left in the child's bag or locker.

Parents must organise for medication to be collected at the end of the day.

Staff Responsibility

Only medication prescribed for that child will be administered.

Only a qualified staff member will administer the medication. Correct dosage must be checked before administration.

Another staff member will witness the medication being given.

The following will be recorded in the register:

- Name and signature of staff member who administered the medication;
- Time the medication was given;
- Method of administration
- Name and signature of witness;
- Any spill, reaction or refusal to take the medication;
- Dosage administered.

Reviewed: 05/09/2017

2.21 Immunisation Procedure

Goal

The school will minimise risks, complications and the spread of vaccine preventable diseases, by encouraging children and staff to have up to date immunisation in accordance with the Australian Standard Vaccine Schedule, and the NSW Department of Health, and in keeping an up to date register of children's immunisation.

Parent Responsibility

Under amendments to the Public Health Bill 2010, from 1 January 2018, parents must provide a copy of one or more of the following documents to enrol in a child care centre:

- an AIR Immunisation History Statement which shows that the child is up to date with their scheduled vaccinations or
- an AIR Immunisation History Form on which the immunisation provider has certified that the child is on a recognised catch-up schedule (temporary for 6 months only) or
- an AIR Immunisation Medical Exemption Form which has been certified by a GP.

No other form of documentation is acceptable (i.e. the Interim Vaccination Objection Form or Blue Book). The documents must be stored by the director in a secure location for 3 years, unless a child transfers to another child care centre or preschool.

Enrolment at Castlecrag Montessori School cannot commence unless the mandatory documentation is received.

Parents must record details of the child's immunisation status on the Immunisation Record, prior to enrolment (**Appendix X**). Along with the Immunisation Record, parents must supply one of the above approved documents showing the child's immunisation record (i.e. Immunisation History Statement) and this must be sighted and copied prior to a child's commencement with the School. (As per the Public Health Amendment Act 1992).

The Immunisation Record states that, should there be an outbreak of any disease listed below, any child who has not been immunised will be excluded from the school for the period specified by Children's Services Health and Safety. Parents sign their acknowledgement of this ruling.

Your local council can provide information on location of immunisation clinics.

Immunisation schedules are obtainable from the Health Department, all Local Councils and Health Centres. (See **Appendix XVIII: NSW Health Immunisation Schedule**).

Diseases prevented by immunisation are:

- Diphtheria
- Haemophilias Influenza Type B (HIB)
- Measles
- Meningococcal C
- Mumps
- Pertussis (Whooping cough)
- Poliomyelitis
- Rubella
- Tetanus

In the event of an outbreak, non-immunised children will be required to withdraw from school for the duration of the outbreak.

School Responsibility

The school must sight and keep a copy of the approved immunisation documentation for each child.

The school must maintain an Immunisation Register, showing the immunisation status of all children currently enrolled.

The School must notify Public Health immediately should any student contract a vaccine-preventable disease. Students not vaccinated will then be notified and are required to be excluded from the School until the quarantine period has expired.

Reviewed: 02/03/2018

2.22 Nutrition Requirements Policy

Introduction

Research has shown that one in five pre-schoolers is either overweight or obese. By the time children in NSW reach kindergarten, almost 18% are either overweight or obese. Early childhood educators can model healthy eating and encourage young children to make healthier food choices. This will contribute to the prevention of weight problems in children, allowing children to thrive physically, socially and intellectually, and in turn contribute to prevention of nutrition-related chronic diseases.

Goals

Castlecrag Montessori School will:

- Role model healthy eating and activity throughout the day to all children and families;
- Promote healthy, active habits in children
- Support families in educating their children about healthy food choices.

Strategies

Professional development of staff and educators

- Educators may attend *Munch and Move* professional development training or receive similar training if they wish to do so;
- All educators will have access to the *Caring for Children Birth to 5 years (Food, Nutrition and Learning Experiences)*.

Provision of food and drinks at the school

The Approved Provider will:

- Ensure that all children have access to safe drinking water at all times;
- Ensure that all children are offered food and beverages appropriate to the needs of each child on a regular basis throughout the day;
- Ensure that educators and staff are aware of the need to implement adequate health and hygiene practices and use safe practices for handling, preparing and storing food to minimise risks to children being educated and cared for by the school.

The Nominated Supervisor will ensure that:

- All children have access to safe drinking water at all times;
- All children are offered food and beverages appropriate to the needs of each child on a regular basis throughout the day;
- Food and beverages provided are nutritious and adequate in quantity, in consideration of growth and developmental needs, any known food allergies and intolerances of specific children and any specific cultural, religious or health requirements;
- Educators and staff implement adequate health and hygiene practices and use safe practices for handling, preparation and storing food to minimise risks to children; and
- Ensure that as per the Medical Conditions policy the school shall remain a reduced nut service and that all dietary requirements relating to medical conditions are adhered to.

Staff and educators will ensure that:

- Healthy eating is promoted through role modelling and eating with the children;
- Children are encouraged to make healthy food choices;

- Meal times are supervised, positive, relaxed and social;
- Children are encouraged to try new foods and their likes and dislikes respected;
- They implement adequate health and hygiene practices and use safe practices for handling, preparing and storing food to minimise the risks to children and;
- Ensure that as per the Medical Conditions policy the school shall remain a reduced nut service and that all dietary requirements relating to medical conditions are adhered to.

Supporting Families

- Educators and staff will support families in educating their children about healthy food choices;
- Educators will provide families with information about their child's intake of food and drinks throughout the day as the need arises.

Education and Information

- Educators will engage children in learning experiences that are fun and enjoyable and incorporate key messages around healthy eating;
- Implemented learning experiences will be guided by the EYLF principles and incorporate the child's identity;
- Current information about recommended guidelines around dietary requirements, screen time and physical activity will be available to families upon request.

Monitoring, Evaluation and Review

This policy will be monitored to ensure compliance with legislative requirements and unless deemed necessary through the identification of practice gaps, the service will review this Policy every two years.

Families and staff are essential stakeholders in the policy review process and will be given opportunity and encouragement to be actively involved.

In accordance with R. 172 of the Education and Care Services National Regulations, the service will ensure that families of children enrolled at the service are notified at least 14 days before making any change to a policy or procedure that may have significant impact on the provision of education and care to any child enrolled at the service; a family's ability to utilise the service; the fees charged or the way in which fees are collected.

Relevant Legislation and Consideration

Education and Care Services National Regulations 2011: 78-80

Children (Education and Care Services National Law Application) Act 2010: Section 167

Related Guidelines, Standards, Frameworks

National Quality Standard: 1.1, 1.2, 2.1, 2.3, 3.1, 3.2, 4.1, 4.2, 5.1, 5.2, 6.1, 7.1, 7.3

Related Policies

Anaphylactic Shock, Allergic Reactions and Food Intolerance Statement

Source

Community Early Learning Australia

Updated 12/07/2017

2.23 Human Immunodeficiency Virus (HIV) and Acquired Immunodeficiency Syndrome (AIDS) Statement

- Children who are HIV infected should not be excluded from the school or isolated within the school.
- Employees who are HIV infected are expected to take the necessary precautions to prevent transmission of the virus to other employees and children at the school.
- Confidentiality concerning adults and children involved in the school must be maintained.
- Castlecrag Montessori School supports the co-operation of health, welfare and education agencies in developing preventative strategies to help limit the spread of HIV infection in the community.
- Castlecrag Montessori School supports education programs that provide accurate information on HIV/AIDS to parents, staff and management committees in early childhood services.
- The Nominated Supervisor should refer parents to the appropriate agencies if necessary to provide information relating to HIV and its influence on child care, i.e. breastfeeding, immunisation.
- Harassment of any type, including harassment regarding a medical condition should not occur within the school. The Nominated Supervisor should ensure that the school provides a supportive, confidential and non-threatening environment for the children, their parents and for staff.

Reviewed: 05/09/2017

2.24 Pastoral Care Statement

Introduction

The quality of Pastoral Care influences the culture and feeling of the whole school. It creates an atmosphere in which children feel secure, valued and encouraged in their learning, growth and social development. It will inform and reassure parents that their children are being educated in a safe, caring and healthy environment. Pastoral care at Castlecrag Montessori School is based upon the principles of good relationships and mutual respect.

Definition

Pastoral Care is an approach to education which attempts to value and develop each member of the school community. It addresses the social, cognitive, emotional, spiritual and physical needs of the students so that each child has the opportunity to reach his/her potential, and acquire skills to cope with life.

Goals

- To create a safe and healthy environment in which the children feel secure and nurtured.
- To promote the development of the whole child.
- To help the children grow in self-worth, confidence and independence of thought.
- To communicate to the children, values and beliefs, that are in keeping with our philosophy.
- To protect the children from physical, social, emotional and intellectual harm and to provide them with the skills to cope with possible threats to their personal safety, both within and outside school.
- To encourage tolerance, empathy and sensitivity to the needs of others.
- To promote warm, positive and respectful relationships between children, staff and parents.

Conclusion

Pastoral Care is fully integrated into the school's daily routines and its curriculum. Teachers are happy to assist parents in finding additional support from other professionals (e.g. counsellor, speech therapist). The safety, health and wellbeing of each member of the community is of paramount importance to both staff and Executive.

Reviewed: 05/09/2017

2.25 Children with Additional Needs Statement

Introduction

All children are different and require a program that meets their individual interests, development, age and additional needs. By providing a positive and encouraging environment children have the potential to form an acceptance of differences and an awareness, respect and tolerance of others. Australia is a multicultural community and cultures and linguistic diversity should be acknowledged and respected.

Goals

Castlecrag Montessori School aims to provide a service with a Montessori philosophy which caters to the diverse need of children and families in the community. By working in partnership with families and community support agencies Castlecrag Montessori School will work on an Individual Education Plan for children with additional needs.

Strategies

Any parent wishing to make an application on behalf of a child with a disability must accept the financial and geographical limitations of Castlecrag Montessori School. Almost all funding comes from school fees and the fundraising activities of the parents. Castlecrag Montessori School is situated well below street level so that the classroom is accessible only by steep outdoor stairs and the outdoor play area consists mainly of a rocky escarpment. In the view of the school, it is reasonable for parents to expect:

- the existing program be modified to suit the child
- developmental goals be set to meet the particular disability
- regular consultation with parents and other professionals working with the child regarding such modifications and goals
- the provision of names of local organisations that may help in the care and education of the child

To expect more, would impose an unjustifiable hardship upon the staff and existing parents of CMS.

All decision making is to be by the Director in consultation with the child's parents and other appropriate professionals.

To cater for the additional needs of individual children at Castlecrag Montessori School the following strategies are practiced:

- Books, music, cooking, crafts, clothing, singing, play equipment, posters, incorporate inclusive practices.
- Behaviour management programs are implemented when necessary.
- Planning is directed to the individual's child's needs
- Where parents are from non-English speaking backgrounds they are invited and encouraged to contribute knowledge of their own culture to enhance the overall program.
- Cultural and Religious diversity is taken into account when planning activities.
- Cultural days are recognised and celebrated but not tokenistic.
- Staff of varied cultural backgrounds are invited to share their knowledge with other staff and parents.
- A wide variety of culturally and developmentally appropriate resources, games and objects are made available for the children to choose.
- Staff work hard to ensure that parents, families and children feel welcome at the school.
- Input is welcomed particularly from Aboriginal or Torres Strait Islander families. Contact with Montessori programmes who have expertise in this area is encouraged.

- Families are asked to provide as much information as possible about their child's general routine, cultural beliefs, celebrations and any other information to support their positive experiences at school.
- Staff maintain contact with professionals who have specialised skills and appropriate training for professional development and assistance in developing individualised family service plans.
- Resources are sought whenever required to enhance individualised support for a child or family.
- The Director, in conjunction with parents / guardians and also other professionals, will assess factors such as the child's self-help skills, physical independence, appropriate staff/child ratios, and other resources required by the school.
- When a child is enrolled and an additional need has been identified, a second meeting may be arranged with the child's primary caregivers, parents, and any other professionals associated with the care and education of the child.
- Meetings may be arranged to allow the discussion and exchange of information relating to the care and wellbeing of a particular child and to develop an Individual Education Plan (IEP).
- The Director will make follow up contact with special needs professionals or organisations to provide additional support and resources for staff as appropriate.
- Contact information for such support / resources shall be made readily available to staff.
- When a special need has been identified by the Director, parents will be advised of possible sources of assistance to access appropriate intervention.
- Staff and Parents are advised that additional funding might be applied for from varying government and private organisations.
- Information is made available in other languages when appropriate. Use of interpreting services (telephone or community services) may be encouraged to ensure adequate communication.

Other strategies that may be taken include:

- Referrals to outside providers of intervention services.
- Invitation to intervention providers / therapists to observe the child within the learning environment (with parental permission).
- In-service and other professional development relating to specific disabilities or additional needs.
- Development of a library of resources relevant to specific disabilities or additional needs, available to staff including resource books, appropriate websites, contact numbers for support agencies.
- Encouraging the child's first language, appropriate preparation for those children who speak English as a second language.
- Ensuring that any additional support staff have the qualifications and experience appropriate to match the needs of the child and family, and that such staff are supportive of the school's philosophy.
- Ensuring that specialised medical and nutritional needs are met in a culturally appropriate way.
- Recognition of the special opportunities of the Montessori programme and prepared environment in all learning areas, appropriate also to those who show accelerated progress.
- Maintaining an emphasis on the individual interests and skills of each child, and encouraging children to work independently and seek assistance only when needed.
- Encouraging children to work cooperatively and non-competitively, emphasising an appreciation of each child's individuality.
- Ensuring that the benefit of helping others is strongly conveyed to families, encouraging children to help one another.
- Maintaining a research library that is freely available to staff, parents and community as appropriate.

Relevant Legislation and Considerations

Education and Care Services National Regulations 2011: 73-76, 167-168
Work Health and Safety Act 2011

Related Guidelines, Standards and Frameworks

National Quality Standards: 1.1, 2.1, 3.1

Sources

Montessori Australia Foundation
Department of Education and Communities
Association of Early Childhood

Reviewed: 05/09/2017

2.26 Excursion Policy

Introduction

Excursions are a valuable experience for children, educators and families in education and care settings. Excursions provide the opportunity to expand and enhance children's experiences, explore different environments and engage in meaningful ways with their communities. Excursions require appropriate planning and risk management to ensure the best experience and enjoyment for all. Castlecrag Montessori School is committed to providing excursions that are well considered and planned, provide meaningful experiences and ensure the health, safety and wellbeing of children at all times.

Goals

We will:

- Organise excursions for the children in the extended day program;
- Plan for excursions with the careful consideration of the safety the children and adults;
- Carry out excursions where only full documentation and permissions have been completed and obtained;
- Undertake full risk assessments, and consideration of value and educational excursions, and plan for first aid requirements.

Strategies

Planning and Preparations

All excursions will be planned in advanced to:

- Maximise both children's developmental experiences and safety
- Reflect the age, capacity and interests of the children;
- Ensure they are properly supervised and conducted in a safe manner; and
- Are conducted with fully informed written parental permission.

All excursions will be researched to ensure:

- Supervision is adequate so children cannot be separated from the group;
- Access to hazardous equipment and environments are minimised;
- There is adequate access to food, drink and facilities (toilets, handwashing etc);
- Consideration is given to the mobility and supervision requirements of children with additional needs;
- That adequate sun and shade protection is available.

When planning for an excursion staff will:

- Assess the requirements for the excursion
- Conduct a risk assessment (**Appendix XI**)
- Organise transport, ensuring two adults travel in each car
- Make alternative arrangements for adverse weather conditions
- Inform families of the details of the excursion, including destination, activities, and what the child should bring (**Appendix XII**);
- Provide parents or legal guardians with an excursion permission form to complete to authorise their child to participate in the excursion (**Appendix XII**);
- Collect completed permission forms for each child attending the excursion
- Request additional adult participation on the excursion where required;
- Arrange for a suitably equipped first aid kit (including child's EpiPen and/or Ventolin) and mobile phone to be taken on the excursion.

Educators must make alternative arrangements for any children who are not attending the excursion, and ensure that any dialogue or pre-planning does not alienate such children from social networks.

Additional factors need to be considered in the planning of excursions for children with additional needs. Where possible, our school will uphold the right for all extended day children to access all excursions and engage in meaningful ways while on excursions.

Risk Assessment

The Nominated Supervisor will:

Ensure a risk assessment is conducted prior to any excursion to identify and assess the risk the excursion may pose to safety, health and wellbeing of any child whilst on the excursion and will specify how the school will manage any risks identified (**Appendix XI**).

The risk assessment conducted will consider:

- Destination and duration of the excursion
- Potential water hazards or any hazard associated with water based activities;
- Transport to and from destination (refer transportation guidelines in **Appendix XIV**);
- Number of educators, responsible persons and children involved;
- Proposed activities and;
- Items to be taken on the excursion e.g. mobile phone, emergency contact numbers etc.

If the excursion is a regular occurrence a risk assessment will only be carried out once, provided the circumstances around the excursion have not changed in any way since the initial risk assessment was conducted.

The Nominated Supervisor will also appoint a Certified Supervisor to be in charge of the excursion.

Authorisation for Excursions

The Nominated Supervisor will ensure that:

For all excursions parents or legal guardians will be given an excursion permission form (**Appendix XII**) with full details of the excursion including:

- Date, description, duration and destination of proposed excursion;
- Method of transport to be used;
- Reason for the excursion and proposed activities for the excursion;
- The anticipated adult: child ratio - outlining numbers of educators and staff and other adults attending;
- A statement that a risk assessment has been prepared and is available for parents to view.

If the excursion is a regular outing, authorisation is required once in a 12 month period.

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

Families and Volunteers

If additional adults are required, volunteers will be invited. Volunteers will be mature responsible people who are aware of the hazards and responsibilities of taking children out of the school.

Supervisory roles and responsibilities are clearly explained and understood by all staff, volunteers and students attending the excursion prior to its commencement. Parents and volunteers will not be left in sole charge of children and must be supervised by an educator at all times. Parents and volunteers are advised that all final decisions lie with the Certified Supervisor accompanying the excursion.

Parent volunteers must complete a volunteer driver form (**Appendix XIII**) if transporting children in their car.

Transport and Traffic

Safety of children will be considered in the choice of route and mode of transport. Our school will follow all applicable NSW road rules as well as the Kids and Traffic best practice recommendations for transporting young children safely in buses.

Every reasonable precaution will be taken to protect children from harm and any hazard likely to cause injury.

Educators will ensure children obey road rules and cross roads at lights or a crossing where available. Educators will remain vigilant to ensure no child runs ahead or lags behind the group.

Supervision

Supervision on excursions will ensure the safety and wellbeing of all children for the duration of the excursion, taking into account ratios and all risks and hazards likely to be encountered. The venue will be assessed as safe for all children and adults on the excursion and will be easily supervised and accessible.

Water Hazards

No excursions will be conducted to a swimming pool or other water related activity. Where there are significant water hazards (such as rivers, lakes or beaches), risk management strategies will be identified and implemented.

Conducting the Excursion

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

A list of children on the excursion will be left at school and a copy carried by the Certified Supervisor.

Items to be taken on excursions include:

A suitable stocked first aid kit and child's EpiPen and/or Ventolin (if applicable).

A mobile phone;

Children's emergency contact numbers

Children's medication if required; and

Other items such as hats, sunscreen, drinking water

If a child is lost on an excursion, we will always leave a staff member behind to look, while other group leaders escort the children back.

Relevant Legislation and Considerations

Education and Care Services National Law Act 2010

Education and Care Services National Regulations 2011: 98, 99, 100, 101, 102, 123, 355, 357, 360

Related Guidelines, Standards and Frameworks

National Quality Standard: 2.3, 7.3

Source

Based on policy written by CELA

Related Policies and Procedures

Work Health and Safety
Child Protection
Water Safety
First Aid
Family Participation and Communication

Policy updated: 11/07/2017

2.27 Sun Protection Policy

Introduction

Australia has the highest rate of skin cancer in the world. Research has indicated that young children and babies have sensitive skin that places them at particular risk of sunburn and skin damage. Exposure during the first 15 years of life can greatly increase the risk of developing skin cancer in later life. Early childhood services play a major role in minimising a child's UV exposure as children attend during times when UV radiation levels are highest.

Goals / How are we going to do it?

Castlecrag Montessori School will follow best practice guidelines to protect children, family members, educators and staff from the damaging effects of sun exposure.

Strategies / How will it be done?

Outdoor Activities

The school will use a combination of sun protection measures whenever UV index levels reach 3 and above.

- From October to March sun protection is required at all times. Extra sun protection is needed between 11am and 3pm and during this period outdoor activities should be minimised.
- From April to September (excluding June and July) outdoor activity can take place at any time. However, from 10am to 2pm sun protection is required.
- In June and July when the UV index is mostly below 3, sun protection is not required.

All sun protection measures (including recommended outdoor times, shade, hat, clothing and sunscreen) will be considered when planning excursions.

Shade

All outdoor activities will be planned to occur in shaded areas. Play activities will be set up in the shade and moved throughout the day to take advantage of shade patterns.

The school will provide and maintain adequate shade for outdoor play.

Hats

Educators, staff and children are required to wear sun safe hats that protect their face, neck and ears. A sun-safe hat includes:

- Legionnaire style hat.
- Bucket hat with a deep crown and brim size of at least 5cm (adults 6cm).
- Broad brimmed hat with a brim size of at least 6cm (adults 7.5cm).

Children without a sun safe hat will be provided with a spare hat.

Clothing

Educators and children are required to wear sun-safe clothing that covers as much skin (especially the shoulders, back and stomach) as possible.

For example, loose fitting shirts and dresses with sleeves, collars and covered necklines; longer style skirts, shorts and trousers. Midriff, crop or singlet tops are not recommended as they do not offer provide enough sun protection.

Sunscreen

It is the responsibility of parents to apply sunscreen (at least SPF 30+ broad spectrum water resistant) to their child before class commences. The extended day children and those attending after school care also apply sunscreen 20 minutes before playing outside during the middle of the day (not in June or July). SPF 30+ broad-spectrum water-resistant sunscreen is available to educators, parents, children and visitors at all times. Sunscreen is stored in a cool, dry place and the expiry date is monitored.

Role Modelling

Educators and staff will act as role models and demonstrate sun safe behaviour by:

- Wearing a sun safe hat
- Wearing sun safe clothing
- Applying SPF30+ broad spectrum water resistant sunscreen 20 minutes before going outdoors (optional)
- Wearing sunglasses that meet the Australian Standard 1067 (optional).

Families and visitors are encouraged to role model positive sun safe behaviour.

Education and Information

Sun protection information will be incorporated regularly into learning programs and promoted to staff, families and visitors.

The sun protection policy, updates and requirements will be made available to staff, educators, families and visitors. Management, staff, and educators will regularly monitor and review the effectiveness of the sun protection policy. The school's sun protection policy must be updated and submitted to Cancer Council NSW every three years to maintain SunSmart status.

Further information is available from the Cancer Council website www.cancercouncil.com.au/sunsmart.

Monitoring, Evaluation and Review

This policy will be monitored to ensure compliance with legislative requirements and unless deemed necessary through the identification of practice gaps, the service will review this Policy every two years.

Families and staff are essential stakeholders in the policy review process and will be given opportunity and encouragement to be actively involved.

In accordance with R. 172 of the Education and Care Services National Regulations, the service will ensure that families of children enrolled at the service are notified at least 14 days before making any change to a policy or procedure that may have significant impact on the provision of education and care to any child enrolled at the service; a family's ability to utilise the service; the fees charged or the way in which fees are collected.

Relevant Legislation

Children (Education and Care Services National Law Application) Act 2010: Section 167
Education and Care Services National Regulations 2011: 100, 113, 114, 168(2)(a)(ii)

Related Guidelines, Standards and Frameworks

National Quality Standard: 2.1, 2.3, 7.1, 7.3

Sources

This policy has been adapted from the NSW Cancer Council *Sun Protection Policy Sample*

www.cancercouncil.com.au

Community Child Care Co-operative

National Health and Medical Research Council www.nhmrc.gov.au

NSW Department of Health www.health.nsw.gov.au

Updated:12/07/2017

2.28 Dental Health Statement

Introduction

Good oral health is essential to general wellbeing. Good dental hygiene in early childhood is a key factor in the development of healthy adult teeth. In Australia, large numbers of children spend time in non-parental care. Early childhood services and staff are in a unique position to guide the development of preventative health practices through the promotion of oral hygiene.

Goals

- To promote good dental health behaviour in children, and help reduce the incidence of dental caries.

Strategies

Parents will

- Provide nutritious teeth friendly foods and drinks for lunch and snack according to the school's nutrition guidelines.

Educators will:

- Prepare fruit for snack.
- Ensure access to safe drinking water at all times.
- Minimise the provision of sugary foods.
- Educate children about dental health.
- Provide dental care information to families upon request.

NB: Children up to the age of 6 need adults to assist in tooth brushing. Time prohibits the staff from giving children the 1-on-1 time and supervision they require for effective tooth brushing. The high risk of cross contamination and the hygiene factor of storing and cleaning toothbrushes, also makes tooth brushing an ineffective procedure at the School.

Statutory Legislation and Considerations

Children (Education and Care Services National Law Application) Act 2010; 174.
Education and Care Services National Regulations 2011: 77-79, 168

Related Guidelines, Standards and Frameworks

National Quality Standards 2.1, 2.2

Sources

CELA Dental Health Policy
NSW Health Little Smiles Dental Health Package

Related Policies and Procedures

Nutrition Requirements Policy

Reviewed: 05/09/2017

2.29 Accident Prevention Statement

Introduction

The risk of accident is always present wherever children play. The school and its grounds need to be viewed as a potentially hazardous environment in which vigilance is the best safeguard.

The Executive Committee, Nominated Supervisor and members of staff are responsible for ensuring that Castlecrag Montessori School provides a safe and protected environment and that any potential hazards are isolated until the danger has been removed. Parents contribute to accident prevention by ensuring that potentially hazardous items are not brought to school e.g. toys with small parts.

Goal

To maintain effective health and safety procedures that minimise the risk of accident to children, parents, staff and others at the school.

Strategies

Executive Committee and Staff Responsibilities

- Children will be adequately supervised at all times in accordance with the National Law and Regulations
- The equipment and facilities are checked regularly by staff to ensure they are safe. Defective, broken or unsafe items will be removed until the necessary repairs have been made or the item replaced.
- All equipment at the school is to meet Australian safety standards.
- The garden is checked for dangerous items on a daily basis.
- Hazardous substances are stored in accordance with the school's policy.
- Emergency phone numbers are displayed at each phone.

Parent Responsibilities

Parents are asked to follow school safety practices regarding the follow issues:

- Gates are to be opened by adults only.
- Adults allow only their own child/ren or child/ren in their care in and out of the school gates.
- Children are not allowed to play in storage areas or bathrooms.
- Medications to be administered at school are given to staff at drop off and a medication form completed (**Appendix IX**).
- Children are to wear appropriate footwear.
- Toys remain at home.
- Parents report safety concerns to staff as they arise.
- Discussion of Health and Safety issues at parent meetings.

Safety Information and Education

- Parents will be provided with information relating to current health and safety issues via the notice boards and newsletter.
- Children are made aware of safety issues through the educational program.
- Sleeping children are supervised in accordance with the Sleep and Rest Policy.
- Unwell or hurt children are supervised and treated in accordance with the following policies: Incident, Injury, Illness and Trauma, Asthma Management, Anaphylaxis and Food Intolerance, Diabetes and First Aid.

Parking

- Parents and staff are asked to drive carefully and adhere to the indicated speed limit.
- Parents are asked to park on the same side of the street as the school and supervise their children closely as they leave and enter the car due to the busy nature of Edinburgh Road.

Dangerous Items

The following items are not to be brought into school under any circumstances:

- Ropes
- Matches
- Balloons (except for art/science activities under teacher supervision)
- Peanuts or other nuts

Plastic bags are stored out of the reach of children and used only as the need arises.

Statutory Legislation and Considerations

Children (Care and Education Services National Law Application) Act 2010: 167

Education and Care Services National Regulations 2011: 103,115

Related Guidelines, Standards and Frameworks

National Quality Standard: 2.3.2, 3.1.2, 4.1, 6.1.2

Related Policies

Work Health and Safety

First Aid

Incident, Injury, Trauma and Illness

Medical Conditions

Sleep and Rest

Building and Premises

Safe and Supportive Environment

Updated: 06/09/2017

2.30 Notification of Sickness at School

If a child becomes ill at the School, a parent or guardian will be notified and asked to collect them as soon as possible. If a child is diagnosed with an Infectious Disease they will be isolated immediately to protect other children. Similar exclusions apply to staff members.

It is essential that parents have good, reliable alternative arrangements for their children should they become sick. Two local contacts are requested in the health section of the Confidential Information record (**Appendix XV**) and will be contacted if a parent is unable to collect a sick child.

If a child develops a temperature at the School staff will take appropriate steps to cool the child and administer Panadol providing the consent (**Appendix XVI**) has been signed and it is absolutely necessary.

Reviewed: 06/09/2017

2.31 Incident, Injury, Trauma and Illness Policy

Introduction

The National Regulations require an accurate Incident, Injury, Trauma and Illness Report to be kept and stored confidentially until the child is 25 years old.

Under the national legislation, an education and care service must record details in the Incident, Injury, Trauma and Illness Report for the following occurrences:

- an incident in relation to a child,
- an injury received by a child
- trauma to which a child has been subjected
- an illness that becomes apparent.

Goals

Policies and procedures (including documented records) must be in place to effectively manage the event of any incident injury, trauma and illness that occurs in the service. Young children's innate desire to explore and test their growing capabilities is essential in developing wellbeing. Educators must consider the understanding of all of the elements of wellbeing, and ensure that programs also acknowledge the importance of risk management to provide a safe environment and reasonably protect children from potential harm.

Strategies

Incident, Injury, Trauma and Illness Report

Details entered in the Incident, Injury, Trauma and Illness Record (Appendix VIII) include the following:

- the name and age of the child;
- the circumstances leading to the incident, injury or trauma, or relevant circumstances surrounding the child becoming ill (including any symptoms);
- the time and date the incident occurred, the injury was received or the child was subjected to the trauma, or the apparent onset of the illness;
- the action taken by the service, including any medication administered, first aid provided or medical personnel contacted;
- details of any person who witnessed the incident, injury or trauma, or the apparent onset of illness;
- the name of any person the service notified, or attempted to notify, of any incident, injury, trauma or illness that a child suffered while being educated and cared for by the service, and the time and date of the notifications/attempted notifications;
- the name and signature of the person making an entry in the record, and the time and date that the entry was made; and
- signature of a parent/guardian to verify that they have been informed of the occurrence.

All information will be included in the Incident, Injury, Trauma and Illness Report as soon as is practicable, but not later than 24 hours after the incident, injury or trauma, or the onset of the illness.

Preventative Strategies

- Consider the planning of the physical environment and experiences, ensuring that the spaces are safe.
- Thoughtfully group children to effectively manage supervision and any potential risks to children's health and wellbeing.
- Respond to children in a timely manner. Provide reassurance and ensure children's emotional and physical wellbeing is paramount at all times.

- Regularly checking equipment in both indoor and outdoor areas for hazards, and taking the appropriate action to ensure the safety of the children when a hazard is identified.
- Reviewing the cause of any incident, injury or illness and taking appropriate action to remove the cause if required.
- Provide staff with access to appropriate up to date information, or professional development on the management of incidents.
- Maintain high levels of supervision at all times.
- Review supervision plans regularly.

Roles and Responsibilities

Approved Provider

- Ensuring that the premises are kept clean and in good repair.
- Ensuring that completed medication records are kept until the end of 3 years after the child's last attendance (regulation 92, 183).
- Ensuring that a parent/guardian of the child is notified as soon as is practicable, but not later than 24 hours after the occurrence, if the child is involved in any incident, injury, trauma or illness while at the service (regulation 86).
- Ensuring that incident, injury, trauma and illness records are kept and stored securely until the child is 25 years old (regulations 87, 183).
- Ensuring that there is a minimum of one educator with a current approved first aid qualification on the premises at all times.
- Ensuring that children's enrolment forms provide authorisation for the service to seek emergency medical treatment by a medical practitioner, hospital or ambulance service.
- Ensuring that an incident report is completed and a copy forwarded to the regulatory authority as soon as is practicable but not later than 24 hours after the occurrence.

Nominated Supervisor

- Notifying parents/guardians immediately after an incident, injury, trauma or medical emergency, or as soon as is practicable.
- Requesting the parents/guardians make arrangements for the child or children involved in an incident or medical emergency to be collected from the service, or informing parents/guardians if an ambulance has been called.
- Notifying other person/s as authorised on the child's enrolment form when the parents/guardians are not contactable.
- Ensuring that regulatory and legislative responsibilities are met in relation to any incident, injury or medical emergency.
- Maintaining all enrolment and other medical records in a confidential manner.
- Regularly checking equipment in both indoor and outdoor areas for hazards, and taking the appropriate action to ensure the safety of the children when a hazard is identified.
- Reviewing the cause of any incident, injury or illness and taking appropriate action to remove the cause if required.

Early Childhood Educators and Certified Supervisors

- Recording details of any incident, injury or illness in the Incident, Injury, Trauma and Illness Record as soon as is practicable but not later than 24 hours after the occurrence.
- Seek further medical attention for a child if required.
- Be aware of the signs and symptoms of illness/trauma.
- Be aware of individual children's allergies and immunisation status and use this knowledge when attending/responding to any incident, injury or illness.

- Respond to children showing signs of illness and begin monitoring the symptoms of the child, and recording as appropriate. Educators will contact the child's authorised person to inform them of the illness signs, or to request the collection of the child.
- In response to a child registering a high temperature, follow procedures for temperatures, and complete the incident, injury, trauma and illness record as required.

Families

- Be informed of policies and procedures upon enrolment with regards to first aid, illness whilst at the service, and exclusion practices, including immunisation status and illnesses at the service.
- Inform the service of their child's particular requirements, and provide any relevant paperwork to the service, such as immunisation status, health plans, allergies etc.
- Be notified of any incident, injury, trauma, or illness as soon as is practicable, but no later than 24 hours after the noted incident, and will be provided with a copy of the report.
- Receive access to this policy and notification of its existence.

Monitoring, Evaluation and Review

This policy will be monitored to ensure compliance with legislative requirements and unless deemed necessary through the identification of practice gaps, the service will review this Policy every two years. Families and staff are essential stakeholders in the policy review process and will be given opportunity and encouragement to be actively involved.

In accordance with R. 172 of the Education and Care Services National Regulations, the service will ensure that families of children enrolled at the service are notified at least 14 days before making any change to a policy or procedure that may have significant impact on the provision of education and care to any child enrolled at the service; a family's ability to utilise the service; the fees charged or the way in which fees are collected.

Relevant Legislation and Considerations

Children (Care and Education Services National Law Application) Act 2010: 174(2)

Education and Care Services National Regulations 2011: 77, 85-87, 103, 177, 183

Occupational Health and Safety Regulations 2007

Australian Standards AS3745-2002, Emergency control procedures for buildings, structures and workplaces

Children and Young Persons (Care and Protection) Act 1998

Related Guidelines, Standards, Frameworks

National Quality Standard: 2.1, 3.1, 7.3

Sources

Policy written by Community Early Learning Australia

ACECQA – www.acecqa.gov.au

Related Policies

Infectious Diseases

Work Health and Safety

First Aid

Staff and Children Interaction Policy

Emergencies and Evacuation

Reviewed: 06/09/2017

2.32 Rest and Sleep Policy

Introduction

Children are active throughout the day and require time to relax, stop, be calm and recharge. Therefore, routines such as rest/sleep are important for children's health and wellbeing. Providing children with relaxed and unhurried routines similar to their home routines, minimises stress and benefits all children.

Goals

To provide a safe, relaxed and calming environment and the opportunity to rest/sleep if a child feels the need to do so.

- As the 3 and 4 year old children attend for 3 hours only, a rest or sleep period is not scheduled into the daily routine. However, the children are welcome to rest whenever they feel the need. A mattress, pillow and blanket are provided in a quiet area of the classroom when needed.
- The school defines 'rest' as a period of inactivity, solitude, calmness or tranquillity, and can include a child being in a state of sleep.

Strategies

The primary safe resting and sleeping practices for children in care at this school are:

- All children will be placed on their back to rest when first being settled for a rest. If a child turns onto their side or stomach during sleep, then allow them to find their own sleeping position.
- All children rest with their face uncovered.
- Light bedding is the preferred option.
- Quiet experiences in a quiet area of the environment are offered to those who do not fall asleep (e.g. reading in the book corner).
- The rest environment (classroom) is free from smoke as detailed in our No Smoking Procedure.
- Staff monitor resting children at regular intervals and supervise the children as per the Education and Care Services National Regulations 2011.
- Children who are unwell will be given the highest supervision priority and monitored constantly especially if the child has: a high temperature, vomited, or received a trauma to the head.
- The linen used on the mattress will be washed after each use by the parent on the laundry roster.
- Parents are informed of their child's sleep/rest/tiredness by the director at the end of the session.

Relevant Legislation and Considerations

Education and Care Services National Regulations 2011: 81

Related Guidelines, Standards and Frameworks

National Quality Standard 2.1

Sources

Community Early Learning Australia

ACECQA Educational Resources

SIDS and Kids www.sidsandkids.org

Related Policies and Procedures

No Smoking Statement

Reviewed: 06/09/2017

2.33 Water Safety Policy

Introduction

The safety and supervision of children in and around water is of the highest priority. Whilst water hazards at our school are kept to a minimum, we acknowledge that buckets, sinks and toilets can all be hazardous for children and diligent supervision is required.

Goals

Our service has a responsibility to protect the health, safety and wellbeing of each child at all times. Drowning is the leading cause of death for children aged 1-4 years in Australia. While most drowning occurs in backyard swimming pools, it is important to be aware that children can drown in as little as 6cm of water.

Strategies

Water Safety

- Children will be supervised at all times in and around any body of water including sinks, toilets and buckets.
- A risk assessment will be conducted prior to any excursion taking place. Particular attention will be focused upon water safety where the excursion is near a body of water.
- Children will not have access to hot water in the classroom or bathroom in order to prevent scalding when washing hands.
- Educators are not permitted to consume hot drinks in any area accessible to children. Tepid drinks are acceptable.

Hygiene

- Water tanks will be labelled with “do not drink” signage and the children will be supervised in this area to make sure they are not accessing this water for drinking.
- Educators will discuss with the children that this water is for the purpose of watering and not for consumption.

Roles and Responsibilities

Approved Provider

- Ensure the service operates in line with the Education and Care Services National Law and National Regulations 2011.

Nominated Supervisor

- Ensure children are adequately supervised, are not subject to inappropriate discipline, and are protected from harms and hazards.
- Provide supervision, guidance and advice to ensure adherence to the policy at all times.
- Ensure risk assessments for excursions planned near water identify a higher staff to child ratio to ensure adequate supervision.
- Ensure First Aid qualifications and requirements are met at all times.
- Provide children with community messages regarding safe water practices.

Early Childhood Educators / Certified Supervisors

- Embed water safety messages into the children's education program.
- Ensure containers for water play are filled to a safe level and emptied or covered securely after use.
- Empty buckets used for cleaning immediately after use.
- Provide clean drinking water at all times.

Families

- Reinforce water safety practice with children.

Monitoring, Evaluation and Review

This policy will be monitored to ensure compliance with legislative requirements and unless deemed necessary through the identification of practice gaps, the service will review this Policy every two years. Families and staff are essential stakeholders in the policy review process and will be given opportunity and encouragement to be actively involved.

In accordance with R. 172 of the Education and Care Services National Regulations, the service will ensure that families of children enrolled at the service are notified at least 14 days before making any change to a policy or procedure that may have significant impact on the provision of education and care to any child enrolled at the service; a family's ability to utilise the service; the fees charged or the way in which fees are collected.

Relevant Legislation and Considerations

Education and Care Services National Law Act 2010: Section 167

Education and Care Services National Regulations 2011: Regulation 168(2) (h) & (a)(iii)

Related Guidelines, Standards, Frameworks

National Quality Standard 2.3, 3.1

Sources

Based on policy written by Community Early Learning Australia

Kidsafe NSW – www.kidsafensw.org/watersafety

Kids Alive – www.kidsalive.com.au

Kids Health – <http://kidshealth.org/en/parents/water-safety.html>

Updated:: 12/07/2017

2.34 Traffic and Parking Safety Statement

In the interests of safety for our children and other road users, parents and staff are expected to follow these procedures for parking and road use.

Please use the turning circle for all U-turns. It is unsafe and illegal to do U-turns outside the school on Edinburgh Rd. A safe U-turn is possible further along Edinburgh Rd near the playground at Stokes Reserve.

DO NOT park in the turning circle or across its entrance and exit. THIS INCLUDES RAINY WEATHER. This affects the safety of others.

Be aware and considerate of our neighbour's driveways, particularly when turning into the turning bay. Do not park across or in any driveway, and when parking adjacent to a driveway you must ensure you leave adequate room for access.

No parking on the footpath in front of the church.

The following parking spaces are reserved for parents with the youngest babies/toddlers:

- the space between the entry and exit of the turning circle; AND
- the spaces between the end of the turning circle and the big gum tree directly in front of the church steps.

Please park courteously (i.e. leave enough space for others to park, and do not park others in etc.) At peak times, if your child(ren) are mobile, please park further up the road and leave the spaces closer to the school for parents/carers with babies.

PLEASE DO NOT LEAVE ANY CHILD UNATTENDED IN A CAR AT ANY TIME. If required, ask another parent to watch your baby while you pick up/drop-off.

Use the gate and path that run beside the church. This avoids the need for children to enter and exit at the gate near the turning circle.

Children may only exit through the gate in the company of their carer. Please ensure other children do not exit with you.

Staff are expected to park on the northern side of Edinburgh Rd. However, we advise carers with children against parking on the northern side of Edinburgh Rd. If you do need to park on this side, cross only where you have clear visibility.

Observe all speed limits at all times; note that the stretch of Edinburgh Road near the Steiner School is a 40 kmh speed zone between the hours of 8.00am – 9.30am and 2.30pm – 4.00pm, and that Edinburgh Rd is a 50km zone.

It is the parents' responsibility to ensure that any carers who collect your children are also aware of these guidelines. All families are requested to ask others using this site to comply with the above.

Reviewed: 06/09/2017

2.35 Medical Conditions

Introduction

Medical conditions include, but are not limited to asthma, diabetes or a diagnosis that a child is at risk of anaphylaxis. In many cases these can be life threatening. Our school is committed to a planned approach to the management of medical conditions to ensure the safety and wellbeing of all children at this school. Castlecrag Montessori School is also committed to ensuring educators and staff are equipped with the knowledge and skills to manage situations to ensure all children receive the highest level of care and to ensure their needs are considered at all times. Providing families with information about medical conditions and the management of conditions is a key priority.

Goals:

Castlecrag Montessori School will minimise the risks around medical conditions of children by:

- Collaborating with families of children with diagnosed medical conditions to develop a risk minimisation plan for their child (Appendix XVII);
- Informing all staff, including casual staff, educators and volunteers, of all children diagnosed with a medical condition and the risk minimisation procedures for these;
- Providing all families with current information about identified medical conditions of children enrolled at Castlecrag Montessori School with strategies to support the implementation of the risk minimisation plan; and
- Ensuring staff are adequately trained in the administration of emergency medication.

Strategies

The Approved Provider will:

- Ensure the Nominated Supervisor fulfils responsibilities in the management of medical conditions.

The Nominated Supervisor will:

- Ensure that any parent with a child enrolled at the school that has a specific health care need, allergy or other relevant medical condition is provided with a copy of this policy;
- Inform parents of the requirement to provide the school with a medical management plan of their child's condition;
- Collaborate with families of children with medical conditions to develop a risk minimisation plan to ensure the child's safety and wellbeing:
 1. To ensure that the risks of relating to the child's specific health care need, allergy, or relevant medical condition are assessed and minimised; and
 2. If relevant, to ensure that practices and procedures in relation to the safe handling, preparation, consumption and service of food are developed and implemented; and
 3. If relevant, to ensure that practices and procedures to ensure that the parents are notified of any known allergens that pose a risk to a child and strategies for minimising the risk are developed and implemented; and
 4. To ensure that the practices and procedures ensuring that all staff members and volunteers can identify the child, the child's medical management plan and the location of the child's medication are developed and implemented; and
 5. If relevant, to ensure that practices and procedures ensuring that the child does not attend the school without medication prescribed by the child's medical practitioner in relation to the child's specific health care need, allergy or relevant medical condition are developed and implemented; and

- Ensure that all staff and educators are aware of the medical management plan and risk minimisation plan;
- Ensure that all staff are adequately trained in procedures contained in the medical management plan; and
- Inform other families enrolled at the school of the need to prohibit any items which may present a hazard to children with diagnosed medical conditions.

Enrolment of Children into the School

On application for enrolment families will be required to complete full details about their child's medical needs. The Approved Provider will assess whether Educators are appropriately trained to manage the child's special health needs at that time. Children with specific medical needs must be reassessed in regards to the child's special needs, on a regular basis, depending on the specific child's medical condition. If a child's medical, physical, emotional, or cognitive state changes the family will need to complete a new Medical Management Plan and our school will reassess its ability to care for the child, including whether educators are appropriately trained to manage the child's ongoing special needs.

Communication and display of medical information

The Nominated Supervisor will:

- Ensure all medical management and risk minimisation plans are accessible to all staff;
- Ensure all plans are current and kept up to date;
- Ensure that all relevant staff are informed of the medical conditions policy, the medical management plan and risk minimisation plan for the child;
- Ensure parents can communicate any changes to the medical management plan and risk minimisation plan.

Educators and staff will:

- Ensure they are aware of enrolled children with medical conditions and be familiar with the medical management and risk minimisation plans of each child diagnosed with a medical condition.

Administration of Prescribed Medication

Prescribed medication, authorised medication and medical procedures can only be administered to a child:

- With written authorisation from the parent/guardian or a person named in the child's enrolment record as authorised to consent to administration of medication
- With two adults in attendance, one of whom must be an educator. One adult will be responsible for the administration and the other adult will witness the procedure
- If the prescribed medication is in its original container bearing the child's name, dose and frequency of administration.

Management of Asthma and Anaphylaxis

The Nominated Supervisor will:

- Ensure that staff are adequately trained in the management of asthma and anaphylaxis, and that training includes identifying medical emergencies; and
- Ensure that staff are adequately trained in the administration of emergency medication such as the EpiPen or asthma medication.

Educators and staff will:

- Be alert to the immediate needs of children who present with symptoms of anaphylaxis and asthma; and
- Administer emergency medication in accordance with their training, as required.

Documentation and Record Keeping

The Approved Provider will:

- Ensure records are confidentially stored for the specified period of time as required by the Regulation.

The Nominated Supervisor will:

- Provide a copy of the Medication Record to medical staff in the event further medical intervention is required.

Educators and Staff will:

- Complete a Medication Record when a child receives emergency medication.

Asthma Management

Introduction

Of the 25% of children with asthma around 16% require regular treatment. Most children only have mild cases of Asthma which are managed with a medicated inhaler. It is generally accepted that children under the age of six do not have the skills and ability to manage their asthma effectively. With this in mind, our school recognises the need to educate its staff and families about asthma and to promote responsible asthma management strategies.

Goals

This asthma policy aims to:

- Raise awareness of asthma amongst those involved with the school;
- Implement strategies to support the health and safety of children with asthma enrolled at the school;
- Provide an environment in which children with asthma can participate in all activities to the full extent of their capabilities; and
- Provide a clear set of guidelines and expectations to be followed with regard to the management of asthma.

Strategies

The Approved Provider will:

- Provide *Emergency Asthma Management Training* to all staff.

The Nominated Supervisor/Class Teacher will:

- Identify children with asthma during the enrolment process and inform staff;

- Provide families thus identified with a copy of this policy and Asthma Action Plan upon enrolment or diagnosis;
- Store *Asthma Action Plans* in the child's confidential information record and asthma kit in the kitchen;
- Ensure an asthma first aid kit is carried by a staff member on excursions if a child at risk of asthma is attending the excursion.

The Nominated Supervisor will:

- Provide staff with a copy of this policy;
- Ensure at least one staff member who has completed accredited asthma training is on duty whenever children are present at the school;
- Ensure that an emergency *Asthma First Aid* poster is displayed in the kitchen;
- Ensure that the asthma first aid kit contains a blue reliever medication, a spacer device, face mask and an asthma first aid poster or plan;
- Ensure that an accredited staff member correctly maintains the asthma first aid kit (e.g. regular checks of expiry dates on medication)
- Provide a mobile first aid kit for use on excursions
- Encourage open communication between families and staff regarding the status and impact of a child's asthma; and
- Promptly communicate any concerns to families should it be considered that a child's asthma is limiting his/her ability to participate fully in all activities.

Educators will:

- Ensure that they maintain current accreditation in *Emergency Asthma Management* (valid for three years);
- Ensure that they are aware of the children in their care with asthma;
- Ensure in consultation with their family, the health and safety of each child through supervised management of the child's asthma;
- Identify and, where practical, minimise asthma triggers;
- Where necessary, modify activities in accordance with a child's needs and abilities;
- Ensure that all regular prescribed asthma medication is administered in accordance with the information on the child's written *Asthma Action Plan*. If no *Asthma Action Plan* is available the *Asthma First Aid Plan* outlined in this document should be followed immediately;
- Promptly communicate, to management or parents/guardians, any concerns should it be considered that a child's asthma is limiting his/her ability to participate fully in all activities; and
- Ensure that children with asthma are treated the same as all other children.

Families will:

- Inform staff, either upon enrolment or on initial diagnosis, that their child has a history of asthma;
- Provide all relevant information regarding their child's asthma via the written *Asthma Action Plan*, which should be provided to the school within 7 days of enrolment;
- Notify the Nominated Supervisor, in writing of any changes to the *Asthma Action Plan* during the year;
- Ensure that their child has an adequate supply of asthma medication (including reliever) at all times, along with spacer and face mask;
- Ensure that they comply with all requirements and procedures in relation to the Medications Record;
- Communicate all relevant information and concerns to educators as the need arises (e.g. if asthma symptoms were present the previous evening); and

- Ensure, in consultation with the staff, the health and safety of their child through supervised management of the child's asthma.

Children will:

- Wherever practical, be encouraged to seek their reliever medication as soon as their symptoms develop.

Asthma Emergencies

In the case of an asthma emergency, medication may be administered to a child without written parent/guardian authorisation. If medication is administered the parent/guardian or the child's registered medical practitioner will be contacted as soon as possible.

The National Asthma Council (NAC), recommends that should a child not known to have asthma appear to be in severe respiratory distress, the First Asthma First Aid plan should be followed immediately. The following steps are recommended:

- If someone collapses and appears to have difficulty breathing, call an ambulance immediately, whether or not the person is known to have asthma:
 - Give 4 puffs of a reliever medication and repeat if no improvement;
 - Keep giving 4 puffs every 4 minutes until the ambulance arrives;
 - No harm is likely to result from giving reliever medication to someone who does not have asthma

In the event of anaphylactic emergency and breathing difficulties, an EpiPen must be administered first then Ventolin.

Anaphylaxis Management

Introduction

Anaphylaxis is a severe, life threatening allergic reaction. Up to two per cent of the general population and up to five per cent (0-5 years) of children are at risk. The most common causes in young children are eggs, peanuts, tree nuts, cow milk, sesame, bee or other insect stings and some medications. Young children may not be able to express the symptoms of anaphylaxis.

Goals

- Minimise the risk of anaphylactic reaction occurring while the child is in the care of the school;
- Ensure that staff members respond appropriately to an anaphylactic reaction by initiating appropriate treatment, including competently administering an adrenaline auto-injection device;
- Raise the school community's awareness of anaphylaxis and its management through education and policy implementation;
- The Approved Provider recognises the importance of all staff/carers responsible for the children at risk of anaphylaxis undertaking training that includes preventative measures to minimise the risk of an anaphylaxis and emergency treatment, including administration of an adrenaline auto-injection device; and
- Educators/carers and parents/guardians need to be made aware that it is not possible to achieve a completely allergen free environment in any service that is open to the general community. Educators/carers should not have a false sense of security that an allergen has been eliminated from the environment. Instead the Approved Provider recognises the need to adopt a range of

procedures and risk minimisation strategies to reduce the risk of a child having an anaphylactic reaction, including strategies to minimise the presence of the allergen in the school.

Strategies

The Approved Provider will:

- Ensure that at least one staff member has completed first aid and anaphylaxis management training that has been approved by ACECQA every 3 years; and
- Ensure that this policy is provided to a parent or guardian of each child diagnosed at risk of anaphylaxis at the school.

Where a child diagnosed at risk of anaphylaxis is enrolled the Approved Provider shall also:

- Conduct an assessment of the potential for accidental exposure to allergens while children at risk of anaphylaxis are in the care of the school and develop a risk minimisation plan for the school in consultation with staff and the families of the children; and
- Ensure that a notice is displayed in a prominent place at the main entrance stating that a child diagnosed at risk of anaphylaxis is enrolled at the school.

The Nominated Supervisor/Class Teacher will:

- Ask all parents/guardians as part of the enrolment procedure, prior to their child's attendance at the school, whether the child has allergies and document this information on the child's enrolment record. If the child has severe allergies, ask the parents/guardians to provide a medical management action plan signed by a registered medical practitioner;
- Ensure that an anaphylaxis medical management action plan signed by the child's registered medical practitioner and a complete auto injection device kit is provided by the parent/guardian for the child while at the school.

The Nominated Supervisor will:

- Ensure at least one staff member is on duty whenever children are present at the school has completed emergency anaphylaxis management training;
- Ensure that practice of the adrenaline auto - injection device is undertaken on an annual basis
- Ensure all staff know the children at risk of anaphylaxis, their allergies, the location of individual anaphylaxis medical management plans, and the location of the EpiPen;
- Ensure that no child who has been prescribed an adrenaline auto-injection device is permitted to attend the service without the device;
- Encourage ongoing communication between parents/guardians and staff regarding the current status of the child's allergies, this policy and its implementation;
- Display an Australasian Society of Clinical Immunology and Allergy Inc (ASCIA) generic poster called *Action Plan for Anaphylaxis* in the kitchen or classroom;
- Ensure that a child's individual anaphylaxis medical management action plan is signed by a registered medical practitioner and stored with the confidential information record;
- Ensure a copy of the medical management plan is displayed in the kitchen and all staff know of its location;
- Ensure the staff member accompanying the child on an excursion carries the anaphylaxis medication and a copy of the medical management plan.

Staff responsible for the child at risk of anaphylaxis shall:

- Ensure a copy of the child's anaphylaxis medical management plan is displayed near the child's medication and known to staff in the service;
- Follow the child's anaphylaxis medical management action plan in the event of an allergic reaction, which may progress to anaphylaxis;
- In the situation where a child who has not been diagnosed as allergic, but who appears to be having an anaphylactic reaction:
 - Call an ambulance immediately by dialling 000
 - Commence first aid procedures
 - Contact the parent/guardian
 - Contact the person to be notified in the event of illness if the parent/guardian cannot be contacted.
- Practice the administration procedures of the adrenaline auto-injection device using an auto-injection device trainer.
- Ensure that the auto-injection device kit is stored in a location that is known to all staff, including relief staff; easily accessible to adults; inaccessible to children; and away from direct sources of heat;
- Ensure that the auto-injection kit and anaphylaxis medical management plan for each child at risk of anaphylaxis is carried by a staff member on all excursions;
- Regularly check the adrenaline auto-injection device expiry date; and
- Provide information about resources and support for managing allergies and anaphylaxis as the need arises or as requested.

Parents/guardians of children shall:

- Inform staff at the school, either on enrolment or diagnosis of their child's allergies;
- Develop an anaphylaxis risk minimisation plan with service staff;
- Provide staff with an anaphylaxis medical management action plan signed by a registered medical practitioner giving written consent to use the auto-injection device in line with this plan;
- Provide educators with a complete auto-injection kit;
- Regularly check the adrenaline auto-injection device expiry date;
- Assist educators by offering information and answering any questions regarding their child's allergies;
- Notify educators of any changes to their child's allergy status and provide a new anaphylaxis action plan in accordance with these changes;
- Communicate all relevant information and concerns to educators, for example, any matter relating to the health of the child; and
- Comply with the school's policy that no child who has been prescribed an adrenaline auto-injection device is permitted to attend the school or its programs without that device.

Anaphylaxis Emergencies

In the case of an anaphylaxis emergency, medication may be administered to a child without written parent/guardian authorisation. If medication is administered the parent/guardian of the child or the child's registered medical practitioner will be contacted as soon as possible.

For anaphylaxis emergencies, educators will follow the Child's Emergency Action Plan. If a child does not have an adrenaline auto-injector and appears to be having a reaction, the educator will only administer adrenaline if the service has an additional adrenaline auto-injector for general use. Staff administering the adrenaline will follow the instructions stored with the device. An ambulance will be called. The used auto-injector will be given to ambulance officers on their arrival. Another child's adrenaline auto-injector will not be used.

Diabetes Management

Introduction

The management of a child's diabetic condition is dependent upon co-ordination between our school, the child's family and the child's doctor. Castlecrag Montessori School recognises the need to facilitate effective care and health management of children who have diabetes and the prevention and management of acute episodes of illness and medical emergencies.

Goals

The Diabetes Management Policy aims to:

- Provide the necessary strategies to ensure the health and safety of all children with diabetes enrolled at the school;
- Provide an environment in which children with diabetes can participate in all activities to the full extent of their capabilities; and
- Provide a clear set of guidelines and expectations to be followed with regard to the management of diabetes.

Strategies

The Approved Provider will:

- Encourage all staff to complete Apply First Aid Training.

The Nominated Supervisor will:

- Provide staff with a copy of this policy and brief them on diabetes procedures upon their appointment (if an enrolled child has diabetes);
- Ensure at least one staff member who has completed accredited first aid training is on duty whenever children are being cared for or educated;
- Identify children with diabetes during the enrolment process and inform staff;
- Provide families thus identified with a copy of this policy and Diabetes Action Plan upon enrolment or diagnosis;
- Ensure that a Diabetes Action Plan is received for each child diagnosed with diabetes and contains information for the child's diabetic management and outlines what to do in relation to any diabetic emergency the child might face;
- Ensure families provide the school with the child's testing kit and hypo pack if required;
- Store the Diabetes Action Plan in the child's enrolment record and allergy alert folder in the kitchen
- Formalise and document the internal procedures for emergency Diabetes treatment;
- Encourage open communication between families and staff regarding the status and impact of a child's diabetes; and
- Promptly communicate any concerns to families should it be considered that a child's diabetes is limiting his/her ability to participate fully in all activities.

Staff will:

- Ensure that they maintain current accreditation in first aid;
- Ensure that they are aware of the children in their care with diabetes; and
- Ensure that they are familiar with the signs and symptoms and the emergency treatment of a low blood glucose level;
- Call an ambulance if they feel emergency treatment is required;
- Ensure, in consultation with the family, the health and safety of each child through supervised management of each child with diabetes;
- Where necessary, modify activities in accordance with a child's needs and abilities;

- Ensure that a child's Diabetes Action Plan is followed at all times;
- Promptly communicate, to management or parents/guardians, any concerns should it be considered that a child's diabetes is limiting his/her ability to participate fully in all activities; and
- Ensure that all children with diabetes are treated the same as all other children.

Families will:

- Inform staff, either upon enrolment or on initial diagnosis, that their child has diabetes;
- Provide all relevant information regarding their child's diabetes via a written Diabetes Action Plan, which should be provided to the school within 7 days of enrolment;
- Keep the child's testing kit and hypo pack updated as required;
- Notify the Nominated Supervisor, in writing, of any changes to the Diabetes Action Plan during the year;
- Ensure that they comply with all requirements and procedures in relation to the Medications Record;
- Communicate all relevant information and concerns to educators as the need arises; and
- Ensure, in consultation with the staff, the health and safety of their child through supervised management of the child's diabetes.

Monitoring, Evaluation and Review

This policy will be monitored to ensure compliance with legislative requirements and unless deemed necessary through the identification of practice gaps, the school will review this policy every 2 years.

Families and staff are essential stakeholders in the policy review process and will be given opportunity and encouragement to be actively involved.

In accordance of R.172 of the *Education and Care Services National Regulations*, the school will ensure that families of children enrolled at the school are notified at least 14 days before making any change to a policy or procedure that may have a significant impact on the provision of education and care to any child enrolled at the school; a family's ability to utilise the school; the fees charged or the ways in which fees are collected.

Relevant Legislation and Considerations

Education and Care Services National Regulations 2011: 90, 91, 96

Related Guidelines, Standards and Frameworks

National Quality Standards: 2, 7

Sources

Based on policy written by Community Early Learning Australia

Related Policies and Procedures

First Aid

Nutrition Requirements

Excursion

Medication Procedure

Incident, Injury, Illness and Trauma

Updated: 03/04/2018

2.36 Infectious Diseases

Introduction

Our school is committed to providing a safe and healthy environment for all children, staff and any other persons attending the service by:

- responding to the needs of the child or adult who presents with symptoms of an infectious disease or infestation while attending the service;
- complying with current exclusion schedules and guidelines set by the Department of Health; and
- providing up-to-date information and resources for families and staff regarding protection of all children from infectious diseases and blood-borne viruses, management of infestations and immunisation programs.

Goals

The way that children interact with each other and with adults in education and care services means that diseases can quickly spread in a variety of ways. Whilst it is not possible to prevent the spread of all infections and diseases, minimising the risk is enhanced through:

- effective hand hygiene;
- exclusion of ill children, educators and other staff; and
- immunisation. (Staying Healthy: Preventing infectious diseases in early childhood education and care services 5th edition 2012)

Strategies

Effective Hygiene

Our service will maintain and promote effective hygiene practices, including:

- correct handwashing technique;
- using standard precautions when handling blood, all body fluids, secretions and excretions, dried blood and other body substances.
- cleaning items that children are likely to put in their mouths, after use;
- actively promote handwashing and other hygiene practices with children and families.

Exclusion of Ill Children, Educators and Other Staff

Infectious Diseases

In order to prevent the spread of infectious diseases through interpersonal contact, our service will adhere to the exclusion period table, published by the Department of Health.

https://www.nhmrc.gov.au/files/nhmrc/publications/attachments/ch55e_exclusion_period_poster_130701.pdf

Fever

In children, a temperature over 38°C indicates a fever. A fever is usually caused by an infection somewhere in the body. Some types of infections that lead to fever include:

- viral (caused by a virus) – around nine out of ten children with a fever will have a viral illness, such as cold, flu or gastroenteritis

- bacterial (caused by bacteria) – such as some ear infections, pneumonia or urine infections.

www.health.vic.gov.au/edfactsheets/downloads/fever-in-children.pdf

In order to prevent the spread of infection and ensure wellbeing, children with a temperature above 38°C will be excluded from the service.

Immunisation

The NSW Government Immunisation Toolkit for early childhood education and care services guides our practice and provides resources and information to support families in accessing information regarding immunisation

Under the Public Health Act 2010, education and care services cannot enrol a child unless approved documentation has been provided that shows the child:

- is fully immunised for their age, or;
- has a medical reason not to be vaccinated, or;
- is on a recognised catch-up schedule if the child has fallen behind with their vaccinations.

Prior to enrolment, families must provide a copy of one or more of the following documents:

- an AIR Immunisation History Statement which shows that the child is up to date with their scheduled vaccinations or
- an AIR Immunisation History Form on which the immunisation provider has certified that the child is on a recognised catch-up schedule (temporary for 6 months only) or
- an AIR Immunisation Medical Exemption Form which has been certified by an immunisation provider.

Immunisation Exempt Children

Non-immunised children will be added to the service Non-Immunised Register.

When a vaccine-preventable disease is present or suspected at the service, children for whom the centre does not have a completed immunisation record will be treated as unimmunised.

Non-immune children and Educators will be excluded from the service when there is an outbreak of a vaccine-preventable illness and required to remain away until the service is deemed clear of the illness and the minimum exclusion period has passed.

Roles and Responsibilities

The Approved Provider will:

Ensure the service operates in line with the Education and Care Services National Law and National Regulations 2011 including:

- Ensuring that where there is an occurrence of an infectious disease at the service, reasonable steps are taken to prevent the spread of that infectious disease (Regulation 88(1)).
- Ensuring that where there is an occurrence of an infectious disease at the service, a parent/guardian or authorised emergency contact of each child at the service is notified of the occurrence as soon as is practicable (Regulation 88(2)).
- Ensuring that information from the Department of Health about the recommended minimum exclusion periods is available to all stakeholders and is adhered to in the event of an outbreak of an infectious disease (as designated by the Department of Health – refer to Definitions).

- Ensuring that the parent/guardian and Secretary are informed within 24 hours of becoming aware that an enrolled child is suffering from:
 - a) Pertussis, or
 - b) Poliomyelitis, or
 - c) Measles, or
 - d) Mumps, or
 - e) Rubella, or
 - f) Meningococcal C
- Ensuring that a child who is not immunised against a vaccine preventable disease does not attend the service when an infectious disease is diagnosed, and does not return until there are no more occurrences of that disease at the service and the recommended minimum exclusion period (refer to Definitions) has ceased (Regulation 85(2) of the Public Health and Wellbeing Regulations 2009).
- Notifying the Regulatory Authority within 24 hours of a serious incident including when a child becomes ill at the service or medical attention is sought while the child is attending the service.
- Ensuring that appropriate and current information and resources are provided to staff and parents/guardians regarding the identification and management of infectious diseases, blood-borne viruses and infestations.
- Keeping informed about current legislation and information.
- Ensuring that any changes to the exclusion table or immunisation schedule are communicated to staff and parents/guardians in a timely manner.

Nominated Supervisor:

- Contacting the parents/guardians of a child suspected of suffering from an infectious or vaccine-preventable disease, or of a child not immunised against a vaccine-preventable disease that has been detected at the service, and requesting the child be collected as soon as possible.
- Notifying a parent/guardian or authorised emergency contact person when a symptom of an excludable infectious illness or disease has been observed.
- Ensuring that a minimum of one staff with current approved first aid qualifications is in attendance and immediately available at all times the service is in operation.
- Establishing good hygiene and infection control procedures, and ensuring that they are adhered to by everyone at the service.
- Ensuring the exclusion requirements for infectious diseases are adhered to as per the recommended minimum exclusion periods (refer to Definitions), notifying the Approved Provider and parents/guardians of any outbreak of infectious disease at the service, and displaying this information in a prominent position.
- Advising parents/guardians on enrolment that the recommended minimum exclusion periods will be observed in regard to the outbreak of any infectious diseases or infestations.
- Advising the parents/guardians of a child who is not fully immunised on enrolment that they will be required to keep their child at home when an infectious disease is diagnosed at the service, and until there are no more occurrences of that disease and the exclusion period has ceased.
- Requesting that parents/guardians notify the service if their child has, or is suspected of having, an infectious disease or infestation.
- Providing information and resources to families to assist in the identification and management of infectious diseases and infestations.
- Maintaining confidentiality at all times.
- Ensuring that an “Incident, Injury, Trauma and Illness” record is completed as soon as practicable or no later than 24 hours of the illness occurring.

Early Childhood Educators Certified Supervisors:

- Ensure that any children that are suspected of having an infectious illness are responded to and their health and emotional needs supported at all times.
- Implement appropriate health and safety procedures, when tending to ill children.
- Ensure that families are aware of the need to collect their children as soon as practicable to ensure the child's comfort.
- Maintain their own immunisation status, and advise the Approved Provider/ Nominated Supervisor of any updates to their immunisation status.
- Provide varied opportunities for children to engage in hygiene practices, including routine opportunities, and intentional practice.
- Observing signs and symptoms of children who may appear unwell, and informing the Nominated Supervisor.
- Providing access to information and resources for parents/guardians to assist in the identification and management of infectious diseases and infestations.
- Monitoring any symptoms in children that may indicate the presence of an infectious disease.
- Maintaining confidentiality at all times.

Families

- Providing Immunisation documentation upon enrolment and as administered.
- Keep their children at home if they are unwell or have an excludable infectious disease.
- Keep their children at home when an infectious disease has been diagnosed at the service and their child is not fully immunised against that infectious disease, until there are no more occurrences of that disease and the exclusion period has ceased.
- Inform the service if their child has an infectious disease or has been in contact with a person who has an infectious disease.

Monitoring, Evaluation and Review

This policy will be monitored to ensure compliance with legislative requirements and unless deemed necessary through the identification of practice gaps, the service will review this Policy every two years.

Families and staff are essential stakeholders in the policy review process and will be given opportunity and encouragement to be actively involved.

In accordance with R. 172 of the Education and Care Services National Regulations, the service will ensure that families of children enrolled at the service are notified at least 14 days before making any change to a policy or procedure that may have significant impact on the provision of education and care to any child enrolled at the service; a family's ability to utilise the service; the fees charged or the way in which fees are collected.

Related Legislation

Education and Care Services National Law Act 2010: Section 167

Education and Care Services National Regulations 2011: Regulations 78-80

Work Health and Safety Act 2011

Public Health Regulation 2012 and commenced, along with Public Health Act 2010

Public Health Amendment (Vaccination of Children Attending Child Care Facilities) Bill 2013 and Public Health Amendment (Review) Bill 2017

Australian New Zealand Food Standards Code (FSANZ)

Related Guidelines, Standards, Frameworks

National Quality Standard, Quality Area 2: Children's Health and Safety – Standards 2.1, 2.3

National Quality Standard, Quality Area 6: Collaborative Partnerships with Families and Communities – Standard 6.2, 6.3

Source

Community Early Learning Australia

Resources/Useful Links

Immunisation Toolkit – <http://www.health.nsw.gov.au/immunisation/Publications/immunisation-enrolment-toolkit.pdf>

NSW Immunisation Schedule July 2013 – <http://www.health.nsw.gov.au/immunisation/Publications/a3-childhood-schedule.pdf>

Vaccination Q&A – http://www.health.nsw.gov.au/immunisation/Pages/childcare_qa.aspx

Staying Healthy: Preventing infectious diseases in early childhood education and care services 5th edition
June 2013

Exclusion period for infectious diseases table –

https://www.nhmrc.gov.au/_files_nhmrc/publications/attachments/ch55e_exclusion_period_poster_130701.pdf

Adopted: 10/07/2017

2.37 Procedure for Managing Risk

PCBU Responsibilities

Castlecrag Montessori School is an Incorporated Association managed by an Executive Committee. The committee is governed by the Rules of Association. Members of the executive committee are elected annually by the parent body. The executive committee is responsible for managing the non-teaching affairs of the school: staffing, finances, legal issues (e.g. lease), building and grounds maintenance.

The Officers (*Executive Committee, Nominated Supervisor*) take all reasonably practicable steps to protect health and implement safety in the workplace environment.

The Officers are responsible for ensuring:

- That due diligence is applied at all times to maintain a safe and healthy service environment thereby protecting all those involved in the service from any potentially adverse health and safety effects.
- all hazards are identified
- the risks associated with those hazards are assessed
- that, as far as is reasonably practicable, the risks are eliminated or controlled
- risk control strategies are monitored and reviewed
- workers, and all persons at Castlecrag Montessori School are provided with all available information to enable them to fulfil their WHS responsibilities.
- workers are provided with suitable and sufficient PPE to protect them from hazards in the workplace
- equipment, amenities and first aid kits are provided and maintained
- identifying any foreseeable hazard arising from the premises that has the potential to harm the health or safety of any person accessing, using or egressing from the premises including, but not limited to, hazards associated with:
 - the layout and condition of the premises, including the presence of a confined space
 - the physical working environment, including the potential for:
 - people slipping, tripping or falling
 - objects or structures falling on people
 - the presence of material containing asbestos.
- procedures are developed for record keeping, document control, review, and workplace consultation on WHS management issues.
- the school's WHS policy is issued to and discussed with all workers on induction
- is discussed with contractors, visitors, students, suppliers and volunteers to the school
- advising persons at Castlecrag Montessori School of any relevant emergency procedures, and their duties, in the event of an emergency
- providing adequate WHS signage (as appropriate) particularly on 'special days', for example, open days, fetes etc.
- the families involved in Castlecrag Montessori School are aware of the school's commitment to WHS and are made aware of specific system procedures consistent with their role in the service.
- Injured workers are provided with effective rehabilitation programmes to ensure their recovery and return to work at pre injury capacity wherever possible
- Castlecrag Montessori School's landlord (licensor of the premises), Anglican Church Property Trust, Diocese of Sydney, is notified of any accident or defect or want of repair in services to or fittings in the premises and of any other circumstances likely to cause any danger, risk or hazard to the premises or any person.

Landlord Responsibilities

The Anglican Church Property Trust, Diocese of Sydney is responsible for:

- ensuring hazards are identified:
 - during any design of the premises
 - before the premises are provided for use as a place of work.
- assessing the risk(s) associated with any identified hazard
- eliminating or controlling these risks
- regularly reviewing and monitoring the risk control strategies, and, in particular whenever
 - there is evidence that the risk assessment is no longer valid, or
 - injury or illness results from exposure to a hazard to which the risk assessment relates, or
 - there is a significant change in the premises or place of work to which the risk assessment relates.
- providing any employer who uses the premises concerned as a place of work with information about:
 - any foreseeable hazard arising from the premises that has the potential to harm the health or safety of any person accessing, using or egressing from the premises
 - any assessment of the risk(s) arising from the premises that has not been eliminated by the controller
 - the strategies taken by the controller to control any such risk
 - any strategies (including, use and maintenance of procedures and equipment) that the employer may need to adopt to control any such risk.
- ensuring safe access is provided to all parts of a place of work to which a person may require access and from which the person may fall
- providing warning signs that contain the words 'DANGER BRITTLE ROOF' in cases where the whole or any part of the roof of a building or structure comprises or includes any brittle or fragile roofing material
- maintaining walkways over roofs that are wholly or partly covered by brittle or fragile roofing material
- providing anchorage points for fall arrest on each window or other safe means for cleaning every window of the building or structure if the windows are designed to be cleaned from the outside
- ensuring floors are designed to be safe without risks of slips, trips or falls, with adequate drainage (if necessary) and appropriate floor coverings (if necessary)
- ensuring any electrical installation or any electrical article provided for use at the premises:
 - is safe at the time it is made available for use by an employer, or
 - if not safe, is disconnected from the electricity supply and secured and the employer is informed that it is not safe.
- ensuring that, in cases where the premises contain asbestos or asbestos-containing material, risk assessment and control strategies are undertaken and that a register, in which the type, condition and location of all asbestos and asbestos-containing material in any place of work is recorded, as well as any action(s) taken to control asbestos and asbestos-containing material is prepared and maintained and provided to all occupiers of the workplace.

Castlecrag Montessori School Inc. manages health and safety issues which may affect the health, safety and welfare of our workers, clients, contractors and all persons at or near our service environment through the implementation, documentation and maintenance of a systematic, planned risk management approach to WHS issues.

- The five (5) key steps in our risk management approach are:
 1. The identification of hazards and their associated risks
 2. The assessment of each risk

3. Decision making on control strategies
 4. The implementation of control strategies
 5. Monitoring and reviewing the effectiveness of the hazard identification and risk control strategies.
- Hazard identification procedures are planned, documented, comprehensive (that is, it aims to cover all potential hazards and risks) and ongoing. They are scheduled at regular times appropriate to the nature of the hazards and the associated risks and the degree of change likely in the workplace activity or area.
 - **Note: Areas of high risk should be reviewed more frequently than areas of low risk.**
 - In addition, hazard identification is undertaken:
 - before setting up and using a workplace (for example, when planning the way work is organised and undertaken, the design and layout of the workplace environment etc.) when planning new workplace procedures
 - before introducing new equipment or substances
 - whenever changes are to be made to the workplace environment, that is, to the plant, equipment or substances used and/or to workplace tasks or procedures and/or to the number of workers
 - when new workers are appointed with differing skills and/or knowledge levels
 - when a contractor is engaged
 - when new information becomes available about a previously unknown design or manufacturing fault or a previously unidentified hazard
 - after an accident, incident or near miss
 - when a control strategy is changed after reviewing its effectiveness
 - For each hazard identified, a risk assessment is undertaken (and documented) to determine priorities for control
 - Control strategies are determined by the relationship between likelihood and consequence and the resulting risk assessment score
 - Elimination is always the first control option considered
 - Risk management records are retained in the Continuous Improvement Register and retained for a minimum of five (5) years

Reviewed: 06/09/2017

2.38 Needles and Syringes Procedure

Introduction

In the event of finding discarded needles and syringes staff must know how to protect themselves and the children from risks of harm and follow a safety procedure.

Goals

Castlecrag Montessori School aims to protect the wellbeing and safety of staff, children and other persons at the preschool.

Strategies

Castlecrag Montessori School endorses the following procedure be followed in the event of inappropriately discarded needles and syringes.

- Collect the following cleaning materials:
 - Gloves
 - Tongs
 - Double plastic bags
 - Yellow 'sharps bin' or if unavailable a screw top, puncture proof plastic container (for example, a fruit juice or detergent container) for needles and syringes

Note: HIV Information Line 9332 9700 (Monday to Friday 8am to 6:30pm)

- Always wear gloves when doing a 'needle stick check'
- Have 'sharps bin' in a readily accessible location
- Never pick up any foreign object with bare hands
- Never touch the sharp end of the needle
- Never try to replace the cap on the needle
- Never put needles down toilet or drains or place the 'sharps bin' with regular waste
- Put the needle and syringe in the 'yellow sharps bin' or other suitable container
- Tell the children never to pick up needles and syringes, and to always call an adult if they find one
- Dispose of gloves appropriately (remove at wrist)
- Ensure the sharps bin or other container is securely located and arrange for its removal

If you injure yourself:

- Encourage the wound to bleed by gently squeezing it
- Wash the affected area vigorously with warm soapy water
- Apply antiseptic and a waterproof band aid
- Contact your doctor or community health centre and/or the HIV Information Line to arrange for testing, confidential advice and counselling
- Notify the Director and complete an incident form.

Reviewed: 14/09/2017

2.39 Power Failure Procedure

Introduction

In the event of a power failure staff must know how to protect themselves and the children from risks of harm and follow a safety procedure.

Goal

Castlecrag Montessori School aims to protect the wellbeing and safety of staff, children and other persons at the preschool.

Strategies

Castlecrag Montessori School endorses the following procedure be followed in the event of a power failure:

- Stay calm and comfort any child experiencing distress
- Move to an area best illuminated by the emergency lighting
- Wherever possible, switch off any electrical appliances that have been in use
- The Director contacts the relevant authority to try to ascertain the potential length of the interruption
- The Director assesses the situation to determine whether an evacuation will be necessary.

A torch is kept in the emergency evacuation bag in the kitchen should it be required.

Reviewed: 14/09/2017

2.40 Smoke Free Environment Statement

Introduction

All workplaces have a regulatory and legislative duty of care to provide a safe, healthy and smoke free environment. Children, educators and families will not be exposed to the harmful effects of second hand smoke while on the school premises.

Goals

The school has adopted a smoke free environment policy and does not permit the smoking of any substance in any area of the premises.

Strategies

The Director will ensure that the environment is free from the use of tobacco for the children being cared for and educated.

The Director/teacher will seek to protect children from passive smoking environments during excursions.

The Director will ensure 'No Smoking' signs are displayed on the veranda.

Source

Community Early Learning Australia Smoke Free Environment Policy

Reviewed: 10/10/2017

QUALITY AREA 3:

PHYSICAL ENVIRONMENT

3.1 Safe and Supportive Environment Policy

Introduction

The NSW Education Standards Authority Registered and Accredited Non-Government Schools (NSW) Manual requires that a school must have in place policies and procedures to ensure that it provides a 'safe and supportive environment' for all students.

Support

The school wishes to promote a learning environment where all teachers and pupils should be mutually supportive. The school community should respect each other and not engage in conduct which undermines this mutual trust and support, and also respects the philosophy and ethics of the school. The school encourages consultation between all members of the school community in matters which affect them.

Security

The school will implement measures designed to promote the safety and well-being of students, particularly having regard to its professional judgment as to what is required and will include in its consideration such matters as:

- Appropriate levels of supervision
- Security of buildings
- Procedures in case of fire
- Use of grounds and facilities
- Travel on School related activities
- Other appropriate matters.

The implementation of these requirements and procedures will be monitored for compliance from time to time.

Supervision

Appropriate measures will be taken by school staff to ensure that all students are adequately cared for and supervised while undertaking both on-site and off-site activities, bearing in mind the type of activity and age of students involved.

Conduct

The school has in place a Code of Conduct for staff and students which may be supplemented by specific rules and directives. The Code of Conduct includes such matters as:

- The rights and responsibilities of students and staff within the school community
- Behaviour management
- The management and reporting of serious incidents.

The school will establish and implement appropriate behaviour management practices for students, consistent with the philosophy of the school and with other aspects of this policy.

Complaints and Grievances

The school will have in place processes for dealing with complaints and grievances raised by students and parents. This will incorporate, as appropriate, principles of procedural fairness.

Pastoral Care

Parents and the school community will be made aware of pastoral care that can be arranged by the school.

The school will take reasonable measures to identify students with special needs and provide them with an appropriate level of support to assist such students with their schooling with minimal disruption, taking into account the resources available.

Parents of students requiring support or medication will be assisted to access these in an appropriate manner.

Communication

The School provides both formal and informal mechanisms to facilitate communication between those with an interest in the student's education and well-being, taking into account the limitations as outlined in the Privacy Act.

This may include communications between some or all of the following – student, parent or guardian or other significant family member of the student, teacher, Nominated Supervisor, representative of an appropriate government, welfare, health or other authority.

Implementation

All of the above policies will be implemented in a manner that is appropriate to the school, its students and the school community and with regard to the relevant legislative requirements that apply to the school and the students within its care.

Relevant Legislation

Children (Education and Care Services National Law Application) Act 2010: 172, 175, 165, 167, 169, 174, 173

Education and Care Services National Regulations 2011: 97, 168, 155, 73, 75 - 76, 99, 102, 111, 157, 171, 173, 101, 166, 121 - 123, 12, 87, 174, 175, 90 - 96, 181, 183 - 184

Guidelines, Standards and Frameworks

1.1, 2.1, 2.3, 3.1, 3.2, 4.1, 4.2, 5.1, 5.2, 6.1, 6.2, 7.3

Source

Policy written by AIS NSW

Related Policies and Procedures

Interactions with Children

Code of Ethics

Work Health and Safety

Student Discipline

Appropriate Behaviour

Incident Injury Trauma and Illness

Confidentiality

Privacy

Family Participation and Communication

Children with Additional Needs

Anti Bias

Excursion

Complaints and Feedback

Building and Premises

Accident Prevention

Pastoral Care

First Aid

Updated: 26/03/2018

3.2 Work Health and Safety Policy

Introduction

In any preschool there exist an extensive number of risks that can potentially cause harm, injury or illness to an individual. Castlecrag Montessori School has a responsibility to look after the safety and health of every person on the premises at all times. Our work health and safety policies and procedures impact on the mental, emotional and physical wellbeing of individuals and are therefore of paramount importance.

Castlecrag Montessori School employs a risk management approach to workplace safety which involves identifying, assessing, controlling, minimising or eliminating risks. When assessing risks in regards to the children, we acknowledge the need for children to explore risks and to make good judgements about risks, while considering the potential for actual harm to the children.

Insurance

Castlecrag Montessori School has workers compensation insurance and public liability insurance as required by law. Public liability insurance covers the children attending Castlecrag Montessori School, the general public on the premises, excursions and other extra curricula activities.

Public Liability Insurance:
Guild Insurance Limited
Policy Number: P00050346
Amount \$20,000,000

Workers Compensation Insurance:
iCare Workers Insurance
Policy Number: 126054801

Aims

Castlecrag Montessori School aims to establish clear health and safety management systems that reduce the:

- number of hazards in our environment
- consequences of risks present in our environment
- number of incidents (notifiable and non-notifiable) and injuries
- cost of workers' compensation claims

Our Work Health and Safety policy also aims to:

- establish clear procedures for health and safety concerns
- ensure all staff, families and visitors are aware of their duty of care in relation to themselves and other members of the Castlecrag Montessori School community
- promote an awareness of health and safety issues among the Castlecrag Montessori School community.

Policy

Castlecrag Montessori School's Health and Safety System takes into account the requirements of relevant legislation, regulations, and codes of practice, advisory standards, and Australian Standards where they apply.

Castlecrag Montessori School consults with government agencies, the unions and other peak bodies to ensure its Health and Safety management system meets the requirements of the Work Health and Safety Act 2011.

Castlecrag Montessori School applies 'due diligence' at all times to maintain a safe and healthy work service environment and thereby protect all those involved in the service from any potentially adverse health and safety effects.

Castlecrag Montessori School's Work Health and Safety Policy applies to all persons employed or contracted by our service (full time, part time and casual) as well as to all persons on the premises (e.g. parents, students, volunteers, visitors, clients, suppliers, etc.)

Responsible Persons

As PCBU (Person Conducting a Business or Undertaking), Castlecrag Montessori School has the primary duty of care, to ensure so far as is reasonably practicable, the health and safety of workers and others such as visitors and members of the Public.

The Work Health and Safety Act requires Officers to exercise due diligence to ensure the business complies with its duties. Officers demonstrate due diligence by:

- acquiring safety knowledge and keeping up to date with current information
- developing an understanding of workplace business, health and safety risks
- providing resources to identify and control risks
- receiving, considering and acting on workplace incidents, hazards and risks
- ensuring WHS legal compliance
- auditing and reviewing WHS processes and use of resources

The Officers must also ensure:

- the implementation of systems and procedures that comply with current legislation
- the development and administration of risk management processes
- workplace inspections are undertaken regularly
- consultation of workers during the review of health and safety policies
- documents and records are appropriately stored
- the provision of workplace health and safety training for staff
- the availability of Safety Data Sheets for all hazardous products
- all incidents are documented and responded to appropriately
- the identification of patterns of incidents to prevent further occurrences
- all workers exercise personal responsibility for their own safety and co-operate in preventing harm to others
- that a worker who sustains injury or illness at work is restored to the same physical, economic and social condition in which he/she was before suffering the injury illness in accordance with the Work Health and Safety Act 2011
- programs for workers returning to the workplace are in accordance with medical advice and insurance procedures
- buildings and external areas are safe at all times
- equipment is safe at all times
- children are supervised adequately and in accordance with legislative requirements
- emergency procedures are visible in the classroom, kitchen, office and downstairs exit
- health and safety policies are accessible to all
- policies are adhered to and updated as required.

The Officers of Castlecrag Montessori School are the Executive Committee, Nominated Supervisor and Administrator.

Workers and others will:

- take reasonable care of their own health and safety
- take reasonable care that their conduct does not adversely affect others
- comply, as far as they are reasonably able, with instructions
- co-operate with reasonable notified policies and procedures

In addition, staff will:

- take all reasonable practicable steps for the health and safety of others in their care
- report any hazards to the Nominated or Certified Supervisor and complete a hazard report form
- become familiar with all health and safety policies and procedures
- receive training and information on health and safety concerns through the staff handbook, policy manual, staff meetings and professional development
- make every effort to ensure the children play in safety by:
 - regularly checking and maintaining equipment
 - regularly inspecting the premises for hazardous objects or equipment
 - educating children in the correct use of equipment and preventing them from using equipment unsuited to their stage of development
 - educate children about health and safety concerns
 - ensuring dangerous potentially hazardous products or equipment are stored out of reach or in a locked area.
 - not allow children to leave the premises without a parent or carer
 - encourage children to develop positive behaviour towards others
 - check attendance sheets and the collection book and ensure children are only released to authorised persons.
 - Not allow photos of children to be taken without parental permission

Families will:

- Abide by their duty to take all reasonable practicable steps for their own and their children's health and safety whilst on the school premises
- Report any hazards to an educator immediately
- Become familiar with, and comply with Castlecrag Montessori School's policies and procedures relating to health and safety. These policies include: Arrival and Departure, Nutrition Requirements, Sun Protection, Incident, Injury, Trauma and Illness, Managing Asthma, Medication Procedure, Anaphylactic Shock, Allergic Reactions and Food Intolerance Statement, Immunisation Procedure.

Pregnant Women:

Educators and frequent visitors to Castlecrag Montessori School who are planning a pregnancy or who are pregnant, need to inform their health professional that they are in contact with children in order to identify strategies to minimise the risks of contracting the following infections while on the premises:

- Rubella: women of childbearing age must be protected from Rubella as it can cause birth defects. Immunity can be identified by a blood test.
- Cytomegalovirus (CMV): CMV can be contracted during nappy changing routines, although the risk is low if the mother has had CMV before. Immunity can be identified by a blood test.
- Chicken Pox: Pregnant women exposed to Chicken Pox in early pregnancy should contact their doctor. An injection of antibodies can be administered if exposed.
- Erythema Infectiosum: Commonly known as Slapped Cheek, it can cause miscarriage or still births in a small percentage of women.
- Pregnant educators must also take great care during manual handling of items and children and ask for help.

Consultation

Castlecrag Montessori School consults with and involves all workers in implementing our risk management approach to workplace health and safety.

Consultation involves:

- the sharing of health and safety information;
- the provision of a reasonable opportunity for workers to express their views, relate their health and safety concerns and contribute to the decision making process;
- consideration of workers' views, and
- informing workers of the outcome in a timely manner.

Castlecrag Montessori School ensures effective health and safety information, instruction, training and supervision is provided to all staff, to increase their personal understanding of workplace hazards and the need to follow safe work practices, and to facilitate the identification of unsafe workplace practices.

Relevant Legislation

Work Health and Safety Act 2011

Work Health and Safety Regulations 2011

Work Health and Safety Consultation, Co-operation and Co-ordination Code of Practice (Draft)

National Quality Standard 7.1.1

Related Policies

Responsibilities of the Executive Committee

Staff Policy

First Aid

Safe and Supportive Environment

Building and Premises

Incident Injury Trauma and Illness

Rest and Sleep

Sun Protection

Water Safety

Excursion

Nutrition Requirements

Dental Health

Child Protection

Drugs and Alcohol

Managing Asthma

Infectious Diseases

Emergencies and Evacuation

Managing Risks

Arrival and Departure

Acceptance and Refusal of Authorisations

Student Attendance

Reviewed: 28/08/2017

3.3 Work Health and Safety Statement

Introduction

Work health and safety (**WHS**) is of fundamental importance to the school.

The purpose of this Statement is to summarise the obligations imposed by WHS legislation on the school and on workers (including employees and contractors).

Maintaining a safe work environment requires everyone's continuous cooperation. It is a partnership between you and the school. This means that, as a worker you are individually responsible to protect your own health and safety, and the health and safety of your co-workers and other persons who are not employees or contractors by working in compliance with the law and with our safe work practices.

The School's Responsibilities

The school's responsibilities under legislation regarding WHS may include doing everything reasonably practicable to:

- a) ensure the health and safety of
 - i. workers engaged, or caused to be engaged by the school, and
 - ii. workers whose activities in carrying out work are influenced or directed by the school,

while the workers are at work in the business or undertaking; and
- b) that the health and safety of others is not put at risk from work carried out as part of the business or undertaking;
- c) identify any hazards in the workplace that may be a risk to health and safety and eliminating or minimising those hazards; and
- d) consult with its workers about health and safety issues in the workplace.

Your Responsibilities (workers, contractors, volunteers)

You have a responsibility under WHS legislation to take care of your own health and safety at work. It is also your responsibility to ensure that your activities do not adversely affect the health and safety of other persons – for example your co-workers, students, parents or other persons that you may come into contact with at work.

You must cooperate with the school in ensuring that your workplace is safe and without risk to health. This includes, but is not limited to:

- a) complying with all policies and procedures in place to protect your health and safety at work;
- b) complying with all reasonable instructions from managers in relation to health and safety issues at work;
- c) ensuring that you know how to use equipment safely and that you use all equipment in the correct manner;
- d) using any personal protective equipment provided to you by the school to protect your safety and ensuring that you use this equipment correctly;
- e) participating in WHS training;
- f) participating in WHS consultation;

- g) reporting all incidents and accidents at the workplace in accordance with this policy. This includes both actual accidents and 'near misses' (that is, where an incident has occurred which had the potential to cause personal injury or damage to school property, even if no injury or damage occurred); and
- h) generally cooperating with the school as required to enable compliance with the law.

1. Reporting Safety Issues

All accidents, injuries and potential safety hazards must be reported immediately to the Director. The school needs to keep a record of all work-related illnesses and/or injuries, no matter how slight, to comply with WHS legislation.

If you sustain an injury or illness at work you are required to record this in the Register of Injuries immediately on becoming aware of the injury or illness. This applies even if the injury or illness does not require medical attention, because the school aims to ensure that any existing safety hazards are corrected. The Record of Injuries and incidents is kept by the Director and is located in the office. It is unlawful to discriminate against or victimise any worker because the worker raises an issue or concern about a workplace matter that he or she considers is not safe or is a risk to health.

2. General

This Statement summarises some of the rights and obligations which are created by the legislation.

The Statement is not intended to go beyond the legislation.

For further information about work health and safety please contact ***the Director (Annabel Needs)***

3.4 Safety Data Sheets Statement

What are Safety Data Sheets?

Safety Data Sheets (SDS) are a part of WHS regulations for all schools and businesses. They consist of information required to allow the safe handling of hazardous chemicals and mixtures of chemicals in the working environment. The SDS describes the properties and uses of a chemical product or formulation; health hazard information; precautions for use; and safe handling information.

Where do you find Safety Data Sheets?

When a new product with a hazardous classification is purchased for the school the SDS must also be obtained. The information required is on the label of the product (name and contact details of the company).

Contact the company, quote the product details and request a SDS by email or fax or search the company's website. Emails should be sent to Castlecrag Montessori School.

For products ordered from manufacturers request a SDS on that product. It will be sent with delivery or by email.

Procedures

On receipt of the Safety Data Sheet a risk assessment is carried out with staff. Risks and first aid procedures are identified and the SDS is filed in the appropriate SDS folder (office or storeroom depending on where the product is stored).

Substances which will require Safety Data Sheets:

- Photographic chemicals
- Cleaning agents
- Water dosing chemicals
- Paints and varnishes
- Printing materials
- Art materials
- Pesticides

Storage of Safety Data Sheet Folder

The SDS folders are stored in the office and storeroom and are easily accessible.

Reviewed: 14/09/2017

3.5 Environmental Sustainability Policy

Introduction

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

- The Executive Committee and staff will ensure the School is safe, clean and maintained.
- Staff will promote children's awareness of the environment through daily practices, interactions and use of resources.
- Castlecrag Montessori School encourages sustainable practices within the School and encourage staff, children and families to become advocates for a "green" environment.

Definitions

Environmental education can be defined as learning about the environment and how natural systems function; the interconnectedness of plants, animals, humans and the planet we inhabit.

Sustainability can be defined in a more holistic context of education as for the environment rather than about the environment. The aim of education for sustainability is to promote a sense of respect, responsibility and active participation.

Procedure

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

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

Environmental education and sustainability will form part of the School's program. Sharing of sustainable ideas, implementation and resources will be encouraged between the staff, children and families. This can be done at parent meetings, through emails, newsletters and conversations.

Relevant Legislation

Children (Education and Care Services National Law) Act 2010: 168

Education and Care Services National Regulations 2011: 73-76

Related Standards, Guidelines and Frameworks

National Quality Standard: 3.3.2

Early Years Learning Framework

Related Policies

Water Safety Policy

Purchase of Equipment Procedure (WHS Manual)

Programming Statement

Reviewed: 14/09/2017

3.6 Building and Premises Policy 1

Purpose

This policy gives Castlecrag Montessori School guidance and direction to ensure the health, safety and welfare of all staff, students and others who are legally present on school premises.

Policy

Castlecrag Montessori School, under the direction of the Nominated Supervisor and in collaboration with the Executive Committee is responsible for ensuring that all occupants of school buildings and premises are kept safe and not exposed to hazardous environmental or operational practices.

Procedures:

The school shall ensure that necessary control procedures are put in place to address the following buildings and premises health and safety issues:

- Access and accommodation adequacy for disabled persons shall be provided in accordance with the provisions of the DDA, including but not limited to:
 - Accessibility of all required teaching and specialist spaces.
 - Provision of suitable facilities to suit the needs of disabled persons.
 - Provision of non-slip trafficable surfaces.Refer to Children With Additional Needs Statement (2.22)
- Electrical safety is assured by following the necessary procedures detailed in the relevant Australian Standard including but not limited to:
 - Inspection and testing of permanent electrical installations.
 - Inspection and testing of movable electrical equipment.
 - Records are kept in the Equipment and Substances Register in the office.
- Emergency response procedures shall be implemented including but not limited to:
 - Fire and emergency evacuation procedures shall be properly developed and displayed.
 - School communities shall carry out evacuation drills every 3 months so that emergency responses are effective.
 - Fire suppression equipment shall be inspected, tested and tagged in accordance with the provisions of the relevant Australian Standard.
 - Fire detection equipment and monitoring shall be provided and/or implemented in accordance with the provisions of the BCA and/or the Australian Standard.Refer to Emergency and Evacuation Policy (2.3) and Fire Safety and Education Statement (2.2).
- Food safety shall be assured including but not limited to:
 - Provision of adequate storage of perishable foods.
 - Implementation of effective cleaning protocols of food preparation areas.
 - Refer to Nutrition Requirements Policy.
- Glass installed in doors, windows and fixed panels shall be made safe including but not limited to:
 - The replacement of non-compliant glass in accordance with Australian Standard AS 1288 1994.
 - *Note: Schools need only be aware of the requirements of the Standard. Responsibility for determining the correct type and thickness of glass to be used should be left to an accredited glazier.*
- Hazardous substances are handled and stored safely including but not limited to:
 - Science chemicals.
 - Cleaning chemicals.

- Airborne dusts and gaseous fumes.
 - Materials containing asbestos.
 - Light fittings containing polychlorinated biphenyls (PCBs).
 - Pest control chemicals and baits.
- Waste products are handled, stored and disposed of safely including but not limited to:
 - Clay, paint and other art mediums from the classroom.
 - Food waste from school lunches.
 - Waste products.
 - Lighting levels are adequate and appropriate for a variety of tasks in all areas of school buildings in accordance with the relevant Australian Standard including but not limited to:
 - Replacing or providing additional luminaries.
 - Replacing tubes and globes as required.
 - Playground equipment safety shall be assured including but not limited to:
 - Replenishing soft fall in the upper garden.
 - Checking play equipment for:
 - Entrapment points.
 - Broken or damaged parts.
 - Splinters or rusted fixings.
 - Sanitary facilities must be adequate including but not limited to:
 - Appropriate numbers to match occupancy.
 - Ventilation – natural or mechanical as required.
 - Personal hygiene facilities including:
 - Good supply of potable water.
 - Provision of soap and paper towels for hand washing.
 - Sick bay facilities shall be adequate including but not limited to:
 - Provision of space to ensure good supervision of sick child.
 - Provision of secure medical supplies storage.
 - Sound attenuation controls are implemented to ensure that:
 - Acceptable noise levels in teaching/learning areas
 - The privacy of sensitive interviews must be considered by ensuring appropriate sound attenuation is achieved in the office/stage.
 - Ventilation in habitable rooms shall be achieved in accordance with the requirements of the Building Code of Australia including but not limited to:
 - Proper operation of windows.
 - Effective operation of required exhaust systems from toilets.
 - Dust producing equipment.
 - Gas Heaters.

Definitions

Disability Discrimination Act 1992 (Cth) (“the DDA”) - Commonwealth legislation which makes it unlawful to discriminate against people with a disability, or their associates, in relation to access to, and use of, “premises” that the public (or a section of the public) are entitled to use.

References

NSW Department of Education and Training, Chemical Safety in Schools Vol. 1,

The Safe Use and Storage of Workplace Chemicals in Schools, All schools K-12
NSW Department of Education and Training, Chemical Safety in Schools Vol. 2,
Work Health and Safety Act 2011
Australian Standards
Building Code

Relevant Legislation

Children (Education and Care Services National Law Application) Act 2010
Education and Care Services National Regulations 2011: 77-79, 97,103,109-111,117,168
National Quality Standard 3.1, 3.1.1, 3.1.2
Work Health and Safety Act 2011

Source

Montessori Australia Foundation

Related Policies and Procedures

Safe and Supportive Environment Policy
Work Health and Safety Policy
Emergency and Evacuation Policy
Nutrition Requirements Policy
Health and Hygiene Statement

Reviewed: 14/09/2017

3.7 Building and Premises Policy 2

Purpose

This policy gives Castlecrag Montessori School guidance and direction to ensure our built environment is in good condition and is a safe and a healthy place in which to learn, teach and visit.

Policy

Castlecrag Montessori School, under the direction of the Director and in collaboration with the Executive Committee, is responsible for ensuring school buildings are adequately maintained in sound operational condition for the courses of study and the number of students in each course.

Castlecrag Montessori School and their landlords, St James Church (and Anglican Church Property Trust) are responsible for funding the maintenance of school buildings and play areas.

Definitions

School buildings: Buildings and additions to a building, which are used for a purpose that is connected with the curriculum of the school.

Fixtures, which are affixed to a building and are unable to be detached without substantial damage to the item itself or that to which it is attached, are accepted as part of a building.

A school building includes covered outdoor play areas, landscaping, play equipment, playgrounds.

Maintenance: Maintenance falls into three broad categories, viz.:

- Essential Maintenance – work that is recurrent in nature, required to keep systems operational, safe and/or as required by statutory authorities or regulation, for example:
 - Fire protection systems
 - Ventilation systems
 - Heating and cooling plant and equipment
 - Electrical equipment safety inspections and testing
 - Hazardous materials management
- Planned Maintenance – work that has been identified through asset inspection and assessment procedures required to be undertaken to preserve a building's fabric, including features; for example:
 - Painting previously painted surfaces
 - Replacement of floor coverings
 - Replacement of furniture
 - Replacement of softfall mulch
 - Gutter cleaning
 - Major repair or restoration (e.g. roof replacement).
- Unforeseen Maintenance – work that cannot be anticipated, usually as a result of a breakdown or an accident, which is essential for health safety, security or protecting the environment, for example:
 - Blocked drains from storm water or sewerage
 - Electrical hazards
 - Vandalism outside school hours
 - Water leaks from taps, toilets

Procedures:

In NSW, in accordance with the requirements of Section 39 of the Education Act 1990 as detailed in the Registration Systems and Member Non-government Schools (NSW) Manual, a registered non-government school must:

- Assess and monitor the current standard and state of repair of facilities, taking into account the requirements of relevant legislation including:

- Dangerous Goods Act 1975
 - Explosives Act 2003
 - Work Health and Safety Act 2011
 - Work Health and Safety Regulations 2011
- Workplace Inspections are carried out twice a year at Castlecrag Montessori School to identify structures/items in need repair and maintenance is carried out as soon as possible.
 - Castlecrag Montessori School will establish an annual program of maintenance work set out in priority order to include the following:
 - Essential maintenance.
 - Planned Maintenance.
 - Establish a reasonable budgetary allowance for unforeseen maintenance.
 - Unforeseen Maintenance: The procedure to ensure unanticipated breakdowns and disruptions to the operation of the school are minimized and/or rectified include the following steps:
 1. All employed persons are required under WHS regulations to note any hazard on a Hazard Report Form and submit it to the Director.
 - Clearly identify the location
 - Identify the problem, example: Water dripping from cistern.
 - Sign and date the form.
 2. The Director will check each Hazard Report Form submitted and prioritise the maintenance required. The Administrator will contact the required company.
 3. The assigned contractor shall attend the school and undertake the following:
 - Sign in on arrival.
 - Clarify the reason for the visit with the school contact person.
 - Rectify the problem.
 - Advise the school the problem has been rectified or explain and quantify possible delay.
 - Certify that work has been completed or that successful completion is delayed.
 4. The Director or Administrator shall ensure the contractor is made aware of the following:
 - School protocols with respect to student and staff safety.
 - Ensure the site is accessible and isolated.
 5. The Director shall monitor that all contractors' work is being completed satisfactorily.
 - Urgent Maintenance: All staff shall take any necessary corrective action to make safe a hazardous situation as a result of unforeseen emergency or accidents, which may place students and staff at immediate risk.
Such incidents must be notified to the Director when the students and /or staff are safe.

Related Policies

Safe and Supportive Environment
 Building and Premises
 Incident Injury Trauma and Illness
 Emergencies and Evacuation
 Managing Risks

Reviewed: 14/09/2017

3.8 Providing a Child Safe Environment

Introduction

Our service has a moral and legal responsibility to ensure that the rights and best interests of the child are paramount and that we will provide training, resources, information and guidance to support this in order to:

- ensure that the health, safety and wellbeing of children at the service is protected at all times;
- ensure that people educating and caring for children at the service act in the best interests of the child;
- protect and advocate the rights of all children to feel safe, and be safe, at all times;
- maintaining a culture in which children's rights are respected;
- encouraging active participation from families at the service, supporting a partnership approach and shared responsibility for children's health, safety, wellbeing and development.

Goals / What are we going to do?

All children have the right to experience quality education and care in an environment that promotes opportunities to thrive with adults who safeguard and advocate for their health, safety, security and wellbeing including the right to:

- be asked to express their views and wishes about matters affecting their lives and to have those views appropriately considered by adults;
- feel and be safe in their interactions with adults and other children and young people; and
- understand, as early as possible, what is meant by 'feeling and being safe'.

Strategies / How will it be done?

The Physical Environment

In order to promote a safe physical environment we will:

- Ensure all equipment and materials used at the service meet relevant safety standards.
- Remove, repair or replace worn and damaged buildings, structures, equipment and resources which may provide a safety risk for children in a timely manner.
- Ensure learning environments are established that provide appropriate child groupings, sufficient space, and include carefully chosen and well-maintained resources and equipment.
- Organise indoor and outdoor spaces to ensure risks to the health and safety are minimised.
- Conduct a workplace inspection of the school environment twice a year to determine any risks to children's health and safety.
- Analyse and evaluate the risks associated with identified hazards.
- Determine appropriate ways to eliminate or control identified hazards.
- Review risk assessments after any serious incident report is made to the Regulatory Authority.
- Ensure smoking is banned within the grounds of the school.

Staffing and Supervision

- Ensure that sufficient numbers of educators are employed to ensure adequate supervision of children at all times.

- Manage rosters to not only ensure that adequate numbers of educators are on duty to meet ratio and qualification requirements but that duty of care implications are considered to ensure adequate supervision at all times.
- Ensure screening and suitability of staff, volunteers as per the legislation and policy at the time of employment and as part of an ongoing process.
- Respond proactively to emerging staff performance concerns.

Child Protection

- All educators and volunteers of our service are Mandatory Reporters and are required to report to the Child Protection Helpline (Phone: 133 627 or eReport at: <https://kidsreport.facs.nsw.gov.au>) if they have reasonable grounds to suspect a child or young person is at risk of significant harm and have current concern about the safety, welfare or wellbeing of a child or young person.
- The Mandatory Reporter Guide (see resources) will be used, to guide decision making and determine whether or not to report to the Child Protection Helpline under the new risk of significant harm reporting threshold.
- Staff will undertake training in order to effectively:
 - » make appropriate responses to all disclosures of abuse and any allegation of abuse against staff members of the service;
 - » understand the responsibilities and processes as a mandatory reporter;
 - » be able to recognise the factors that increase a child's vulnerability to maltreatment;
 - » be aware of the vulnerabilities which may indicate a need to assess, monitor or curtail the behaviour of individuals in relation to children and young people within organisations.

Roles and Responsibilities

Approved Provider

- Ensure the service operates in line with the Education and Care Services National Law and National Regulations 2011 with regard to the delivery and collection of children at all times.
- Ensure all staff have access to relevant professional development.
- Ensure ensuring that the Nominated Supervisor and staff members at the service who work with children are advised of current child protection legislation, its application, and any obligations that they may have under that law (Regulation 84).

Nominated Supervisor

- Provide all staff and educators working directly with children with access to a copy of the Mandatory Reporter Guide to assist them in their reporting.
- Provide all staff and educators working directly with children with access to the Child Wellbeing and Child Protection NSW Interagency Guidelines.
- Ensuring screening and suitability processes are maintained to meet policy and legislated requirements.
- Identifying and providing appropriate resources and training to assist staff, contractors, visitors, volunteers and students to implement this policy (refer to Sources).
- Keeping up to date and complying with any relevant changes in legislation and practices in relation to this policy.
- Co-operating with other services and/or professionals in the best interests of children and their families.
- Ensuring that families are made aware of support services available to them and of the assistance these services can provide.
- Ensuring that all staff who work with children are supported to implement this policy in the service.

- Protecting the rights of children and families, and encouraging their participation in decision-making at the service.

Early Childhood Educators / Certified Supervisors

- Act in accordance with the obligations outlined in this policy.
- Raise concerns when barriers or threats to the protection of children and young people's safety and wellbeing are identified, including through the conduct of other adults at the site/service.
- Keeping up to date and complying with any relevant changes in legislation and practices in relation to this policy.
- Follow all record keeping requirements.
- Undertaking appropriate training and education on child protection.
- Identifying any potential for risk and harm to a child at the service and developing and implementing effective prevention strategies in consultation with the approved provider and the nominated supervisor.
- Co-operating with other services and/or professionals in the best interests of children and their families.
- Informing families of support services available to them, and of the assistance these services can provide.
- Ensuring that no child is left alone (or is out of sight) with a contractor, visitor, volunteer, student or parent/guardian at the service.
- Implementing the procedures for reporting suspected child abuse.
- Offering support to the child and their family, and to other staff in response to concerns or reports relating to the health, safety and wellbeing of a child at the school.
- Maintaining confidentiality at all times.
- Adhering to all service policies.
- Notifying the nominated supervisor or the approved provider immediately on becoming aware of any concerns, complaints or allegations regarding the health, safety and welfare of a child at the school.

Families

- Reading and complying with this policy.
- Reporting any concerns, including in relation to potential for child abuse, to the Nominated Supervisor.

Monitoring, Evaluation and Review

This policy will be monitored to ensure compliance with legislative requirements and unless deemed necessary through the identification of practice gaps, the service will review this Policy every 18 months. Families and staff are essential stakeholders in the policy review process and will be given opportunity and encouragement to be actively involved.

In accordance with R. 172 of the Education and Care Services National Regulations, the service will ensure that families of children enrolled at the service are notified at least 14 days before making any change to a policy or procedure that may have significant impact on the provision of education and care to any child enrolled at the service; a family's ability to utilise the service; the fees charged or the way in which fees are collected.

Related Legislation

Education and Care National Law Act 2010: Sections 165, 167
Education and Care National Regulations 2011: 99, 158-159, 168(f), 176
Child Protection (Working with Children) Act 2012
Child Protection (Working with Children) Regulation 2013
Child Protection (Working with Children) Amendment (Miscellaneous) Regulation 2013
Crimes Act 1900
Ombudsman Act 1974 – Part 3A ⇐ Australian Privacy Principles – www.oaic.gov.au
Office of the Australian Information Commissioner – www.oaic.gov.au
Privacy Act 1988 (Privacy Act) – www.oaic.gov.au/law/act
Smoke Free Environment Act 2000

Related Guidelines, Standards, Frameworks

National Quality Standard: 2.3, 3.1, 7.1

Sources/Useful Resources

Policy written by Community Early Learning Australia
Australian Children's Education and Care Quality Authority (ACECQA) – www.acecqa.gov.au
Mandatory Reporter Guide & training including e-learning presentation – www.keepthemsafe.nsw.gov.au
eReporting is available at <https://kidsreport.facs.nsw.gov.au>
Working With Children Check – www.kidsguardian.nsw.gov.au/working-withchildren/working-with-children-check
Become a Childsafe Organisation – www.kidsguardian.nsw.gov.au/childsafe-organisations/become-a-childsafe-organisation
Childsafety Australia – www.childsafetyaustralia.com.au
United Nations Convention on the Rights of the Child – www.unicef.org.au
The Supporting young children's rights: Statement of intent (2015-2018) – www.earlychildhoodaustralia.org.au
Australian Human Rights Commission – www.humanrights.gov.au
Australian Childhood Foundation – www.childhood.org.au

Adopted: 12/07/2017

QUALITY AREA 4:

STAFFING ARRANGEMENTS

4.1 Code of Ethics (ECA)

Vision

Professionals who adhere to this Code of Ethics act in the best interests of all children and work collectively to ensure that every child is thriving and learning.

Preamble

Early Childhood Australia recognises that Aboriginal and Torres Strait Islander people have been nurturing and teaching children on this land for thousands of years. The *Code of Ethics* acknowledges Aboriginal and Torres Strait Islander traditional ways of being and caring for children.

This Code of Ethics is informed by the principles in the *United Nations Convention on the Rights of the Child (1991)* and the *Declaration on the Rights of Indigenous Peoples (2207)*. A Code of Ethics is an aspirational framework for reflection about the ethical responsibilities of childhood professionals who work with, or on behalf, of children and their families. In this *Code of Ethics* the protection and wellbeing of children is paramount and therefore the protection and wellbeing of children is paramount and therefore speaking out or taking action in the presence of unethical practice is an essential professional responsibility.

Being ethical involves thinking about everyday actions and decision making, either individually or collectively, and responding with respect to all concerned. The *Code of Ethics* recognises that childhood professionals are in a unique position of trust and influence in their relationships with children, families, colleagues and the community, therefore professional accountability is vital.

Definitions of Terms in ECA's Code of Ethics

A Code of Ethics – defines the core aspirational values of the profession and provides guidance for professional decision making especially when there are conflicting obligations or responsibilities.

Core Principles – fundamental and prized values of the profession.

Families – the people who have significant care responsibilities for and/or kinship relationships with a child.

Childhood Professional – a person who works with or on behalf of children and families in education and care settings.

Communities – a group of people living in the same place or having a particular characteristic in common.

Colleagues – includes employers and those with whom you work with directly or more broadly.

Student – a person undertaking study at a secondary or tertiary institution.

Core Principles

The core principles in this *Code of Ethics* are based on the fundamental and prized values of the profession. They act to guide decision making in relation to ethical responsibilities. These core principles require a commitment to respect and maintain the rights and dignity of children, families, colleagues and communities.

- Each child has unique interests and strengths and the capacity to contribute to their communities.
- Children are citizens from birth with civil, cultural, linguistic, social and economic rights.
- Effective learning and teaching is characterised by professional decisions that draw on specialised knowledge and multiple perspectives.
- Partnerships with families and communities support shared responsibility for children's learning, development and wellbeing.
- Democratic, fair and inclusive practices promote equity and a strong sense of belonging.
- Respectful, responsive and reciprocal relationships are central to children's education and care.
- Play and leisure are essential for children's learning, development and wellbeing.
- Research, inquiry and practice-based evidence inform quality education and care.

In relation to children, I will:

- Act in the best interests of children
- Create and maintain safe, healthy, inclusive environments that support children's agency and enhance their learning
- Provide a meaningful curriculum to enrich children's learning, balancing child and educator initiated experiences.
- Understand and be able to explain to others how play and leisure enhance children's learning, development and wellbeing
- Ensure childhood is a time of being in the here and now and not solely about the preparation for the future
- Collaborate with children as global citizens in learning about our shared responsibilities to the environment and humanity
- Value the relationship between children and their families and enhance these relationships through my practice
- Ensure that children are not discriminated against on the basis of gender, sexuality, age, ability, economic status, family structure, lifestyle, ethnicity, religion, language, culture, or national origin
- Negotiate children's participation in research, by taking into account their safety, privacy, levels of fatigue and interest

- Respect children as capable learners by including their perspectives in teaching, learning and assessment
- Safeguard the security of information and documentation about children, particularly when shared on digital platforms.

In relation to the profession, I will:

- Base my work on research, theories, content knowledge, practice evidence and understanding of the children and families with whom I work
- Take responsibility for articulating my professional values, knowledge and practice and the positive contribution our profession makes to society
- Engage in critical reflection, ongoing professional learning and support research that builds my knowledge and that of the profession
- Work within the scope of my professional role and avoid misrepresentation of my professional competence and qualifications
- Encourage qualities and practices of ethical leadership within the profession
- Model quality practice and provide constructive feedback and assessment within the profession
- Mentor new graduates by supporting their induction into the profession
- Advocate for my profession and the provision of quality education and care.

In relation to colleagues, I will:

- Encourage others to adopt and act in accordance with this Code, and take action in the presence of unethical behaviours
- Build a spirit of collegiality and professionalism through collaborative relationships based on trust, respect and honesty
- Acknowledge and support the diverse strengths and experiences of colleagues in order to build shared professional knowledge, understanding and skills
- Use constructive processes to address the differences of opinion in order to negotiate shared perspectives and actions
- Participate in a 'lively culture of professional enquiry' to support continuous improvement
- Implement strategies that support and mentor colleagues to make positive contributions to the profession
- Maintain ethical relationships in my online interactions.

In relation to families, I will:

- Support families as children's first and most important teacher and respect their right to make decisions about their children

- Listen to and learn with families and engage in shared decision making, planning and assessment practices in relation to children's learning, development and wellbeing
- Develop respectful relationships based on open communication with the aim of encouraging families' engagement and to build a strong sense of belonging
- Learn about, respect and respond to the uniqueness of each family, their circumstances, culture, family structure, customs, language, beliefs and kinship systems
- Respect families' rights to privacy and maintain confidentiality.

In relation to community and society, I will;

- Learn about community contexts and aspirations in order to create responsive programs to enhance children's learning, development and wellbeing
- Collaborate with people, services and agencies to develop shared understandings and actions that support children and families
- Use research and practice-based evidence to advocate for a society where all children have access to quality education and care
- Promote the value of children's contribution as citizens to the development of strong communities
- Work to promote increased appreciation of the importance of childhood including how children learn and develop, in order to inform programs and systems of assessment that benefit children
- Advocate for the development and implementation of laws and policies that promote the rights and best interests of children and families.

Adopted: 20/09/2017

4.2 Drugs and Alcohol Policy

Goal

Castlecrag Montessori School is committed to providing a healthy and safe environment for all employees in the workplace and does not condone the misuse of alcohol or abuse of other drugs by any employee in the workplace.

Code of Behaviour

The Work Health and Safety Act 2011 places a general duty of care on PCBU's to provide a safe workplace. Employers must take all reasonable action to protect their employees and other people in the workplace from foreseeable risks to health and safety. In light of this responsibility, all employees at Castlecrag Montessori School are to adhere to the following requirements:

- Employees must not consume alcohol or other drugs while at work, or during the course of their work. Smoking is not permitted at any time.
- No employee is to commence work, or return to work while affected by alcohol or other drugs.
- A breach of this policy is grounds for disciplinary action, which could lead to termination of employment.
- Employees who are aware of any change in the behaviour of their co-workers and have grounds to believe that person's ability to work safely may be impaired, have a responsibility to report it to the Nominated Supervisor so that action may be taken immediately. If an employee is concerned about the behaviour of the Nominated Supervisor, he/she is to report to the President of the Executive Committee.

Support Services

A list of recommended contacts providing details of independent counselling and support services providers is available in the kitchen.

Relevant Legislation

Children (Education and Care Services National Law Application) Act 2010: 167

Education and Care Services National Regulations 2011: 82, 83

Related Frameworks, Guidelines and Standards

National Quality Standard: 2.3

Related Policies and Procedures

Staff

Code of Ethics

Ethical Conduct Statement

Reviewed: 20/09/2017

4.3 Code of Conduct for Staff members

Introduction

Castlecrag Montessori School is committed to a code of professional conduct, upholding ethical principles and professional standards that guide decision-making and practice at the service.

This includes a system of ethical inquiry to provide a basis for reflection on how to relate to and contribute to the education and care community in which we actively participate. Our service will uphold the highest standards in ethical conduct in accordance with the ECA Code of Ethics (2016) The United Nations Convention on the Rights of the Child (1989) and school philosophy and policy.

Goals

Our school uses this code as a basis for evaluating professional conduct, and as a reference tool for the thought processes that inform pedagogy, including actions and reactions towards professional conduct, relationships, views, influence and position within communities and society. Ethical conduct guides the behaviour and decisions within the service and is underpinned by respect for, and the valuing of children, families, educators and staff, and the extended school community.

Strategies

The professional conduct of our team, in relation to one another, the children and their families, the community, and the Education and Care Services sector is based on the following set of expected standards of professional conduct:

- administer an approved education and care service in compliance with the National Quality Framework.
- operate within a family and child centred context.
- engage in reflective, ethical, and sustainable decision making.

Early Childhood Australia's (ECA) Code of Ethics (2016)

Early Childhood Australia's Code of Ethics (2016) is integral to our service as it guides the ethical principles and professional standards of conduct towards children, families, colleagues, communities, students, employers, educators, and the conduct of research. Our service accepts professional ownership of ECA's Code of Ethics (2016) and formally acknowledges that the ECA's Code of Ethics (2016) provides us with:

- A basis for critical reflection about our ethical responsibilities.
- A guide for professional behaviour.
- Principles to inform individual and collective decision-making.

These standards of professional conduct are supported by, and should be read in conjunction with:

- National Quality Framework document suite as made available through the Australian Children's Education and Care Quality Authority.
- Statement of Philosophy.
- Operational policies and procedures, which provide a framework for accountable and responsible professional practice.

Related Legislation

Education and Care National Law Act 2010: Clause 13(c)

Education and Care National Regulations 2011: 168 (2)(i)(i)

Related Guidelines, Standards, Frameworks

National Quality Standard, Quality Area 4: Staffing Arrangement – Standard 4.2

Sources/Useful Resources

Statement written by Community Early Learning Australia

Australian Children's Education and Care Quality Authority (ACECQA) – www.cecqa.gov.au

Early Childhood Australia – www.earlychildhoodaustralia.org.au

Early Childhood Australia Code of Ethics 2016

Australian Government Department of Employment – <https://www.employment.gov.au>

Department of Education and Communities – www.dec.nsw.gov.au

UN Convention on the Rights of the Child

Australian Childhood Foundation – www.childhood.org.au

Updated: 10/07/2017

4.4 Staff Policy

Goal

To have a school which will attract Montessori staff, encourage them to stay and to develop professionally.

Introduction

If the Montessori program is to provide the optimum opportunity for the children's development, the Montessori staff must receive the school's full support. Staff members who receive support and are happy with their jobs and conditions are more likely to convey positive feelings towards the children and work for their development, and are more likely to remain in their position for longer periods of time.

The School Aims to Provide:

Support and Care

Respect

Opportunities for Professional Growth and Development

Safe, Pleasant and Well Maintained Surroundings

Implementation

Staff Communications

Because the staff work so closely with each other in less than optimal conditions it is important that communication channels are open and available.

Communication between staff can take place in a number of ways:

- daily through incidental conversations sharing ideas and incidents
- informal talks as time permits
- through a diary
- during staff meetings (at least every 4 weeks or as required)

Communication between staff and parent committee can take place at:

- committee meetings through staff reports
- informally between meetings
- at regular meetings between staff and the President

Support, Care and Recognition of Effort

Appreciation for the hard work involved in running a Montessori classroom can be voiced at committee meetings, in school newsletters, by note and face to face. Provide free entry to fundraising events, shout a staff dinner or suggest a day off if long hours have been involved over a period of time or extra duties have been carried out.

Staff Training and Professional Development

The school is committed to providing a quality service and recognises the need for all staff to have access to continuing education to keep up to date with Montessori and early childhood education. All staff are encouraged to attend in service training as it becomes available and within the financial constraints of the school's budget. Course costs will be paid for by the school out of the budget allocation for staff development. Such in-service training/staff development may take the form of:

- attendance at Montessori local, state, national and international conferences and workshops
- attendance at specific seminars such as those arranged by MAF, Gowrie, ACECQA, Children's Services Central, or other approved bodies

- staff or visitors providing a workshop on a topic at staff meetings
- staff visiting other schools to gain ideas and fresh approaches

Safe, Pleasant and Well Maintained Surroundings

School facilities should be as pleasant as possible, well maintained and safe (in accordance with the WHS Policy). Storage facilities, office desks, material preparation areas are essential.

Late Arrival of Staff or Staff Absence

Staff member is to notify Nominated Supervisor as early as possible if he/she is unavoidably delayed or is unable to attend school.

Nominated Supervisor is to contact relief staff to fill position for the time of absence.

If late arrival becomes habitual, the Nominated Supervisor or school president is to meet with the staff member to discuss ways to alleviate this problem.

Requests for leave (other than illness) are to be submitted in writing on the appropriate form **(Appendix XX)** to the Administrator. If the leave is approved by the Executive Committee then the staff member is to arrange for an approved person to work for them during their absence.

Procedures Regarding Staff:

- Wages paid fortnightly
- Sick leave according to the Enterprise Agreement. Medical certificate required after 2 sick days
- Superannuation according to latest legislative/award requirements
- Worker's Compensation and Public Liability Insurance
- Employment reviews every 12 months or as required
- Funding costs of First Aid Training
- Granting leave applications which are reasonable

Related Guidelines, Standards and Frameworks

National Quality Standard: 7.1, 7.2

Related Policies and Procedures

Professional Development
Code of Ethics
Ethical Conduct
Grievance Procedure (staff)
Performance Management
Recruitment Policy
Work Health and Safety

Reviewed: 02/03/2018

4.5 Performance Management

Introduction

Where an employee's conduct or performance is unsatisfactory so that it is necessary to discipline him/her it is essential that the employee be dealt with firmly, fairly and in a way that allows the employee to maintain his or her dignity. It is essential that an employee is warned as early as possible that their conduct or performance is not up to expectations. It is advisable that this takes the form of a warning letter which gives specific detail of the areas of poor performance and the intended procedure to assess any improvement.

In the first instance the employee should be aware of any impending discussion in the context of it being either a discussion centered on professional development or a discussion which has future employment ramifications.

Disciplining Employees

There is no formula for the number of meetings with employees. The extent of the conduct or performance issue will determine this. If after conducting the appropriate number of meetings, providing assistance for the employee to improve and allowing sufficient time for improvement, there are still significant problems with the employee's conduct or performance, then disciplinary procedures need to be considered.

There are a range of disciplinary procedures available to the President depending on the seriousness of the matter concerned. However if dismissal is to be the outcome then meet with the employee and tell him/her that you:

- Have considered the matter;
- Have reviewed what has been said at all previous meetings
- Have come to the conclusion that the only appropriate outcome is for the employment of the employee with the school to cease either:
 - immediately by the employee being paid the appropriate pay in lieu of notice; or
 - by the employee working out the relevant period of termination.

The employee may offer to resign. It should be noted however that a resignation under these circumstances may still be viewed as termination of the employee's employment and a claim of unfair dismissal could still be made against the school. In any case, confirm the dismissal in writing. Include in this letter, or as an attachment, the employee's statutory entitlements. The letter and payment should be both completed immediately (the best scenario is that they be prepared prior to the meeting and given to the employee at the conclusion of the meeting).

Interview/s

Once an employee's conduct or performance is deemed to be unsatisfactory, it is the President's (or nominees of the President) responsibility to arrange a meeting with the employee. The employee should be told in advance that the meeting is related to his/her conduct or performance and given the option to have representation.

At the meeting the President or nominee should:

- Tell the employee (in detail) what is unsatisfactory about his/her work and/or conduct or performance, and the impact it is having on the class/fellow workers/the school;
- Ask the employee whether he/she has any explanation of, or reason for, the unsatisfactory conduct or performance. Full consideration must be given to the response – there may well be extenuating circumstances that adequately explain the problem;
- *The purpose of this meeting is to raise the awareness of the employee that their performance is falling short of agreed standards and to give the employee the opportunity to explain why and respond to any specific allegations;*

- If the employee does not have a reasonable explanation for the problem, tell the employee that the unsatisfactory conduct must stop or the unsatisfactory performance must improve. Assistance should be offered to the employee to improve – this assistance should be given in such a way that the employee's future performance can be assessed against observable outcome.
- Set a reasonable time limit at the end of which the employee's performance is to be reviewed to determine whether the required improvement has occurred. The time allowed must be reasonable and the employee should feel free to ask for assistance.
- If the employee is given a warning that failure to improve may put their employment at risk it must be clearly stated that a warning of this kind is being given. This warning should be given in writing and include specific details of the areas of concern.
- Conclude by saying that you will make a note of the discussion to place on the employee's file and that you will give the employee a copy of the note. This should be done promptly after the meeting ; and
- The above note should be signed by the President or nominee confirming the discussion and acknowledging its contents and correctness. The employee may sign the written record of the meeting but do not attempt to force the employee to sign it if he/she chooses not to. In the event that the employee disputes the contents of the note check it for accuracy and if you are satisfied as to its accuracy then inform the employee of this and place a note on the employees file.

The President or nominee should arrange the next meeting as for the first meeting. If the employee asks to have a colleague with them at the meeting allow this to occur but ensure that the colleague understands that their role is as an observer or support person and that they should not enter into discussions.

If there are still problems with the employee's conduct or performance then follow the steps for the first meeting but you must state to the employee that in the absence of improvement to the extent that you require, you will have no alternative but to consider whether or not to continue the employee's employment if the required improvement does not occur by a given date.

Ensure that the employee is given the opportunity to respond, and that you give full consideration to such response. This often requires you to call a halt to the meeting with an understanding that you will re-convene following appropriate deliberation.

Consider informing the employee that this is the '*final warning*', but only do so if you intend it to be so.

Document the whole discussion.

The written record of the meeting should be signed by the President as per the initial meeting.

Summary Dismissal

Termination by summary dismissal may occur where, for example, an employee

- Disobeys a lawful instruction of the school
- Is guilty of other serious misconduct, e.g. physical or verbal aggression or abuse; and
- Is guilty of a criminal offence.

The President has the authority to commence an investigation into an employee's conduct or performance. The immediate action taken by the President will be put to the allegation to the employee and ask the employee to respond. The President:

- May, if necessary, suspend the employee with full pay while considering any matter which, in the view of the school, could lead to the employee's summary dismissal, and

- Should immediately advise the School's Governing Body who will then arrange a full investigation of the circumstances and facts of the matter with the parties directly involved.

Please note

- The school's position in relying on poor conduct or performance to terminate an employee is more difficult when counselling starts after the employee has performed to an unsatisfactory level for a considerable period of time without comment.
- Termination shall in all cases comply with appropriate legislation.
- When the President's nominee is counselling the employee the nominee should consult the President before each discussion takes place and any decision to terminate the employee's employment in normal circumstances must be made with the President.
- The purpose is to deal fairly and consistently with all employees, and in so doing avoid discrimination, favouritism and unfairness.
- Prior to the termination of an employee's employment for reasons related to job performance, the President or nominee is responsible to ensure that the corrective action procedures outlined in this policy have been carried out.

Relevant Legislation

National Quality Standard: 7.1.1, 7.1.3, 7.2.2, 7.3.1, 7.3.3, 7.3.4

Related Policies and Procedures

Grievance Procedure (Staff Complaints)
Code of Ethics
Ethical Conduct
Management and Operation of the School
Child Protection

Reviewed: 20/09/2017

4.6 Grievance Procedure (Staff Complaints)

Introduction

The School recognises that staff members may have grievances about matters at work, including about:

- work relationships; and
- decisions made by other staff members which impact on their work.

Who does this grievance procedure apply to?

This grievance procedure applies to all employees and contractors across the School and applies to general grievances.

If you have a grievance about unlawful discrimination, harassment or bullying please see the Discrimination, Harassment and Bullying Statement.

How should a grievance be raised?

If you have a grievance, you should, if it is appropriate, try in the first instance to address the grievance directly with the person involved.

If you have a grievance that cannot be resolved directly with the person involved you should:

- In the first instance, raise it with the Nominated Supervisor; or
- if it is not appropriate that it be raised with the Nominated Supervisor, raise your grievance with the Certified Supervisor.
- If you have any queries about using this grievance process, you should contact the President for advice.

What will the School do if a grievance is raised?

The School will determine the most appropriate method of dealing with the grievance. This could include (among other things):

- requesting further information from you;
- requesting information from other co-workers or third parties;
- meeting with you or others involved in the grievance;
- reviewing and responding to the grievance or arranging for an appropriate person to review and respond to the grievance; or
- facilitating a meeting between you and the person(s) that the grievance is about.

On receipt of a grievance the School will generally take the following steps:

- determine the best method of handling the grievance;
- advise you of the likely steps that will be undertaken by the School in relation to the grievance;
- advise the person(s) that the grievance is about of the nature of the grievance and seek their response;
- collect any additional information the School considers necessary to properly review the grievance; and
- advise both you and the person(s) that the grievance is about of the School's response to the grievance and if appropriate, any proposed action to be taken.

However, there may be circumstances in which some of the steps outlined above are not appropriate and the School will determine, in its absolute discretion, on a case by case basis the most appropriate method of handling the grievance.

A staff member who raises a grievance and the person(s) that the grievance is about may elect to have an appropriate support person present at any meeting with representatives of the School about the grievance. However, depending on the nature of the grievance it may not be appropriate for the support person to be a work colleague.

General

This grievance procedure is not a term of any contract, including any contract of employment. This grievance procedure may be varied from time to time.

Related Policies and Procedures

Staff Policy
Ethical Conduct Statement
Code of Ethics

Source

Association of Independent Schools

Reviewed: 10/10/2017

4.7 Information Technology, Computer, Telephone and Equipment Code of Use

Introduction to this Code

Application

This Code applies to the use of all School telephones, computers and equipment (including use of the local or hard drive, public network, internet, e-mail, voice mail, personal digital assistants such as iphones, Blackberries, ipads and other electronic communication technologies as well as equipment and machinery (*School Systems*)).

All employees and contractors using School Systems must comply with this Code. Departure from compliance with this Code may only be authorised by the Nominated Supervisor.

Consequences of breach of this Code

Use of School Systems in a manner inconsistent with this Code or in any other inappropriate manner may result in the School taking whatever disciplinary action it considers appropriate. Disciplinary action may include, but is not limited to, limitation or removal of access to School Systems, notification to Police and/or termination of an employee's employment or contractor's engagement with the School.

Responsibilities of Staff

Accountability and care of equipment

You must use the School's equipment carefully, and follow all instructions about how to use it and how to take care of it.

All users are issued with a unique username and password. You are solely accountable for all actions performed under your username and password.

The School may hold you responsible for any:

- damage to the School's equipment caused by your use of School Systems;
- costs incurred by your access of internet sites; and/or
- legal obligation to any person created by your use of School Systems.

When using internet and electronic communications, you must:

- always identify yourself clearly and honestly;
- not tell anyone your password except as required by the School; and
- never access another person's email or internet account without that person's permission or the permission of the School.

Viruses

All external files and attachments must be virus checked using installed scanning software before they are accessed. Virus checking is done automatically through the software installed on the mail server. If you are concerned about an e-mail attachment, or believe that it has not been automatically scanned for viruses, you should contact the Administrator.

You must not knowingly introduce a virus to the School Systems.

Permitted and Prohibited Uses of School Systems

Permitted uses: Business purposes

School Systems are a business tool, and must only be used:

- for the School's business purposes, except as otherwise set out in this Code; and
- in a professional, appropriate and lawful manner.

Personal and other uses

The School may, as a matter of discretion, allow use of School Systems for other purposes including personal use, so long as this does not:

- contravene other parts of this Code or the School's policies; or
- adversely impact on the performance of work duties.

The School may cease to allow such other uses at any time. Excessive use of the telephone, e-mail, internet facilities or computer systems for personal reasons may result in disciplinary action, which may include, but is not limited to, limitation or removal of access to School Systems or termination of an employee's employment or contractor's engagement with the School.

Prohibited uses

School Systems must not knowingly be used to:

- send or receive material that is, or may be construed to be, obscene, derogatory, defamatory, harassing, threatening, vilifying, racist, sexist, sexually explicit, pornographic, or otherwise offensive or excessively personal;
- send or receive material which harasses or promotes hatred or discrimination based on any unlawful grounds against any person (refer to the School's Discrimination, Harassment and Bullying Statement);
- injure the reputation of the School or cause embarrassment to the School;
- send or receive material relating to the manufacture, use, sale or purchase of illegal drugs or dangerous materials or to any other illegal activity;
- spam or mass mail or to send or receive chain mail;
- infringe the copyright or other intellectual property rights of another person;
- play games;
- game, wage or bet;
- contribute to electronic bulletin boards;
- perform any activity using an anonymous or misleading identity;
- engage in any other illegal or inappropriate activity;
- provide services or produce materials for commercial gain; or
- access social networking sites including, but not limited to, Facebook, Twitter, MySpace and LinkedIn unless you have been specifically authorised to do so by the Nominated Supervisor (see Social Networking Policy).

Downloading of software

Software (licensed, shareware, freeware, evaluation or otherwise) including system, application or data files may only be downloaded using procedures approved by the Nominated Supervisor.

Logging and Monitoring

The School notifies you that it will carry out ongoing, intermittent surveillance of your use of the School Systems – including emails, internet and files (including files stored on your work computer).

The surveillance is carried out by all means available to the School which may include:

- accessing your email account or emails;
- accessing files;
- accessing your work computer, storage devices or communications devices;

- accessing records of internet usage by you (including sites and pages visited, files downloaded, video and audio files accessed and data input); and
- use of monitoring and logging software.

The School may conduct the surveillance for any purpose – including to determine if you or any other person has, or may have, breached their obligations to the School or should be subject to disciplinary action.

Surveillance in accordance with this policy will commence on the Surveillance Date⁷.

The School may copy, access or disclose any information or files that are stored, processed or transmitted using the School's Systems.

You should not have any expectation of privacy for any actions performed using School Systems, including personal e-mails or documents. You should also be aware that e-mails or documents might be archived by the School's management as it considers appropriate. In addition, files which you have deleted may still exist in the School's backup systems.

As part of its monitoring and logging of School Systems, the School may:

- stop e-mails from entering or leaving its e-mail system if it believes it is appropriate to do so, e.g. if they are offensive or otherwise inappropriate, not work-related or wasteful of electronic resources (such as mass e-mailings); and/or
- block your access to particular internet websites.

Dealing with E-mails

School Property

The School is the owner of copyright over all e-mail messages created by its employees as part of their employment.

Inappropriate e-mails

You and/or the School may be liable for what you say in an e-mail message.

An e-mail that may seem harmless to you may be highly offensive to someone else. The audience of an inappropriate comment in an e-mail may be unexpected and extremely widespread; e-mail is neither private nor secret. It may easily be copied, forwarded, saved, intercepted, archived and may be subject to discovery in litigation.

If you receive e-mail which you think may be inappropriate, delete it immediately, notify the Nominated Supervisor and Administrator and do not forward it to anyone else.

Avoid using overly expressive punctuation and text formatting that can be construed in a negative way. Exclamation marks, capitals, underlining and font size are all examples that can be received negatively if used inappropriately. Sarcasm is also often misconstrued in emails and should be avoided. A phone call or face-to-face meeting is often the best form of communication.

Confidentiality and security

- 162 _____

⁷ **Surveillance Date** means: if you are a new employee, the commencement date of your employment; or otherwise 14 days from the commencement date of this policy.

When an e-mail is sent from the School to the network server and then on to the internet, the e-mail message may become public information. Items of a highly confidential or sensitive nature should not be sent via e-mail, even with encryption.

On occasion, e-mail may be used to correspond with recipients who are unknown or cannot be identified. You should ensure that you are able to identify the intended recipient, and you should take care when sending or responding to such e-mail messages.

There is also a risk of false attribution of e-mail. Software is widely available by which e-mail messages may be edited or 'doctored' to reflect an erroneous message or sender name. The recipient may therefore be unaware that he or she is communicating with an impostor. Accordingly, you should maintain a reasonable degree of caution regarding the identity of the sender by other means if you have concerns.

E-mail may be truncated, scrambled, delayed, sent to the wrong address or not arrive at all. If outgoing e-mail is important or urgent, you should verify that the recipient has received the e-mail in its entirety.

Representing the School

When sending e-mail messages for the School's business purposes, you must ensure that:

- any representations made are those of the School; and
- the manner of expression used in the e-mail is consistent with the relevant business purpose.

Comments that are not appropriate in the workplace will also be inappropriate when sent by e-mail. As noted above, e-mail messages can easily be misconstrued. Accordingly, words and attached documents should be carefully chosen and expressed in a clear, professional manner.

Disclaimer

In light of these issues, you must ensure that all e-mails that are sent from your e-mail address contain the School's standard disclaimer message, which reads as follows:

CONFIDENTIALITY AND PRIVILEGE NOTICE

This email is intended only to be read or used by the addressee. It is confidential and may contain legally privileged information. If you are not the intended recipient, any use, distribution, disclosure or copying of this e-mail or any attachment is strictly prohibited. Confidentiality and legal privilege attached to this communication are now waived or lost by reason of the mistaken delivery to you. If you have received this email in error, please delete it and notify us immediately by telephone or email.

This message is set to appear automatically on each outgoing e-mail. Please contact the Administrator if this feature is not working. You must not delete or amend this disclaimer. Doing so will result in disciplinary action.

Intellectual Property

When distributing information over the School Systems or to third parties outside the School, you must ensure that you and the School have the right to do so and that you are not violating the intellectual property rights of any third party.

This applies in the same way when copying information or downloading software.

In particular, copyright law may apply to the information you intend to distribute or copy, and must always be observed. The copyright material of third parties (for example, software, database files, documentation, cartoons, articles, graphic files and downloaded information) must not be

distributed through e-mail without specific authorisation to do so. This material may be able to be used and copied in a limited way for research or educational purposes.

If you are unsure whether you are permitted to distribute or copy particular information, you should contact *the Nominated Supervisor*.

Privacy

In the course of carrying out your duties as an employee or contractor of the School, you may have access to or handle personal information relating to others, including other co-workers, suppliers and contractors. E-mail should not be used to disclose personal information of another person except in accordance with the School's Privacy Statement or with authorisation from the Administrator.

In order to comply with the School's obligations under privacy law, you are encouraged to use the blind copy option when sending e-mails to multiple recipients, because disclosure of those persons' e-mail addresses may impinge upon their privacy.

General

Please take care

The terms and prescribed conduct described in this Code are not intended to be exhaustive, nor do they anticipate every possible use of School Systems. You are encouraged to act with caution and to take into account the underlying principles of this Code. If you feel unsure about what to do in particular circumstances, you should contact the Nominated Supervisor or Administrator.

This Code is a direction

This Code sets out the rules which must be complied with when using School Systems. This Code is a direction to you by the School as an employee or contractor of the School. You must comply with this Code. If you do not comply with this Code, the School may take disciplinary action or legal action up to and including termination of your employment or engagement.

User acceptance

Use of School Systems indicates agreement to comply with this code.

Source

The Association of Independent Schools NSW 2010

Related Policies and Procedures

Social Networking

Privacy

Confidentiality

Discrimination, Harassment and Bullying Statement

Ethical Conduct

Code of Ethics

Reviewed: 10/10/2017

4.8 SOCIAL NETWORKING POLICY

Introduction

Accessing social network sites on School Systems

As outlined in the Information Technology, Computer, Telephone and Equipment Code of Use (**Code**), you are not permitted to use social networking sites on School Systems unless you have been specifically authorised to do so by the Nominated Supervisor.

If you have been authorised to access Social Media using School Systems the Code will apply to any such access. In particular any use of Social Media on School Systems will be subject to the logging and monitoring referred to in section 4 of the Code. You should not have any expectations of privacy for any actions performed on Social Media sites using School Systems.

Application

This Policy applies to employees and contractors when they participate in social networking sites whether during work hours or outside of work hours on their own computers or other electronic communication technologies or on School Systems if they have been authorised to do so.

This Policy covers all current and future social media platforms. These platforms currently include, but are not limited to:

- **Social networking sites:** Facebook, MySpace, Foursquare, LinkedIn, Bebo and Friendster;
- **Video and photo sharing websites:** Flickr and YouTube;
- **Micro-blogging sites:** Twitter;
- **Blogs:** including corporate blogs and personal blogs or blogs hosted by traditional media publications;
- **Forums and discussion boards:** e.g. local discussion boards, Whirlpool, Yahoo! Groups or Google Groups;
- **Online encyclopaedias:** e.g. Wikipedia and Sidewiki; and
- any other websites that allow individual users or companies to use simple publishing tools, (together called **Social Media**).

Consequences of a breach of this Policy

Using Social Media in a way which breaches this Policy, the Information Technology, Computer, Telephone and Equipment Code of Use, the Code of Conduct, any other School policies or your obligations as an employee or contractor under the law may result in disciplinary action being taken.

Disciplinary action may include limitation or removal of access to School Systems, legal action, notification to police or termination of an employee's employment or contractor's engagement with the School.

Use of Social Media as part of your role

If you are required by the School to participate in Social Media sites as part of your role with the School you should ensure that you clearly understand what is required of you.

You should always exercise responsibility and judgment in any material you post on Social Media sites where you are participating as part of your role with the School. Essentially the rules that apply to you when you are interacting face to face with people as a representative of the School

will apply to your actions on Social Media – including all School policies. Similarly the normal authorisation and approval process in relation to any content that you are posting will also apply.

You should be polite and respectful of the opinions of others at all times and refrain from posting any comments which harshly criticise or undermine posts made by others. You should be careful of what you say about others and do not post comments which may be viewed as denigrating or insulting including to other schools.

Personal use of Social Media

Use of Social Media

The School understands that you use various Social Media for personal reasons on your own computers or other electronic communication technologies or on School Systems if you have been authorised to do so.

Generally what you do on your own time is your own business. However, information you provide, and statements you make, on Social Media sites may impact the workplace and have significant consequences. This material may be read by others in the School community or the public at large. Once information is published online, it is essentially part of a permanent record, even if you 'remove/delete' it later or attempt to make it anonymous.

When using any Social Media you are responsible for your words and actions. It is your responsibility to ensure that your posts are appropriate. Use your judgment and common sense, and if there is any doubt, do not post.

When using any Social Media you must not:

- invite past students to join your personal social networking site or accept an invitation from a past student to join theirs;
- communicate with students on social networking sites;
- post photos of students or parents on social networking sites;
- use the School's logo or create School branded accounts which could be interpreted as representing the School;
- contribute anything which would bring you or the School into disrepute – for example an offensive blog or photo;
- engage in any conduct that would not be acceptable in the workplace - for example:
 - making any adverse, offensive or derogatory statements about other employees or contractors, students, parents or the Executive Committee of the School; or
 - engaging in unlawful discrimination, harassment or bullying of other employees or contractors, students, parents or the Executive Committee of the School; and
- disclose any confidential information about the School, including information about other employees or contractors, students, parents or the Executive Committee of the School

The above requirements apply regardless of whether you have restricted access to your personal site to selected persons only.

You should also avoid identifying or discussing co-workers or posting photographs that include co-workers unless you have obtained their permission first.

Expressing your personal views

It can be difficult to draw a line between your personal and professional life when using Social Media. Even when you are talking as an individual, people may perceive you to be talking on behalf of the School. By identifying yourself as a School employee or contractor, you are creating

perceptions about your expertise and about the School. Accordingly you need to be careful that all content associated with you does not conflict with School policies and your obligations as an employee or contractor.

Just because conduct is outside work or you have not clearly identified yourself as a School employee or contractor, it may nonetheless be in breach of your obligations to the School as an employee or contractor, whether on Social Media or otherwise. You should exercise caution and common sense on that basis.

This policy is not designed to infringe upon your personal interaction or online conversations where you are clearly speaking as an individual with no reference to the School or your position as a School employee, provided you are otherwise complying with the School's policies and your obligations as an employee or contractor.

Time spent on Social Media

You may access Social Media sites during authorised breaks using your own computers or other electronic communication technologies or on School Systems if you have been authorised to do so. Excessive use of Social Media during work time for personal reasons may result in disciplinary action.

Personal liability

Please bear in mind that information you provide, and statements you make, on Social Media could have significant consequences for you personally, for example:

- making statements about an individual may constitute defamation (in which case you may be personally liable under applicable legislation to the person about whom you make the statement);
- making statements may constitute unlawful discrimination, harassment or bullying (in which case you may be personally liable under applicable legislation);
- making statements about the School, its business, parents or students, may constitute a breach of your obligation not to disclose confidential information and your obligation not to make public statements about or on the School's behalf without express authority; and
- using other persons' material, text, photographs, music, logos and trademarks may breach copyright laws.

If you feel unsure about what to do in particular circumstances, you should contact the Nominated Supervisor.

General

Please take care

- The terms and prescribed conduct described in this Policy are not intended to be exhaustive, nor do they anticipate every possible use of Social Media. You are encouraged to act with caution and to take into account the underlying principles of this Policy. If you feel unsure about what to do in particular circumstances, you should contact the Nominated Supervisor.

This Policy is a direction

- This Policy sets out the rules which must be complied with when using Social Media. This Policy is a direction to you by the School as an employee or contractor of the School. You must comply with this Policy. If you do not comply with this Policy, the School may take disciplinary action, up to and including termination of your employment or engagement.

Relevant Guidelines, Standards, Frameworks

- National Quality Standard: 7.1.1, 7.3.5

Source

The Association of Independent Schools NSW 2010

Related Policies and Procedures

- Social Networking
- Privacy
- Confidentiality
- Discrimination, Harassment and Bullying Statement
- Ethical Conduct
- Code of Ethics

Reviewed: 10/10/2017

4.9 Determining Responsible Person

Introduction

The Education and Care Services National Law determines that a responsible person must be physically present at a centre based service at all times that an Approved Service operates.

Goals

A responsible person will be on the premises at all times, and the details of the responsible person at any time will be clearly displayed for educators, staff and families.

The process for determining the responsible person will be clear to all educators and staff, and followed at all times.

Details of the person responsible are documented and displayed for all users of the service.

Procedure

The school must always have a responsible person physically present at all times.

A responsible person can be:

- The Approved Provider - a person with management and control of the service.
- The Nominated Supervisor - this is a person with a Supervisor's Certificate designated by the service as the Nominated Supervisor.
- A Certified Supervisor who has been placed in day to day charge of the service.

Determining Responsible Person

The Approved Provider will:

1. Ensure Nominated Supervisors and Certified Supervisors have a clear understanding of the role of the Responsible person and have provided written consent to accept the role of Responsible Person;
2. Ensure the responsible person is appropriately skilled and qualified;
3. Ensure a responsible person is physically present at the school at all times the education and care program is being delivered. A substitute for the responsible person will be present where a Waiver is in place.
4. Ensure there are sufficient staff with Supervisor Certificates to meet the legislative requirement for a Responsible Person at the school during periods of leave or illness.
5. Notify the Regulatory Authority in writing if there is a change of person in the role of Nominated Supervisor (Section 56, Regulation 35).

The Nominated Supervisor or delegated authority will:

1. Arrange for the keeping of a 'responsible person record'. This record will document the current responsible person.
2. The name of the responsible person will be displayed in the main noticeboard at the school.

3. Develop rosters in accordance with the availability of responsible persons, school operation and attendance patterns of the children.
4. Notify the Approved Provider and the Regulatory Authority within 7 days of any changes to their personal situation, including a change in mailing address, circumstances that affect their status as fit and proper, such as the suspension of a Working with Children Check or teacher registration, or if they are subject to disciplinary proceedings.

Families will:

1. Read and understand this policy.
2. Be aware of the Responsible Person placed in day to day charge of the school on a daily basis.

Monitoring, Evaluation and Review

This policy will be monitored to ensure compliance with legislative requirements and unless deemed necessary through the identification of practice gaps, the school will review this policy every 2 years.

Families and staff are essential stakeholders in the policy review process and will be given opportunity and encouragement to be actively involved.

In accordance of R.172 of the *Education and Care Services National Regulations*, the school will ensure that families of children enrolled at the school are notified at least 14 days before making any change to a policy or procedure that may have a significant impact on the provision of education and care to any child enrolled at the school; a family's ability to utilise the school; the fees charged or the ways in which fees are collected.

Relevant Legislation

Children (Education and Care Services National Law Application) Act 2010: 5, 44, 56, 106-109, 114, 115, 118, 161, 162, 172, 291(5)

Education and Care Services National Regulations 2011: 35, 46-49, 146, 168(2)(i)(ii), 173, 176(2)(c)

Related Guidelines, Standards and Frameworks

National Quality Standard: 4.1, 7:3

Sources

Policy written by Community Child Care Co-operative

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

Education and Care Services National Regulations 2011

Related Policies

Supervision

Updated 10/07/2017

4.10 Volunteers and Students

Introduction

Visitors to Castlecrag Montessori School are a regular occurrence. Family members or carers may visit to observe the classroom in action and potential families want to visit when deciding upon a pre-school for their children. Students attend practicum periods; volunteers may choose to spend time in the school along with maintenance personnel, educators and staff from other schools.

The presence of visitors at the school must be monitored and documented.

Castlecrag Montessori School encourages student participation as we are committed to assisting students gain valuable experience in an early childhood setting.

Goals

- Records relating to visitors and students to our service will be maintained.
- Educators and staff will abide by regulatory protocol when visitors are at the school.

Strategies

The Approved Provider, Nominated Supervisor or Certified Supervisor will:

- Maintain a visitors book and request sign in of all visitors to the service;
- Ensure educators and staff understand the regulatory and ethical guidelines relating to visitors at the school;
- Ensure all students and volunteers have undertaken a working with children check from 31.3.18. (Volunteers and students do not make up part of the staff to child ratio and cannot be used to fill the place of an employee).
- Keep a record of all volunteers and students who spend time in the service. The record will include: *full name; address; date of birth; date and hours of each volunteer or student who participates in the program and details of the Working with Children Check;*
- Be aware of protocols and guidance supplies by the universities, TAFEs or RTOs in relation to participating students.
- Ensure volunteers and students are not asked to perform tasks that they are untrained, unqualified, or too inexperienced to undertake or that put the children or themselves in a vulnerable or potentially unsafe situation.
- Ensure that volunteers/students and parents/guardians are adequately supervised at all times, and the health, wellbeing of children at the service is protected.
- Ensure that volunteers/students/ and parents/guardians are not left with sole supervision of individual children or groups of children.
- Ensure that parents/guardians of a child attending the school can enter the school at any time that the child is being educated and cared for, except where this may pose a risk to the safety of children or staff, or conflict with any duty of the Approved Provider, Nominated Supervisor or staff members under the law.

Educators and staff will:

- Welcome visitors to the school and seek information on their reason for visiting;
- Direct visitors appropriately and make the Nominated or Certified Supervisor aware of a visitor in their school;
- Welcome families to observe at any time (via prior appointment).
- Encourage the participation and involvement of parents/guardians at the school.
- Ensure that volunteers/students and parents/guardians are adequately supervised at all times, and the health, wellbeing of children at the service is protected.
- Ensure that volunteers/students/ and parents/guardians are not left with sole supervision of individual children or groups of children.
- Ensure that parents/guardians of a child attending the school can enter the school at any time that the child is being educated and cared for, except where this may pose a risk to the safety of children or staff, or conflict with any duty of the Approved Provider, Nominated Supervisor or staff members under the law.

Students and Volunteers will:

- Ensure they have provided all details required to complete the staff record.
- Undertake a WWC Check and present a card or notification as soon as possible.
- Understand and acknowledge the requirement for confidentiality of all information relating to staff and families within the school.
- Comply with the requirements of the *Education and Care Services National Regulations 2011* and all school policies and procedures.
- Undertake the induction process prior to placement.
- Follow the direction of staff at all times to ensure the health, safety and wellbeing of children is protected.

Families will:

- Be aware of who they are providing access to the school for when they enter themselves and are requested to be aware of unknown visitors and to direct them accordingly.
- Comply with the requirements of the *Education and Care Services National Regulations 2011* and all school policies and procedures.
- Follow the direction of staff at all times to ensure the health, safety and wellbeing of children is protected.

Monitoring, Evaluation and Review

This policy will be monitored to ensure compliance with legislative requirements and unless deemed necessary through the identification of practice gaps, the service will review this Policy every two years.

Families and staff are essential stakeholders in the policy review process and will be given opportunity and encouragement to be actively involved.

In accordance with R. 172 of the Education and Care Services National Regulations, the service will ensure that families of children enrolled at the service are notified at least 14 days before making any change to a policy or procedure that may have significant impact on the provision of education and care to any child enrolled at the service; a family's ability to utilise the service; the fees charged or the way in which fees are collected.

Relevant Legislation

Children (Care and Education Services National Law Application) Act 2010: Clause 13(c)

Education and Care Services National Regulations 2011: 46, 47(1)

Child Protection (Working with Children) Act 2012 NSW

Related Guidelines, Standards, Frameworks

National Quality Standard: 4.2, 7.1, 7.3.

Sources

Policy written by Community Early Learning Australia

Australian Children's Education and Care Quality Authority (ACECQA) – www.acecqa.gov.au

NSW Office of the Children's Guardian – www.kidsguardian.nsw.gov.au/working-with-children/working-with-children-check

Related Policies

Work Health and Safety Policy

Arrival and Departure Policy

Ethical Conduct Statement

Code of Ethics

Updated: 12/7/2017

4.11 Discrimination, Harassment and Bullying Statement for Employees, Contractors and Volunteers

Introduction

Everyone at Castlecrag Montessori School has the legal obligation not to discriminate against, or harass for any unlawful reason, or bully for any reason any employee, agent, contractor, supplier, volunteer, parent, student or visitor.

The School expects all staff members to treat each other and other people with whom they come into contact as representatives of the School with respect and courtesy.

The purpose of the School's Discrimination, Harassment and Bullying Statement is to make you aware of:

- what 'unlawful workplace discrimination', 'harassment' and 'bullying' mean;
- the procedures the School has in place to deal with workplace complaints relating to discrimination, harassment and bullying; and
- who you can talk to at the School if you wish to make a complaint.

Who does this statement apply to?

This Statement applies to all employees, contractors and volunteers engaged by the School and applies to behaviour:

- in the workplace, including while working outside normal working hours;
- while undertaking work activities including interaction with parents or other third parties and while working away from the School (e.g. School excursions); and
- at work-related events e.g. conferences and social functions.

What is unlawful discrimination?

Defining unlawful discrimination

Discrimination is treating one person or group less favourably than another or causing them disadvantage. *Unlawful discrimination* is discrimination which law has defined as unacceptable.

There are a number of Federal and State laws which presently make discrimination unlawful on a variety of grounds (unlawful reasons) including:

- sex, marital or relationship status, pregnancy, breastfeeding or family responsibilities;
- sexuality or sexual preference;
- race, colour, descent, nationality, national origin, ethnicity or ethno-religious origin;
- religious belief or activity;
- political belief or activity;
- trade union activity;
- disability or impairment;
- transgender status or gender identity;
- age;
- responsibilities as a carer; or
- service in the voluntary defence forces.

Whether it is unlawful to discriminate against a person for one of these reasons will depend on the particular circumstances and the State or Territory in which you are employed.

How can unlawful discrimination occur?

Discrimination can occur in the recruitment process, during the course of employment or upon termination of employment. Discrimination can also occur in the provision of goods or services.

Staff members should not discriminate against co-workers, contractors, volunteers, parents and students.

Discrimination can be direct or indirect.

Direct discrimination occurs where someone is treated less favourably because of their sex, age, racial group etc. An example of direct discrimination is when an employee misses out on an internal promotion because they are considered too old for the job.

Indirect discrimination occurs where everyone is treated on the same terms according to a rule, policy or directive but which has the effect of being less favourable to people of a particular sex, age group, race, religion etc and which is not reasonable in all the circumstances. An example of indirect discrimination would be a school policy stating that the junior school will not engage part time teachers – this would impact on teachers who may wish to work part time due to carers' responsibilities and would most likely exclude a large proportion of women – and this restriction is not reasonable.

There are exceptions from anti-discrimination law which may apply in some situations – for example, because of the requirements of a particular job. It may be reasonable to only women to supervise in a girls' boarding school.

What is unlawful harassment?

Defining unlawful harassment

Unlawful harassment is a type of unlawful discrimination. In general, unlawful harassment is any form of conduct or behaviour which affects a person that:

- is unwelcome (not wanted) or uninvited (not asked for); and
- is based on one of the unlawful reasons; and
- a reasonable person would have anticipated might humiliate, offend or intimidate the person exposed to the conduct.

What are the types of unlawful harassment?

Types of unlawful harassment include, but are not limited to:

- sexual harassment;
- verbal abuse or comments that degrade or stereotype people because of their race, sex, sexuality, pregnancy, disability, etc;
- jokes based on race, sex, sexuality, pregnancy, disability etc;
- mimicking someone's accent, or the habits of someone with a disability;
- offensive gestures based on race, sex, sexuality, pregnancy, disability, etc;
- bullying a person because of their race, sex, sexuality, pregnancy, disability, etc;
- ignoring or isolating a person or group because of their race, sex, sexuality, pregnancy, disability, etc; or
- display or circulation of racist, pornographic or other offensive material (including in electronic format).

Harassment might not be unlawful, if it is not based on one of the unlawful reasons. However, the School expects its staff to treat each other and other people with whom they come into contact as representatives of the School with respect and courtesy.

In some cases a single action or incident can create unlawful harassment. In other cases there may need to be a persistent pattern of behaviour before unlawful harassment has occurred.

What is unlawful sexual harassment?

Unlawful sexual harassment is one form of harassment which the law does not allow. A person sexually harasses another person if:

- the person makes an unwelcome sexual advance, or an unwelcome request for sexual favours, to the person; or
- engages in other unwelcome conduct of a sexual nature in relation to the person;

In circumstances in which a reasonable person, having regard to all the circumstances, would have anticipated the possibility that the person exposed to the conduct would be offended, humiliated or intimidated.

Unlawful sexual harassment includes, but is not limited to:

- pressure or demands for dates or sexual favours;
- unnecessary familiarity - for example, deliberately brushing against a person or constantly staring at a person;
- unwanted physical contact - for example, touching or fondling;
- sexual jokes or innuendo;
- offensive telephone calls;
- offensive sexual gestures;
- unwelcome comments or questions about a person's sex life;
- display, circulation of sexual material, including magazines, posters or pictures (including in electronic format);
- sending email or text messages which contain sexual content or tone; or
- sexual assault.

It is important to understand that some of these forms of sexual harassment are also criminal behaviour and may be treated as a criminal offence.

Mutual attraction between people is not sexual harassment. Conduct which is welcome or consensual is not unlawful, and friendships (sexual or otherwise) which develop between people who meet at work are a private concern provided they do not impact on the workplace or the School.

However, you should take great care before engaging in conduct you believe to be welcome. Always remember that some people may not feel comfortable telling you that your behaviour is offending them and is not welcome. This may be because of their personality or may be because they are too worried about the possible impact on their employment if they complain. It is your responsibility to ensure that you do not engage in conduct which is not welcome. Similarly it is your responsibility to tell someone if you do not feel comfortable with their behaviour, or at least to raise the issue with your manager or supervisor or some other appropriate person.

You should also remember that even conduct which is welcome may not be appropriate in the workplace. If you are unsure whether conduct is appropriate, you should speak to your Nominated Supervisor.

Further, any personal friendships that develop should not adversely impact on the School, your responsibilities to do your work or on the performance or productivity of your co-workers.

Bullying

What is bullying?

Workplace bullying is repeated, unreasonable behaviour directed toward a staff member, other individual, or group that may cause harm, including risks to health and safety.

Unreasonable behaviour means behaviour that a reasonable person having regard to all the circumstances would expect to humiliate, intimidate or threaten another person. Such behaviour can include an individual's or group's actions or practices which humiliate, intimidate or threaten another person.

Bullying may also amount to unlawful discrimination or harassment.

What are examples of bullying?

The following types of behaviour, particularly if directed towards an individual repeatedly, may amount to bullying:

- demeaning language;
- threats;
- verbal abuse;
- outbursts of anger or aggression;
- physical or verbal intimidation;
- excluding or isolating; and
- ganging up.

Other types of behaviour may also constitute bullying.

Performance management and directions in relation to the performance of work or conduct required by the school are not bullying or harassment.

What Are Your Obligations?

Everyone at the School has the legal obligation not to discriminate against, or harass for any unlawful reason, or bully for any reason any employee, agent, contract worker, contractor, supplier, parent, student or visitor.

You must always consider how your behaviour will be viewed by the person or people you are dealing with. You might unlawfully harass someone, bully someone or unlawfully discriminate against someone even if you do not mean to do or say anything offensive. It is not a legally acceptable defence to say that you did not mean or intend to humiliate, offend or intimidate somebody else.

It is sometimes difficult to know whether someone will find your behaviour acceptable. What is offensive to one person may not be offensive to another. You should be careful not to risk being misunderstood and, as a result, becoming the subject of a complaint.

Victimisation

You must not victimise a person because they have made or propose to make a complaint of unlawful discrimination, harassment or bullying or because they have provided information in relation to a complaint. Victimisation means subjecting a person to some detriment, for example, ostracising an employee or excluding them from an opportunity or activity.

What can you do if you feel you are being unlawfully harassed or discriminated against or bullied?

If you feel that you are being unlawfully harassed, discriminated against or bullied, there is action which you can take that may resolve the problem, such as:

- do not ignore circumstances where you feel you are being unlawfully discriminated against, harassed or bullied, thinking it will go away. Ignoring the behaviour could be taken as tacit approval by the person causing the harassment, discrimination or bullying;
- where you feel comfortable ask the person to stop, or make it clear that you find the behaviour offensive or unwelcome. Maybe the alleged discriminator/harasser/bully is not aware that his/her behaviour is intimidating or unwelcome and will stop once they are told. It may be useful to speak with the Certified Supervisor or Nominated Supervisor in the first instance to seek guidance on how to do this; and/or
- raise the issue as a grievance with the President of the School Committee under this statement, as soon as possible after the incident(s) have occurred.

If you feel that you are being victimised because you have made or propose to make a complaint of unlawful discrimination, harassment or bullying or because you have provided information in relation to a complaint you should raise the issue as soon as possible with either the Nominated Supervisor. If your issue is about the Nominated Supervisor then you should raise it as a grievance with the President of the Executive Committee under this statement.

Although you may feel the need to tell a trusted friend or work colleague about the matter, you should be careful. Accusations of unlawful discrimination/harassment can harm the reputation of those involved and could lead to legal action for defamation. Matters of this kind must be dealt with confidentially on a need to know basis. Do not discuss this matter generally with colleagues or members of the school community. It is in everyone's best interests if rumours are not allowed to spread.

What will the School do if you have a complaint?

All complaints will be treated seriously and generally in accordance with this statement. The School will determine the most appropriate method of dealing with the grievance. This could include (among other things):

- requesting further information from you;
- requesting information from other co-workers or third parties;
- meeting with you or others involved in the grievance;
- reviewing and responding to the grievance or arranging for an appropriate person to review and respond to the grievance or
- facilitating a meeting between you and the person(s) that the grievance is about.

On receipt of a grievance the School will generally take the following steps:

- determine the best method of handling the grievance;
- advise you of the likely steps that will be undertaken by the School in relation to the grievance;
- advise the person(s) that the grievance is about of the nature of the grievance and seek their response;
- collect any additional information the School considers necessary to properly review the grievance; and
- advise both you and the person(s) that the grievance is about of the School's response to the grievance and if appropriate, any proposed action to be taken.

However, there may be circumstances in which some of the steps outlined above are not appropriate and the School will determine, in its absolute discretion, on a case by case basis the most appropriate method of handling the grievance.

The School will take whatever action it considers appropriate if there has been unlawful discrimination or harassment or bullying, including disciplining or dismissing offenders. You should also be aware that if you lie about or exaggerate a complaint, the School will view this as a very serious matter, and you may be disciplined or dismissed.

General

This Statement summarises some of the rights and obligations which are created by the legislation. The Statement is not intended to go beyond the legislation. This Statement is not a term of any contract, including any contract of employment. This Statement may be varied from time to time.

Related Policies, Procedures and Statements

Ethical Conduct
Code of Ethics
Child Protection
Anti Bias
Inclusion/Cultural Diversity
Interactions with Children
Family Participation and Communication
Performance Management
Grievance Procedure (Staff Complaints)

Source

NSW Association of Independent Schools

Reviewed: 10/10/2017

4.12 PROFICIENT TEACHERS – POLICY AND PROCEDURE

Castlecrag Montessori School has adopted and follows the Association of Independent Schools (AIS) Policies and Procedures for Proficient Teachers.

Please refer to the following two documents:-

- AIS Policies for Accreditation of Teachers at Proficient Level
- AIS Procedures for Accreditation and Maintenance of Teachers at Proficient Teacher level

QUALITY AREA 5:

RELATIONSHIPS WITH CHILDREN

5.1 Student Discipline Policy

Castlecrag Montessori School recognises the unique value of each child and the importance of ensuring the healthy and emotional development of each child.

Discipline is reinforced using positive initiatives and incentives with particular regard to the student/students concerned. This policy is consistent with the Education Reform Amendment (Corporal Punishment) Act 1995.

Underlying our practices are fundamental principles of human respect and dignity, and fair treatment. It is every person's right to expect to be treated according to these principles. We are also conscious of a need to attend to gender equity and anti-harassment. A right can only be enjoyed when everyone acts responsibly.

We aim to teach students that mutual rights are essential if we are to cooperate with one another at school in such a way as to enable good learning in the classroom and to construct a social environment around the school. In order to guide responsible behaviour we have rules. Student behaviour should reflect our School philosophy.

Students are required to abide by the School's Rules and to follow the directions of teachers and other people with authority delegated by the School.

Where a student disregards rules, disobeys instructions or otherwise engages in conduct which causes or may cause harm, inconvenience or embarrassment to the School, staff members or other students, the students may be subject to disciplinary action.

All disciplinary action that may result in any sanction against the student including suspension, expulsion or exclusion provides processes based on procedural fairness.

The School's approach to discipline and behaviour management is outlined in the statements *Discipline in the Montessori Environment* (Parent Handbook) and *Procedural Fairness* (7.2 Policy Book). These are available to all members of the school community in hard copy.

The disciplinary procedures undertaken by the School vary according to the seriousness of the alleged offence. Where the allegation, if proved, may result in suspension or expulsion, the student and parents will be informed of the allegations and procedural steps to be followed in dealing with the matter. In relation to all matters to be investigated, students will be informed of the nature of the allegation and given an opportunity to respond to the allegations.

The penalties imposed vary according to the behaviour and the prior record of the student. At the lower end of the scale, an admonition may be appropriate. At the upper end of the scale, the behaviour could result in suspension or expulsion.

The school prohibits the use of corporal punishment in disciplining students attending the School.

The school doesn't not explicitly or implicitly sanction the administering of corporal punishment by non-school persons, including parents, to enforce discipline at the school.

Where the offending behaviour is of such a nature that it may result in suspension or expulsion, the student will be:

- (a) informed of the alleged infringement;

- (b) informed as to who will make the decision on the penalty;
- (c) informed of the procedures to be followed which will include an opportunity to have a parent or guardian present when responding to the allegations; and
- (d) afforded a right of review of appeal.

Parents will be involved in the processes of procedural fairness for suspension and expulsion.

Review options include:

- Option 1 The Director will reach a preliminary decision in relation to the allegation and any proposed penalty and advise the student (and parent/s) of the view. The student (and parent/s) would be advised that if they wish this preliminary decision to be reviewed they may make application for a review to the Director and submit any information they want to be considered during the review process. The Director will then either confirm the preliminary decision as final decision or amend the preliminary decision based on the additional information provided; or
- Option 2 The Executive Committee will reach a decision in relation to the allegation and recommend the penalty to be imposed to the Director. The parents will be informed of the finding and recommendation and may make representations to the Director in respect of the finding and recommendation. The Director then makes a final decision on the proposed penalty.

Relevant Legislation

Education Reform Amendment (Corporal Punishment) Act 1995.
Children (Education and Care Services National Law Application) Act 2010: 166-167
Education and Care Services National Regulations 2011: 84,168

Relevant Guidelines, Standards, Frameworks

[Link to National Quality Standard 2:3](#)

Sources

AISNSW
Montessori Australia Foundation

Related Policies

Behaviour Management Procedure
Appropriate Behaviour Policy
Child Protection Policy
Family Participation and Communication
Interactions with Children Policy
Code of Ethics Statement
Ethical Code of Conduct

5.2 Behaviour Management Procedure

Minor Misbehaviour

Minor misbehaviour is behaviour or disruption that interferes with the orderly educational process within the school.

Examples: Interfering with the work of others, disturbing the concentration of others, inappropriate social interactions etc.

Initial Reaction:

- Direction by the director towards work which will engage the child's interest
- Discussion with the child about what he/she thinks might be a solution to the problem
- Application of conflict resolution techniques
- If further disciplinary action is required, the director records the misbehaviour
- In the case of repeated misbehaviour, the parents are notified at a parent interview

Consequences:

- Verbal re-direction
- Assigning a seat on a temporary basis
- Child takes responsibility for the repair of any damage
- Daily encouragement of positive behaviour
- Child stays next to the teacher

Serious Misbehaviour

Serious misbehaviour is recurring covert and overt behaviour that results in property destruction, wilful defiance or injury to others, emotional or physical.

Examples: Refusal to work, out of control hitting and kicking, temper tantrums, throwing objects, damaging private property, injurious hitting, stealing, seriously inappropriate social interactions.

Initial Action:

- Immediate intervention by the supervising staff member
- Incident form filled out and presented to the Nominated Supervisor.
- If the immediate intervention is unsuccessful, the parents are notified immediately by the Director and may be asked to take the child home.
- Meeting with parents
- Staff discussion re behaviour management strategies.

Consequences:

- Verbal re-direction
- Assigning a seat on a temporary basis
- Child takes responsibility for the repair of any damage
- Daily encouragement of positive behaviour
- Child stays next to the teacher
- Ongoing discussion with parents; organisation of professional help if appropriate.
- Repeated serious misbehaviour may result in the parents being asked by the Nominated Supervisor to withdraw their child from the school.

In the case of a student requiring counselling the school has access to

- AIS counselling services
- Psychologist (contact details available from the Nominated Supervisor)

Parents are able to source a person of their choice with the school communicating with this person directly to ensure consistency and optimum learning and improvements.

Our School does not permit corporal punishment of students attending the school. “This does not include, however, the application of force only to prevent personal injury to, or damage to or the destruction of property of any person (including the student)”. [Education Reform Amendment (corporal punishment) Act, 1995].

See 5.2.1 (pg 158: Procedure for Managing Inappropriate Behaviour)

Relevant Legislation

Education Reform Amendment (corporal punishment) Act, 1995.
 Children (Education and Care Services National Law Application) Act 2010: 166-167
 Education and Care Services National Regulations 2011: 84,168

Relevant Guidelines, Standards and Frameworks

[Link to National Quality Standard 2:3](#)

Sources

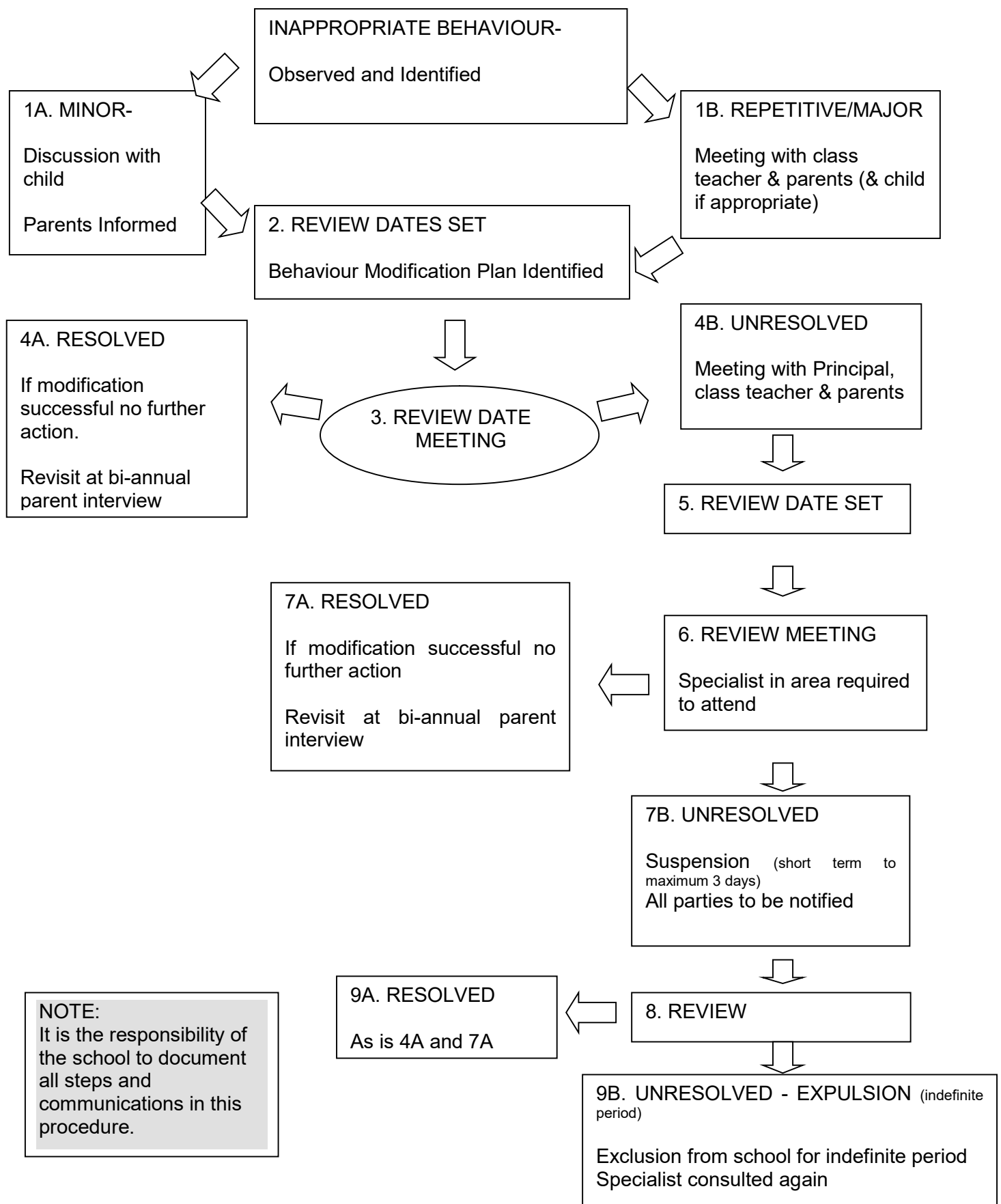
Children (Education and Care Services National Law Application) Act 2010
 Education and Care Services National Regulations 2011
 National Quality Standard
 Montessori Australia Foundation

Related Policies

Child Protection Policy
 Family Participation and Communication Policy
 Interactions with Children Policy
 Code of Ethics Statement
 Ethical Code of Conduct
 Student Discipline
 Appropriate Behaviour

Reviewed: 10/10/2017

5.2.1 Procedure for Managing Inappropriate Behaviour



5.3 Appropriate Behaviour Policy

At our school we behave, speak and treat one another in respectful ways.

At our school we understand that everyone is different, and we respect those differences.

At our school look out for one another, and offer our support when others need our help.

This school actively seeks to provide students with a stimulating learning environment that is safe. It is a fundamental right of everyone in our school community to feel safe.

This policy outlines the responsibilities of all staff and students and how parents can assist, to ensure that our school is a safe learning environment for everyone.

What Is Inappropriate Behaviour?

Inappropriate behaviour is made up of behaviours intended to deliberately hurt, threaten, frighten or exclude someone by physical and non-physical means over extended periods of time. An individual or group may direct these behaviours towards another individual or group.

- Someone is behaving inappropriately when:
- They verbally abuse a person or group by calling them unpleasant names or by writing nasty notes, drawings and/or messages or by using unpleasant gestures.
- They physically harm a person or group or physically intimidate them by threatening physical harm or by destroying/taking their belongings without permission.
- They encourage their friends or people they know to verbally or physically threaten a person or group; or ask them to harass, embarrass, ignore or exclude that person or group from activities.

Inappropriate behaviour may take one, two or all of these forms. It is repeated inappropriate behaviour over an extended period of time by a person or group towards another person or group that constitutes bullying.

Misbehaviour is the result of a child's mistaken assumptions as to how to gain attention, gain status or assert his/her position. Children need and seek approval and attention. If they are unable to satisfy this need in a positive manner there might be a tendency to revert to negative behaviours.

Policy Aims

This policy aims to ensure that:

- Our school is a secure and safe environment free from threat, harassment, and intimidation;
- Teachers, students and parents are aware of and encouraged to implement positive strategies to prevent and address inappropriate behaviour;
- Teachers, parents and students are knowledgeable about the nature, causes and consequences of inappropriate behaviour and the procedures that have been set in place to address episodes of inappropriate behaviour in this school;
- Teachers, parents and students are committed to collaborate on maintaining a safe and friendly environment;
- Students are taught appropriate peer interaction skills, conflict resolution skills, and are encouraged to and positively reinforced for interacting with members of the school community in a positive manner; and

- Teachers are aware of their role in fostering the knowledge and attitudes that will be required to achieve the above aims.

Guidelines for Addressing Inappropriate Behaviour

This school does not sanction under any circumstances the administering of corporal punishment by school persons or non-school persons (including parents) to enforce discipline at the school. "This does not include however, the application of force only to prevent personal injury to, or damage to or the destruction of property of any person (including the student)". [Education Reform Amendment Act (School Discipline), 1995].

This school will address all inappropriate acts in a serious manner. Those who carry out such acts will be given every opportunity to change their behaviour and reflect on the consequences of their actions on others and choose more acceptable ways of behaving. Everyone in our school will play a part in reducing and preventing inappropriate behaviours.

Whole-School Policy for Nurturing Appropriate Behaviour

This policy is designed to use a whole-school approach whereby teachers, parents and students are actively involved in implementing this policy by working together to address and prevent bullying.

Procedural Fairness

Discipline will be handled in an unbiased manner and taking into account the principles of procedural fairness.

Staff Responsibilities

Staff of the school should endeavour to:

- Model positive relationships in their day to day dealings with members of the school and model pro-social ways of resolving disputes;
- Positively reinforce students for behaving in an appropriate pro social manner;
- Be knowledgeable about and educate students about the nature, causes and consequences of inappropriate behaviour and the procedures that have been set in place to address inappropriate behaviour in this school;
- Be familiar with our school's behaviour code and management system, including the contents of this policy;
- Respond immediately, decisively, and consistently to cases of inappropriate behaviour brought to their attention by students, parents and/or colleagues;
- Respond to early signs of distress in students. These early signs can include an unusual lack of concentration or inappropriate behaviours such as aggressive behaviour outbursts and poor class or school attendance;
- Seek advice and support from colleagues when unsure as to how to respond to and address specific incidents and
- Encourage students to report situations of inappropriate behaviour by listening carefully and acting in a non-judgemental manner when reports are made, whilst remaining calm and understanding of the student's/parent's/colleague's concern.

Student Responsibilities

A clear understanding of appropriate behaviour by students contributes in a major way to making the school a safe place. For this reason our school expects all students to:

- Contribute to a safe learning environment by being respectful of others;
- Positively interact with members of the school community in their day to day dealings and resolve disputes in pro social ways;
- Be knowledgeable about the nature, causes and consequences of inappropriate behaviour, strategies for preventing and addressing such behaviour and the procedures that have been set in place to address these episodes in this school;

Parent Responsibilities

Appropriate behaviour requires a community approach based on the Montessori philosophy of the school. This is why our school encourages parents to:

- Be knowledgeable about the nature, causes and consequences of inappropriate behaviour and the procedures that have been set in place to address such episodes in this school;
- Encourage children to interact positively and with respect with other people in their day to day dealings and when resolving disputes;
- Positively reinforce children for behaving in an appropriate pro social manner;
- Inform their children about effective strategies for dealing with inappropriate behaviour (e.g. the need to inform a teacher and seek assistance if they are experiencing antisocial behaviour at school, the importance of not responding aggressively to such behaviour as this can serve to intensify aggression);
- Watch for signs of atypical behaviour (e.g. repeatedly losing possessions; reluctance to go to school or talk about school; altered sleep patterns; mood swings; changes in personality; few if any friends; lack of interest in life or unexplained health problems) or unexplained physical injuries,
- Contact their child's class director as early as possible if they are concerned.
- Allow the school to investigate and manage the situation and be aware of the importance of working as a community in a cohesive manner.

Procedures for Managing Incidents of Inappropriate Behaviour

When an inappropriate behaviour has been identified the parents and/or class director arrange an interview. A written report of this meeting is made which includes clarification of the behaviour and some short-term achievable goals. A review date is arranged.

If more than one child is involved the parents/guardian of those children are also asked to attend an individual interview. The class director identifying short-term goals also makes a written report.

On the specified review date the issues are revisited and progress is reported. Should a solution have been achieved and the behaviour is now appropriate no further meetings are specifically arranged however reference to the issue will be made at the bi-annual parent/teacher interviews to ensure that there is no reoccurrence.

Should the issue still be alive a meeting with class director, parents and Nominated Supervisor is arranged. It is at this meeting that further strategies and goals are identified and these might include the involvement of a trained specialist. Written documentation is kept in the child's file of any meeting having been signed by the class director, parents and Nominated Supervisor.

Should any other parties be involved they are informed at the review meeting of the strategies and progress with regards to modifying the behaviour.

This policy includes the following management procedures:

- Inappropriate behaviour at our school is addressed according to the seriousness and nature of the behaviour.
- Students being required to reflect on their behaviour with the guidance of the class director
- Students being required to reflect on their behaviour and the class director notifying parents to seek their support to address the issue
- Students being required to reflect on their behaviour and a meeting arranged with the class director and parents to discuss how they can assist in addressing the issue
- Meeting with parents, class director and the Nominated Supervisor to discuss how the student can be most effectively assisted in addressing the issue
- Meeting with parents to discuss the need to refer the matter to specialist and other professionals for assessment and intervention, and
- Exclusion from school if the behaviour shows no modification despite strategies and reasonable goals being set.

Relevant Legislation

Children (Education and Care Services National Law Application) Act 2010: 166-167
Education and Care Services National Regulations 2011: 84,168

Relevant Guidelines, Standards, Frameworks

Link to National Quality Standard 2:3, 5.1, 5.2

Sources

Montessori Australia Foundation

Related Policies and Procedures

Student Discipline Policy
Child Protection Policy
Family Participation and Communication Policy
Interactions with Children Policy
Code of Ethics Statement
Ethical Conduct
Behaviour Management Procedure

Reviewed: 10/10/2017

5.4 Interactions with Children Policy

Introduction

A positive atmosphere and the wellbeing of children within an education and care setting is promoted through attentive care and quality interactions with children. Emotional development and social relationships are enhanced through thoughtful and sophisticated approaches to conversation, discussion and promotion of children's language and communication.

Children who experience relationships that are built on respect, fairness, cooperation, and empathy are given the opportunity to develop these qualities themselves. When children have positive experiences of interactions they develop an understanding of themselves as significant and respected, and feel a sense of belonging.

Goals

Educators at Castlecrag Montessori School will:

- Be responsive to children's strengths, interests and abilities;
- Provide opportunities for children to become self-reliant and develop self-esteem;
- Uphold children's dignity, rights and agency;
- Provide positive guidance and support towards acceptable behaviour;
- Promote a safe, secure and nurturing environment;
- Be authentic and responsive;
- Be based in fairness, acceptance and empathy with respect for culture, rights, community and the individual.

Strategies

Children's Rights, Family and Cultural Values

Interactions within the setting are greatly enhanced when the children's rights and family and cultural values are given due consideration and respect. Administrative procedures, initial conversations, documentation and ongoing communication with children and families are a reference point for interactions and a foundation for authentic and respectful communication.

Listening

Educators and staff must use listening as a foundation for interactions. Listening is based on conversation and in leaving spaces in conversations and communication, suspending judgement and in giving full attention to children as they communicate. Truly attending to children's communication promotes a strong culture of listening.

Children and Families

A culture of respectful interaction is promoted when children's attempts to communicate are valued. Turn taking and regulating children's conversations promotes active engagement. Respectful communication with families generates greater confidence in interacting.

Reflection and Consideration

Time is dedicated to reflecting upon interactions with children. Reflections should consider how to spend extended periods engaged in interactions with children that comprise communication and listening.

Role Modelling

Educators model positive interactions when they:

- Show care, empathy and respect for children, educators and staff and families.
- Learn and use effective communication strategies.

Roles and Responsibilities

The Approved Provider will:

- Ensure all staff have access to relevant professional development.
- Ensure that the Nominated Supervisor and all staff members at the service who work with children are aware that it is an offence to subject a child to any form of corporal punishment , or any discipline that is unreasonable or excessive in the circumstances (National Law: Section 166) (Regulation 73).
- Inform the Regulatory Authority in writing, within 24 hours of receiving a notifiable complaint (Section 174(4), Regulation 176 (2) (b)).
- Inform the Regulatory Authority in writing within 24 hours of a serious incident occurring at the service (Section 174(4), Regulation 176).

The Nominated Supervisor and Educational Leader shall:

- Guide professional development and practice to promote interactions with children that are positive and respectful.
- Establish practice guidelines that ensure interactions with children are given priority and those interactions are authentic, just and respect difference.

Educators and Staff will:

- Respond to children's communication in a just and consistent manner.
- Respond sensitively to children's attempts to initiate conversations and interactions.
- Interact frequently with the children in a positive and friendly manner, express affection by smiling and speaking to children at their eye level.
- Support children's efforts, assisting and encouraging as appropriate.
- Support children's secure attachment through consistent and warm nurturing relationships.
- Support children's expression of their thoughts and feelings.
- Encourage children to express themselves and show an interest and participate in what the child is doing.
- Encourage children to make choices and decisions.
- Encourage developmentally appropriate independence or self-help skills in the children.
- Seek the help of another staff member when frustrated by a situation and withdraw from the situation if necessary.
- Acknowledge children's complex relationships and sensitively intervene in ways that promote consideration and alternative perspectives and social inclusion. Guidance strategies should be reflective of this approach;
- Acknowledge each child's uniqueness in positive ways.
- Respect cultural differences in communication and consider alternative approaches to own.

Families will:

- Read and comply with this policy.
- Engage in open communication with staff about their child.
- Inform staff of events or incidents that may impact on their child's behaviour at school (e.g. moving house).
- Inform staff of any concerns regarding their child's behaviour or the impact of other children's behaviour.
- Work collaboratively with staff and others to develop or review an individual behaviour guidance plan for their child, where appropriate.

Relevant Legislation

Children (Education and Care Services National Law Application) Act 2010: Sections 166, 177
Education and Care Services National Regulations 2011: 73, 74, 155, 156 157,168 (2)(j)
Children and Young Persons (Care and Protection) Act 1988
Commission for Children and Young People Act 1998
Disability Discrimination Act 1992 (Cth)

Related Guidelines, Standards, Frameworks

Links to National Quality Standard: 5.1; 5.2; 7.3

Sources / Useful Resources

Community Early Learning Australia
Montessori Australia Foundation
Australian Children's Education and Care Quality Authority (ACECQA) – www.acecqa.gov.au
United Nations Convention on the Rights of the Child – www.unicef.org.au
Australian Human Rights Commission – www.humanrights.gov.au

Related Policies

Code of Ethics
Ethical Conduct Statement
Child Protection Policy

Reviewed: 10/10/2017

QUALITY AREA 6:

**COLLABORATIVE PARTNERSHIPS WITH
FAMILIES AND COMMUNITIES**

6.1 Staff and Parent Participation in the Curriculum

As written in the programming statement, all school staff work together as a team in preparing and/or implementing the curriculum. Parents are invited to contribute to the curriculum by sharing their special interests with the children. For example, a doctor may bring in his bag and show the children how to listen to their heartbeat, or a musician may bring in an instrument, play it and explain a little about it. Another parent may bath a baby or cook with the children. Other parents may accompany the extended day children on an excursion.

6.2 Complaints Handling Policy

Introduction

Castlecrag Montessori School affirms that people have a right to question and influence decisions made and services provided. We take complaints seriously and manage them in a confidential, timely, transparent and meaningful way. We achieve this by:

- Maintaining the confidentiality of all parties in line with policy and legislative requirements.
- Acknowledging that the common goal is to achieve an outcome acceptable to all parties.
- Acting in good faith and in a calm and courteous manner.
- Showing respect and understanding of each other's point of view and value difference, rather than judge and blame.
- Recognising that all parties have rights and responsibilities which must be balanced.
- Complaints will be handled objectively and complainants will not suffer any reprisals from making a complaint.

Goals

Our school values the feedback of educators, staff, families and the wider community as a mechanism to support the continuous improvement of our service. A component of this feedback is the ability to put forward a complaint and have this managed with due consideration for accountability and quality improvement.

Strategies

Making a Complaint

Written guidelines detailing complaint procedures are available in our school handbook which is available in the office.

Families may make a complaint directly to the child's educator, the Approved Provider or the Nominated Supervisor.

Responsiveness

All complaints will be acknowledged and responded to as soon as practicable. Complaints will be dealt with in a timely manner and complainants will be kept informed about the progress of their complaint and anticipated timeframes. Allegations of suspected harm or risk of harm to a child or possible victims of crime, will be actioned immediately by urgent referral or reporting to the relevant agency.

Managing a Complaint

Where possible, complaints will be dealt with immediately, by the child's educator as this is usually the person with the closest relationship with the family. If the complaint is about an issue that the educator considers to be outside their control, or the family does not feel they wish to share it with the educator, the complainant will be directed to the appropriate person for their complaint to be resolved.

Where an educator believes they will have to share a confidence with another person in order to resolve an issue, or the nature of a complaint requires that a third party has to be informed in order to meet

legislative requirements, they will inform the family of the need prior to any further discussions on the matter.

- The complaint will be documented and any legal requirements in relation to the complaint considered, such as the need to notify regulatory authorities.
- The complainant will be asked to put their concerns in writing and provide information regarding how the situation could be rectified to their satisfaction.
- If possible, the problem will be resolved immediately. If this is not possible, the complainant will be advised that the issue will be given high priority and dealt with as soon as possible.
- Where mediation is required all parties will have the right to agree to the appointment of the mediator.

Notifiable Complaint

Complaints alleging that the safety, health or wellbeing of a child was or is being compromised, or that the law has been breached must be reported by the Approved Provider to the Regulatory Authority within 24 hours of the complaint being made (Section 174(2)(b), Regulation 176(2)(b)). Written reports must include:

- details of the event or incident
- the name of the person who initially made the complaint
- if appropriate, the name of the child concerned and the condition of the child, including a medical or incident report (where relevant)
- any other relevant information. Written notification of complaints must be submitted using the appropriate forms, which can be found on the ACECQA website: www.cecqa.gov.au

Direct Complaints

Families can make a complaint directly to the Regulatory Authority where the complaint alleges that:

- The safety, health or wellbeing of a child or children was or is being compromised while that child or children is or are being educated and cared for by the approved education and care service.
- The relevant legislation has been contravened.
- Contact details are available in the parent hand book and noticeboards in the school.

Follow-Up and Review

Each complaint will be viewed as an opportunity for improvement. After the complaint or grievance has been dealt with, we will:

- Analyse the complaint to determine if any policy or procedural changes need to be implemented.
- The Approved Provider will follow through to determine that complaints and grievances have been successfully resolved to everyone's satisfaction. Families will be contacted to determine if they were satisfied with the way the issue was resolved, and educators' will be consulted about the outcome from an operational viewpoint.

Roles and Responsibilities

Approved Provider

- When a complaint or grievance has been assessed as 'notifiable', the Approved Provider must notify the Regulatory Authority within 24 hours.
- In instances where the complainant reports directly to the Regulatory Authority, the Approved Provider will still have responsibility for investigating and dealing with the complaint or grievance as outlined in this policy, in addition to co-operating with any investigation by the Regulatory Authority.
- Identifying, preventing and addressing potential concerns before they become formal complaints/grievances.
- Ensuring that the name and telephone number of the person to whom complaints and grievances may be addressed are displayed prominently on the main noticeboard of the school.
- Ensuring that the address and telephone number of the Regulatory Authority displayed prominently on the main noticeboard of the school.
- Providing parents/guardians and any other new members of the school with the complaints and grievances policy and procedures via the parent handbook.
- Ensuring that this policy is available for inspection at the service at all times.
- Providing a Complaints and Grievances Register.

Nominated Supervisor

- Responding to and resolving issues as they arise where practicable.
- Discussing minor complaints directly with the party involved as a first step towards resolution.
- Informing complainants of the service's complaints and grievances policy recording all complaints and grievances in the complaints and grievances register.
- Notifying the approved provider if the complaint escalates or is unable to be resolved appropriately in a timely manner.
- Providing information as requested by the approved provider e.g. written reports relating to the grievance.
- Complying with the service's privacy and confidentiality policy and maintaining confidentiality at all times.
- Working co-operatively with the approved provider, in any investigations related to a complaint made.

Early Childhood Educators / Certified Supervisors

- Ensure that grievances and complaints are dealt with in accordance with this policy.
- Report any grievances and complaints to the Nominated Supervisor and maintain all relevant documentation.
- As requested, support the Nominated Supervisor and Approved Provider in the above roles.

Families

- Raising a complaint directly with the person involved, in an attempt to resolve the matter without recourse to the complaints and grievances procedures.
- Communicating any concerns relating to the management or operation of the service as soon as is practicable.
- Raising any unresolved issues or serious concerns directly with the Approved Provider, via the Nominated Supervisor or staff.
- Maintaining complete confidentiality at all times.
- Co-operating with requests to provide relevant information when requested in relation to complaints and grievances.

Monitoring, Evaluation and Review

This policy will be monitored to ensure compliance with legislative requirements and unless deemed necessary through the identification of practice gaps, the service will review this Policy every two years. Families and staff are essential stakeholders in the policy review process and will be given opportunity and encouragement to be actively involved. In accordance with R. 172 of the Education and Care Services National Regulations, the service will ensure that families of children enrolled at the service are notified at least 14 days before making any change to a policy or procedure that may have significant impact on the provision of education and care to any child enrolled at the service; a family's ability to utilise the service; the fees charged or the way in which fees are collected.

Related Guidelines, Standards, Frameworks

National Quality Standard, Quality Area 7: Leadership and Service Management – Standard 7.3

Sources

Policy written by Community Early Learning Australia

ACECQA – www.acecqa.gov.au

NSW Ombudsman (2004) 'Effective Complaint Handling'. NSW Ombudsman 3rd Edition 28 February 2017

Complaints Management Framework June 2015 –

www.ombo.nsw.gov.au/_data/assets/pdf_file/0004/25375/Complaintmanagement-framework-June-2015.pdf

Complaint Handling Toolkit for Community Services Organisations –

www.ombo.nsw.gov.au/_data/assets/pdf_file/0017/5813/BR_ComplaintHandling-Kit-CS-CRAMA-Brochure-2013-web.pdf

Related Legislation

Education and Care Services National Law Act 2010: Sections 174(2)(b)

Education and Care Services National Regulations 2011: Regulations 168(2) (o) and 176(2)(b)

Privacy and Personal Information Protection Act 1998 (NSW)

Health Records and Information Privacy Act 2002

Privacy Act 1988 (Cth) and Privacy Regulation 2013

Related Policies

Student Discipline
Appropriate Behaviour
Confidentiality
Privacy
Management and Operation of the School
Parent Staff Communication
Staff and Children Interaction
Ethical Conduct Statement
Procedural Fairness Statement
Work Health and Safety

Adopted 10/07/2017

6.3 Family Participation and Communication

Introduction

"Partnerships with families contribute to building a strong, inclusive community within the service. Continuous, honest, open two way communication with educators assists families to feel connected with their children's experience in education and care and helps them develop trust and confidence in the service. Shared decision making with families supports consistency between children's experiences at and at the service, helping children to feel safe, secure and supported."

Guide to the National Quality Standard (3) ACECQA (2011) p.148

Family participation in the school is an important part of making the school a true part of the community. It creates an environment that is welcoming and inclusive and supports a sense of belonging for children, families and educators.

Goals

- Castlecrag Montessori School welcomes and facilitates family participation and open communication. Families are invited to attend Parent Meetings, assist with fundraising and working bees and attend social gatherings.
- Castlecrag Montessori School values the input of families, educators and the wider community to help create a service that meets the needs of the children who attend the school.
- Castlecrag Montessori School encourages open communication through the enrolment and orientation process, policy review, the Executive Committee, formal and informal meetings, emails and conversations.

Strategies

The Approved Provider will:

- Ensure that parents may enter the school at any time unless such entry would pose a risk to the safety of children or educators or breach court orders regarding access to children.
- Ensure that educators provide information to families regarding the content and operation of the educational program in relation to their child; and that a copy of the educational program is available for inspection at the school.
- Ensure that parents are notified of any incident, injury, trauma or illness that occurs for their child while at school.
- Ensure that administrative spaces are adequate for the purpose of consulting with parents and for conducting private conversations.
- Ensure that parents are notified of changes to policies or fees and given adequate notice as per the Education and Care Services National Regulations 2011.
- Ensure that a copy of the Education and Care Services National Regulations is available for parents to access.
- Ensure that the enrolment and orientation process provides families with information about the philosophy, policies and practices of the school prior to children's attendance at the school.

- Establish an Executive Committee to encourage family involvement in the school. The Executive Committee will elect representatives to oversee and chair meetings. Each Parent Meeting will have an agenda and all families will be invited to participate in the meeting. Executive Committee attendees will have input into the continuing improvements within the school. An Executive Committee representative will assist with staff recruitment, family activities, encourage community partnerships and school events. A staff representative will attend each Parent Meeting.

The Nominated Supervisor will:

- Enable families to provide feedback regarding the enrolment and orientation process and when reviewing policies and procedures to improve processes and practice.
- Ensure that parents may enter the school at any time unless such entry would pose a risk to the safety of children or educators or breach court orders regarding access to children.
- Inform families about the processes for providing feedback and making complaints.
- Develop enrolment and orientation procedures that ensure families are provided with information about the philosophy, policies and practices of the school prior to the children's attendance at the school.

Educators will:

- Inform families about the processes for providing feedback and making complaints.
- Be available for families at pick up and drop off times to pass on important messages and information about their child's participation at school. (Longer conversations need to be conducted after school via appointment).
- Encourage families to be involved in the school through feedback, observations, bringing in items from home and giving feedback on children's emerging interests and needs.
- Promote continuous and open two way communication with families to assist them to feel connected with their children's experiences in the school and to develop families' trust and confidence in the school.
- Value parents as the first and most important educator in their child's life, seeking to share the parent's understanding, knowledge and preferences for their child and seeking to balance individual needs with practice in the school.
- Recognise that because families, parents in particular, are often busy with many competing priorities, they will need to consider a range of strategies to build and maintain relationships with each family.
- Make documentation available to families and prepare documentation in a way that is readily understandable to parents and other educators.

Families will:

- Provide accurate information on enrolment and medical information forms during the enrolment process and notify educators when any information changes.
- Check emails, notice boards and pigeon holes for communications.
- Attend parent interviews twice a year.

- Be invited to assist with school working bees. These take place twice a term to help maintain equipment and the school premises.
- Be invited to family events to help families network and develop friendships in the local community.
- Be invited to contribute to the quality improvement process within the school.
- Be invited to participate in Parent Meetings.
- Be invited to assist with school fundraising events.

Relevant Legislation and Considerations

Education and Care Services National Regulations 2011: 75, 76, 80, 86 111, 157, 172, 185
 Early Years Learning Framework for Australia: Belonging, Being and Becoming, 2009

Relevant Guidelines, Standards, Frameworks

National Quality Standard: 1.1, 2.1, 2.3, 3.1, 6.1, 6.2, 7.1, 7.2, 7.3

Source

Community Early Learning Australia

Related Policies

Interactions with Children

Excursions

Staff Code of Conduct

Complaints and Feedback

Enrolment and Orientation

Incidents, Injury, Trauma and Illness

Record Keeping

Reviewed: 11/10/2017

6.4 Family Orientation and Enrolment

Introduction

Enrolment and orientation processes and procedures form the strong foundation for relationships between families and early education and care settings and promote a quality experienced of education and care for children. Castlecrag Montessori School is committed to planning enrolment and orientation processes that meet the needs of the child and family as well as ensuring all legislative requirements, including the Australian Government *Priority of Access Guidelines* are adhered to.

Goals

Enrolment and orientation processes are planned and implemented.

Due consideration is given to culture and language in undertaking processes.

Documentation, including authorisations, is completed during the enrolment and orientation process.

A thoughtful process is planned in consultation with families, to orient a child and family to Castlecrag Montessori School.

Strategies

Castlecrag Montessori School welcomes visits from prospective parents. Parents are invited to complete a classroom observation during their initial enquiry. This provides them the opportunity to view the classroom in action and meet one of the educators. Questions can be answered and the Montessori philosophy more fully explained.

Enrolment Procedure

1. Upon a parent enquiry, parents are advised to book a school observation, and are sent a letter with information about the school and program, as well as links to the school website
2. Following the observation, parents may submit an application form and pay the waitlist application fee. The child's name is added to the waitlist. Parents on the waiting list may receive the school newsletter and information about school events.
3. The school sends a letter and receipt confirming the child's name in on the waitlist. After consideration of the availability of a position by the Administrator and Class Director, the child/ren may be offered a place at the school.
4. Waitlist management: In Term 2 preceding the year in which a child would turn 3 years of age, initial applications are considered for enrolment and placement (refer to admission policy below). Preference is given to siblings of current students.
5. Offer of place: parents are sent a letter offering the position, along with an invoice for the Placement fee. Once the placement fee has been paid by the family, the offer has been accepted, subject to the Director interview and orientation. The Administrator will send a letter and receipt confirming the child's enrolment.
6. In the term prior to the child's start date, the Administrator send the parents an enrolment letter confirming the Director interview date, Orientation session and the child's first day. The letter will include a pack of pre-enrolment documents including:-
 - A confidential information record including authorisations, consents and immunisation record;
 - A current fee schedule and payment details
 - Fee Invoice for first term
 - Information about Immunisation requirements
 - School Calendar

- CASA information
 - Arrival and Departure Policy
 - Privacy Collection Statement
7. The Director, parent/s and child meet for the informal Interview. Prior to conducting the enrolment interview the Nominated Supervisor should consider the language and cultural needs of the family.
 8. Families will provide the following, prior to the agreed start date for the child:
 - A completed confidential information record including authorisations (**Appendix XV**)
 - Current immunisation record (refer Immunisation below). (**Appendix X**)
 - Birth Certificate, Passport or other identification,
 - Current contact information for parents and emergency contacts;
 - Information on the child's additional needs (including medical conditions, health and developmental concerns) and any medical/risk management plans
 - Any custody, family court orders and relevant legal documentation

This information will be kept at the school in accordance with the school's policies and the Education and Care Services and National Regulations 2011.
 9. The child attends the orientation visit, usually held the day prior to the start date, for one hour.
 10. The Director, assesses the child's readiness to start, and if the child is ready enrolment commences. (Refer Determining Readiness & Notice of Placement below)
 11. The Director communicates with the parents if there are any settling-in concerns in the initial weeks of enrolment, and is available for an interview or informal chat with the parents if required.

Custody Arrangements

The *Education and Care Services National Law* requires all services to have details of all custodial and access arrangements.

Enrolling family members are responsible for informing the Director of custody and access arrangements on enrolment, and must advise the Director immediately of any subsequent alterations to these arrangements.

All relevant legal documentation is to be shown to the Director and a copy will be maintained in the child's enrolment record.

Admission Policy

The Castlecrag Montessori School admits students of any religion, race, colour and national or ethnic origin. In allocating places to children on the waiting list, the following factors are taken into account:

- Department of Education and Communities requirements
- the age and gender balance of children in the School, with age the dominant factor
- the time spent on the waiting list
- whether the child is a sibling (see below for details regarding sibling priority)
- the commitment of the families to the full three-year program
- the commitment of families to the philosophy and policies of the school
- whether the child is transferring from another Montessori school
- the special needs of children with learning difficulties and whether the school can accommodate that child.

Access and accommodation adequacy for disabled persons shall be provided in accordance with the provisions of the DDA, including but not limited to:

- Accessibility of all required teaching and specialist spaces.
- Provision of suitable facilities to suit the needs of disabled persons.

- Provision of non-slip trafficable surfaces.

The Student Population

The student population consists of children aged from 3 to 6 years of age. The cultural mix of the school includes Chinese, Japanese, Indian, Filipino, Indopino, Canadian, Vietnamese and Caucasian families, almost all of whom are from a high socio-economic status.

Sibling and Transferee Priorities

Priority will be given to siblings of children at the school, provided that:

- siblings are entered on the waitlist within 3 months of birth, or where this is not possible (e.g. for transferees), within 3 months of the older sibling joining the waitlist.
- the family has continued to demonstrate support for the School and Montessori education, including commitment to the three year cycle. In the event that an older sibling does not complete the three-year cycle, priority wait-listing for a younger sibling will be forfeited and the younger sibling will revert to the general waitlist based on date of application.

Priority may also be given to children transferring from other Montessori schools provided a place is available.

Determining Readiness

The decision to admit a child is discretionary and is taken only after there has been a parent interview with a Director and an assessment of the child's readiness. Children should be capable of separating from their parent/carer, be fully toilet trained (as required by Education and Care Services National Regulations 2011) and be able to use the bathroom facilities unaided.

The above guidelines apply at the discretion of the Executive Committee, whose decision is final.

Notice of Placement

Demand often exceeds positions available. Bearing in mind that parents want to know as early as possible whether their child has a place at the school, places may be offered well before the child turns three. Towards the end of the term preceding the proposed start date, an interview involving parent and child is scheduled with the Director. Providing the Director is confident of the child's readiness, a classroom visit is arranged and a place is confirmed. If the Director determines the child is not ready, a more suitable start date will be found.

Very occasionally after commencement, the Director may deem that the child is not settling well, (e.g. acute separation anxiety, ongoing toileting problems). The Director and the Executive Committee may then advise the parents of the following actions:

Request the child's attendance at the school be delayed until a more suitable time, usually no longer than one term's delay.

Request to terminate the child's enrolment. In this situation the Placement Fee would be refunded in full.

Children are admitted to the school in Terms 1, 2 and 3. Children are rarely admitted in Term 4, and then only at the Directors absolute discretion.

Children are admitted usually in the term in which they turn 3 years of age. However, the Director determines the exact date. When several new children are due to commence in one term, the individual start dates are staggered to assist the children in adjusting to their new environment, as well as minimising disruption to the rest of the class. Children will start in the designated term in order of readiness relative to the other children. The start date is dependent on the Directors' assessment of the child irrespective of whether or not the child is a sibling.

Tuition fees for new children to the school will be calculated on a pro-rata basis for the child's first term at school. The term fee payable will be based on the number of weeks (or part thereof), that remain in the term at the time the child commences.

Immunisation

It is currently a requirement of admission at the school that the child's immunisation status is as prescribed by the NSW Department of Health. The school needs to sight an Immunisation Record for each child. In the event of an outbreak, non-immunised children will be required to withdraw from school for the duration of the outbreak.

Under the current NSW legislative requirements (Public Health Act 2010) proof of a child's vaccination status must be provided prior to enrolment.

Parents/guardians must provide a copy of one or more of the following documents to enrol in a child care centre:

- an [ACIR Immunisation History Statement](#) which shows that the child is up to date with their scheduled vaccinations; or
- an [ACIR Immunisation History Form](#) on which the immunisation provider has certified that the child is on a recognised catch-up schedule; or
- an [ACIR Immunisation Medical Exemption Form](#) which has been certified by an immunisation provider.

The documents must be stored in a secure location for three years, unless a child transfers to another child care centre.

In the event of an outbreak, non-immunised children will be required to withdraw from school for the duration of the outbreak.

Definitions and Policies on 'Extended Day'

The Three Year Cycle

The Montessori philosophy works in three year cycles and the Montessori classroom is structured accordingly. When the child commences the cycle he attends school for three hours per day from 8:30am to 12 pm. When the Director determines the child is ready he will move into the "extended day" part of the program and will attend school from 8:30am to 2.30pm.

Early withdrawal of a child from this learning cycle is disadvantageous for the child and for the school. The child misses the most fruitful part of the Montessori experience. The final year in the classroom is the most rewarding in the cycle. It offers the child the opportunity to build on and consolidate skills, to realise the potential of the Montessori materials and to extend and enrich his understanding of the world. If a child is withdrawn prematurely the remaining extended day students lose one of their peers and the younger children lose a potential leader, teacher and role model. The older child cannot simply be replaced with a younger child and hence the age and gender balance of the class is disturbed.

Readiness for Extended Day (Kindergarten)

The Director will determine when a child is ready to commence extended day. This will usually, but not always, be on or around the child's 5th birthday. In assessing whether a child is ready to commence extended day the Director will take into account a number of factors including the following:

- the child's social, emotional and learning needs;
- the child's capacity to remain at school for the longer day;
- the needs of the extended day group;
- the needs of the classroom as a whole.

Completion of the Three Year Cycle

The Director will determine whether a child has completed the three year cycle. Usually, but not always, this will involve completion by the child of between three and seven terms of extended day, with completion occurring at the end of the school year. Extended Day is defined as a minimum of three terms. By then the Director and parents of the child will have consulted regarding the child's readiness to move into another environment.

The following table illustrates scenarios for start and end dates for completion of extended day as per academic requirements. This table is not a reflection on when a child is eligible to start extended day but simply a reference for the completion of the cycle.

STARTS ED	MAY FINISH	MAY GO TO
2019 Term 1	2019 Term 4 (4 terms)	
2019 Term 2	2019 Term 4 (3 terms)	2020 Term 4 (7 terms)
2019 Term 3	2020 Term 4 (6 terms)	

Castlecrag Montessori School has approval from the NSW Education Standards Authority to educate children up to and including the kindergarten year.

Failure to complete the three year cycle will result in a loss of priority for siblings on the school's waitlist.

Prior to formally commencing at the service:

Prior to the child's first day of school, educators and staff will familiarise themselves with information about the child from the enrolment information provided. They will ensure they are aware of any medical conditions and how to manage them if required.

The teacher will meet with the parent/s and child and complete the new starter checklist. The teacher will engage with the child and provide activities for him/her to complete, should he/she wish to do so, whilst chatting with the parent/s and answering any questions they may have.

If the parents are concerned about separation difficulty, the child is invited to come for playtime the week prior to commencement. A family member will remain on the premises during these orientation visits. The child cannot be left at the service until they have formally commenced at the service.

Upon Commencement

On the first day of attendance educators and staff will welcome the family and the child. Educators will reassure the family and assist with separation if required. Parents are welcome to phone and check how their child is settling.

Deferrals

Requests by parents for deferred entry are generally not granted but each case will be considered on its merits. Requests for deferred entry must be made in writing to the Director.

The School may advise a deferred start in which case a place will be held without imposition of fees until a commencement date.

Director's Discretion

The Director has the discretion to consider the individual application of an enrolment in extenuating circumstances.

Roles and Responsibilities

Approved Provider

- Ensure the service operates in line with the Education and Care Services National Law and National Regulations 2011 with regard to the delivery and collection of children at all times.
- Providing opportunities (in consultation with the Nominated Supervisor and staff) for interested families to attend the service during operational hours to observe the program and become familiar with the service prior to their child commencing in the program.
- Ensuring that enrolment forms (refer to Definitions) comply with the requirements of Regulations 160, 161, 162.
- Ensuring that enrolment records (refer to Definitions) are stored in a safe and secure place, and kept for three years after the last date on which the child was educated and cared for by the service (Regulation 183).
- Ensuring that parents/guardians of a child attending the service can enter the service premises at any time that the child is being educated and cared for, except where this may pose a risk to the safety of children or staff, or conflict with any duty of the Approved Provider, Nominated Supervisor or staff under the Law (Regulation 157).

Administrator

- Providing enrolment application forms.
- Maintaining a waiting list.
- Collecting, receipting and banking waitlist and enrolment fees.
- Offering places in line with this policy and criteria for priority access, and providing relevant paperwork to families in accordance with this policy.
- Providing a report each term to the approved provider regarding the status of enrolments.
- Storing completed enrolment application forms in a lockable file (refer to privacy and confidentiality policy) as soon as is practicable.

Early Childhood Educators / Nominated Supervisor / Certified Supervisors

- Acting in accordance with the obligations outlined in this policy.
- Responding to enrolment enquiries on a day-to-day basis and referring people to the person responsible for the enrolment process, as required.
- Ensuring that enrolment forms are completed prior to the child's commencement at the service.
- Ensuring that parents/guardians of a child attending the service can enter the service premises at any time that the child is being educated and cared for, except where this may pose a risk

to the safety of children or staff, or conflict with any duty of the Approved Provider, Nominated Supervisor or staff under the Law (Regulation 157).

- Developing strategies to assist new families to: » feel welcomed into the service; » become familiar with service policies and procedures; » to develop and maintain a routine for saying goodbye to their child.
- Providing comfort and reassurance to children who are showing signs of distress when separating from family members.
- Sharing information with parents/guardians regarding their child's progress with regard to settling in to the service.

Families

- Reading and complying with this policy.

Monitoring, Evaluation and Review

This policy will be monitored to ensure compliance with legislative requirements and unless deemed necessary through the identification of practice gaps, the service will review this Policy every two years. Families and staff are essential stakeholders in the policy review process and will be given opportunity and encouragement to be actively involved.

In accordance with R. 172 of the Education and Care Services National Regulations, the service will ensure that families of children enrolled at the service are notified at least 14 days before making any change to a policy or procedure that may have significant impact on the provision of education and care to any child enrolled at the service; a family's ability to utilise the service; the fees charged or the way in which fees are collected.

Relevant Legislation

Children (Education and Care Services National Law Act Application) 2010: 175

Education and Care Services National Regulations 2011: 160, 161, 162, 168(2)(k), 177, 183

Privacy Act 1988 (Cth)

Health Records and Information Privacy Act 2002 (NSW)

Family Assistance Law www.dss.gov.au

Related Guidelines, Standards, Frameworks

National Quality Standard: 4.2, 6.1, 7.3

Related Policies

Confidentiality

Privacy

Fee

Family Participation and Communication

Anti Bias

Cultural Diversity

Sources

Community Early Learning Australia

Department of Education, Employment and Workplace Relations – www.deewr.gov.au

Guide to the Education and Care Services National Law and the Education and Care Services National Regulations 2011 – <http://files.acecqa.gov.au/files/National-Quality-Framework-Resources-Kit/NQF02-Guide-to-ECS-Law-and-Regs-130902.pdf>

Updated: 11/07/2017

QUALITY AREA 7

GOVERNANCE AND LEADERSHIP

7.1 Procedural Fairness Statement

Procedural fairness must be observed in all aspects of grievance handling process. In practice procedural fairness involves:

- Ensuring that there is proper investigation of the facts;
- Informing relevant parties of any allegations made against them, as appropriate;
- Ensuring that all parties are informed of the procedures under which the grievance is being handled and are given a copy of the relevant policy and guidelines;
- Ensuring that all parties are heard and those who have had complaints made against them are given an opportunity to respond;
- Ensuring that all relevant submissions and any mitigating factors are given due and proper consideration before any conclusions are reached or any action is taken;
- Advising all parties that if the grievance is of such a serious nature that disciplinary action may result, then the facts revealed during an investigation into the grievance may be used in any subsequent disciplinary proceedings;
- Impartiality on the part of the investigator and/or decision, which means the investigator/decision maker, must exclude themselves if there is any bias or conflict of interest.

These procedures usually require that the person raising a grievance must be willing to be identified, unless the facts of the matter are not in dispute, or the matter involves allegations of corruption, mal-administration or serious waste or child abuse. If in doubt about the requirements of procedural fairness, advice should be sought from the Nominated Supervisor or School President.

On any occasion when the grievance is to be discussed, staff (both grievant and/or respondent) may choose to be accompanied by a colleague from the School.

If the allegations have been made in writing, a copy will be given to the parties against whom the allegations have been made (unless the allegations relate to corruption, maladministration and serious waste or child abuse where legislation provides otherwise).

Reviewed: 11/10/2017

7.2 Management and Operation of the School Procedure

Responsibilities of Staff and Executive Committee Members

Rationale

The Executive Committee and staff have an obligation to ensure that children placed in their care are protected from harm. All people looking after children have a responsibility to provide a safe environment for them. No prohibited person will be retained in or appointed to work in child related employment within the school, whether in a continuing, fixed-term or casual mode of employment. In addition, the School or delegate will not engage persons on a voluntary basis to perform any activity which involves unsupervised direct contact with children.

Aim

The aim of this procedure to inform staff and school management of their responsibilities under the Education Act 1990, relevant Regulations under the Act and the NSW Education Standards Authority requirements, including any duties of disclosure or notification.

Definitions

“Executive Committee” means Castlecrag Montessori School under the Education Act 1990, the following members of the Executive Committee are defined as the ‘responsible persons’:

- President
- Vice President
- Vice President
- Treasurer
- Secretary
- Marketing and Enrolments Officer

Thus in the context of this procedure “Executive Committee” means a nominated member of the Executive Committee.

Other ‘responsible persons’ are:

- The Teachers

Under the Education Act 1990, the executive committee can delegate day to day responsibility to an employee identified as the ‘principal’.

A "prohibited person" means a person convicted of a serious sex offence or a registrable person within the meaning of the NSW Child Protection (Offenders Registration) Act 2000.

"Child-related employment" means any employment that involves direct contact with children where that contact is not directly supervised.

“Approved Screening Agency” - The Committee's Approved Screening Agency for employment screening is the Commission for Children and Young people (CCYP).

Legislation

A number of Acts relate to child protection in New South Wales. Castlecrag Montessori School has responsibilities under each of these Acts. The Executive Committee shall ensure that its members and staff who have direct contact with children are informed of the legal responsibilities related to child protection, mandatory reporting and other relevant school expectations. These are outlined below.

The Executive Committee shall ensure that all its members and staff are aware of the requirements to notify and investigate allegations of reportable conduct in compliance with the Ombudsman Act 1974. Under the Ombudsman Amendment Act (Child Protection and Community Services) Act 1998 which added Part 3A to the Ombudsman Act 1974 the Committee must notify the Ombudsman of any allegation of reportable conduct or conviction related to reportable conduct against Committee or staff member. In addition to notifying the Ombudsman, the Committee must also investigate the allegation or conviction and report the findings of such an investigation to the Ombudsman.

The Committee shall ensure that the school meets the employment screening and notification requirements of the Commission for Children and Young People Act 1998. Part 7 of the Act sets out the procedures to ensure that people convicted of specified criminal offences are not able to gain or remain in child-related employment. This screening process incorporates:

- a relevant national criminal record check
- a check of relevant Apprehended Violence Orders, and
- a review of relevant completed employment proceedings the applicant may have been the subject of in previous employment.

The Procedures section below outlines in detail how the Committee conducts employment screening.

Part 7 of the Act also imposes specific duties on employers in relation to relevant disciplinary proceedings. The Committee's disciplinary proceedings in relation to child abuse will include investigation of allegations which cover:

- child abuse
- sexual misconduct, or
- acts of violence committed by staff in the course of their employment

The Committee shall notify the Commission for Children and Young People of the outcome of completed disciplinary proceedings.

The Child Protection (Prohibited Employment) Act 1998 prohibits people convicted of a serious sex offence from applying for, undertaking, or remaining in child-related employment. The Act also provides means by which prohibited people may apply for an exemption that would enable them to remain in or apply for child-related employment. The Committee shall ensure that all its member and staff are informed of their obligations under the Child Protection (Prohibited Employment) Act 1998.

The Children and Young Persons (Care and Protection) Act 1998 sets out the means by which Community Services and the Children's Court can intervene to protect children and young people from risk of harm. The Committee and staff have a duty to report any case where they form the belief that a child is at risk of significant harm. The school has a policy in place in relation to mandatory reporting (see Child Protection Policy).

Procedure

Current Staff

The Committee will maintain records of the verification of the working with children check approval number for each staff member.

If any staff member in child-related employment becomes a prohibited person during the course of their employment after they have filled out the declaration, they must notify the Committee immediately. Committee will take immediate appropriate action to ensure that the staff member does not remain in child-related employment.

Recruitment of New Staff and Committee Members

The Committee will ensure that all persons commencing child-related employment will be checked against any relevant criminal record, any relevant apprehended violence order or any relevant disciplinary proceeding.

The Committee will indicate on the Job Advertisement that a Working with Children Check Clearance is required.

The Committee will undertake a minimum of 2 Referee Checks for all applicants considered for appointment to the position. It is recommended that references be obtained orally.

The Committee will arrange for the successful applicant to have their working with children check approval number verified by the school.

Committee at its discretion may also choose to undertake a probity check relating to previous employment.

Recruitment of New Committee Members

The Department of Education and Communities need to be satisfied that the person on the committee is a fit and proper person to be involved in the running of the preschool. The nominated/elected person must provide to the Committee:

- Two character references
- Relevant identity documents confirming his/hers true identity
- Working with Children Check Approval Number
- A Criminal Record History check
- Complete Personal details form provided by DEC

All these documents are to be forwarded to DEC.

All committee members are notified of the process and procedures and their obligations as mandatory reporters under the Child & Young Persons (Care and Protection) Act 1998.

Employment of Casual Staff

If the school needs to engage a casual staff member for work that has direct contact with children, where the contact is unsupervised, the Committee or Director must verify the educator's working with children check before employment.

Working with Children Check

The "Working with Children Check" includes a check for any:

- relevant national criminal records;
- relevant apprehended violence orders;
- relevant disciplinary proceedings.

Relevant criminal records means any criminal record relating to offences involving sexual activity, acts of indecency, child abuse or child pornography, that was punishable by penal servitude or imprisonment for 12 months or more. Registrable offences under the Child Protection (Offenders Registration) Act 2000 are also classed as relevant criminal records.

Relevant apprehended violence orders means any Apprehended Violence Order (other than an interim order); made by a court under Part 15A of the Crimes Act 1900; and taken out in NSW; and made on the application of a police officer or other public official for the protection of a child (or a child and others); and includes those taken out from a date 5 years prior to the commencement of the legislation.

For the purposes of child protection employment legislation, relevant disciplinary proceedings include actions where a person, who has the authority to do so, enquires into an allegation of: child abuse; sexual misconduct; or an act of violence committed by an staff member in the course of employment and a finding is reached, regardless of whether the matter is sustained or not sustained. It is only a requirement to notify the Commission of sexual misconduct or acts of violence in the workplace where these acts involve children, are directed at children, or take place in the presence of children. It is not a requirement to notify the Commission where completed disciplinary proceedings have proven the allegations to be false, vexatious, or misconceived.

Notification of Adverse Reports

The Committee will notify the Commission for Children and Young People and Board of Studies of any:

- Decision not to engage a person as a result of the findings of the employment screening process;
- Completed disciplinary proceedings against a member of Committee or staff involving child abuse, sexual misconduct or acts of violence in employment where these acts involve children, are directed at children, or take place in the presence of children.

NOTE: Relevant disciplinary proceedings do not include those where there has been a finding that allegations were false, vexatious or misconceived.

Notifications to the NSW Education Standards Authority

The NSW Education Standards Authority is to be formally notified when changes occur to the following:

- Management and operation of the school
- Staffing of the school
- Curriculum
- Premises and buildings

The NSW Education Standards Authority may be notified through the Annual Report or as the need arises.

Resources

Recruitment Policy

Child Protection Policy

Keep Them Safe

Education Act 2001 and Amendments

Reviewed: 16/10/2017

7.3 School Governance Policy

Introduction

Governance is the process by which organisations are directed, controlled and held accountable to ensure the right decisions are made. Castlecrag Montessori School recognises the importance of having a framework of rules, relationships, systems and processes within and by which authority is exercised and controlled in the organisation. We view good governance and management as essential to our provision of quality education and care in a responsible manner.

Goals / What are we going to do?

To ensure our school has good governance we will:

- Conduct our affairs legally, ethically and with integrity;
- Remain solvent and comply with all our financial obligations;
- Identify organisational risks and legal obligations and manage these through policies and relevant processes; and
- Ensure that mechanisms are in place for fair and transparent governance.

Strategies / How will it be done?

Management

The management of Castlecrag Montessori School is overseen by the Executive Committee. The Executive Committee is accountable to members for the performance of the organisation.

Role of the Executive Committee

The Executive Committee has overall responsibility to members for the sustainability and relevance of the school. The Executive Committee will direct its activities towards achieving the school's goals and implementing the school's Quality Improvement Plan by guiding and monitoring the organisation's business and affairs as set out in the school's constitution and in line with the school's philosophy. In carrying out its responsibilities, the Executive Committee undertakes to maximise the value and contribution of the school to the community, and to serve the interests of the school's members, employees and families and children using the service. In serving these interests there is an implicit understanding that the rights of the child are paramount in all decision making.

The Executive Committee is the employer of all staff of the school and are responsible for the management and control of the school as the Approved Provider of education and care under the *Children (Education and Care Services National Law Application) Act 2010* and the *Education and Care Services National Regulations 2011*; and the *Education Act 1990* and relevant Regulations under the Act and NSW Education Standards Authority (NESA) requirements.

Policies

The Executive Committee will:

- Ensure that a comprehensive set of policies are in place as required by under *the Education and Care Service Regulations* and other Regulations and Laws that the school must comply with;
- Ensure that these policies comply with relevant legislation; and
- Update these policies on a regular basis.

Compliance Measures

The Executive Committee will:

- Ensure that mechanisms are in place such as compliance tools and a compliance calendar to assist them to assess that the school's policies are implemented; and
- Prepare a sample service summary sheet for new committee members.

Constitution

The Executive Committee of the Association will:

- Ensure that the school's articles of association are followed at all times.
- Ensure that the school's articles of association are reviewed at least every 3 years; and
- Ensure that each new member of the Executive Committee is provided with a copy of the school's constitution and Quality Improvement Plan on their appointment to the Committee.

Executive Committee Powers

The Executive Committee sets the strategic direction and monitors the performance of the school. The Executive Committee will provide effective governance to ensure the excellent overall management of the school's business and financial objectives. In addition, the Executive Committee may delegate any of their powers (with the exception of the power of delegation and responsibilities as Approved Provider) to a committee of directors, an employee or any other person.

The Executive Committee delegates the responsibility of implementing the strategic plan and day to day management of the school to the school's Director. In discharging its powers, each member of the Executive Committee will be bound by the Associations Act/, Corporations Act, the Constitution and all policies of the school.

The Executive Committee's authority includes:

- Overseeing the organisation including its control and accountability systems;
- Appointing and removing the Director;
- Ratifying the appointment of all staff members;
- Developing organisational strategy and performance objectives;
- Reviewing, ratifying and monitoring systems of risk management and internal control, codes of conduct, and legal compliance;
- Monitoring the Director's performance and implementation of strategy
- Approving and monitoring financial and other reporting;
- Authorising appropriate delegations within the organisation;
- Ensuring appropriate resources are available to carry out the school's functions; and
- Approving and monitoring the progress of major capital expenditure.

Risk Management

The Executive Committee will:

- Ensure the organisation operates with and to a valid Constitution/Articles of Association and that all governance and management practices of the Executive Committee align with the Constitution/Articles of Association;
- Demonstrate achievement of this through accessible meeting minutes and Executive Committee self-assessments; and
- Assist Executive Committee members to receive ongoing support and professional development in the implementation of effective and evidence based governance practice.

Code of Conduct

The Executive Committee will:

- Commit themselves to ethical, businesslike, and lawful conduct, including proper use of authority and professional decorum when acting as Executive Committee members;
- Demonstrate an un-conflicted loyalty to the interests of the school when acting as an Executive Committee member;
- Avoid conflicts of interest with respect to their role;
- Annually disclose their involvement with other organisation or companies that currently do business or may do business with the organisation;
- Immediately disclose to the Executive Committee any and all impending conflicts of interest. That member shall absent herself or himself without comment from both the deliberation and final decision making;
- Not use information exclusive to the Executive Committee members for personal gain and will respect the confidentiality of all information obtained during meetings or through their role; and
- Respect the confidentiality appropriate to issues of a sensitive nature.

This policy links to the Confidentiality Policy.

Monitoring, Evaluation and Review

This policy will be monitored to ensure compliance with legislative requirements and unless deemed necessary through the identification of practice gaps, the service will review this Policy every two years. Families and staff are essential stakeholders in the policy review process and will be given opportunity and encouragement to be actively involved.

In accordance with R. 172 of the Education and Care Services National Regulations, the service will ensure that families of children enrolled at the service are notified at least 14 days before making any change to a policy or procedure that may have significant impact on the provision of education and care to any child enrolled at the service; a family's ability to utilise the service; the fees charged or the way in which fees are collected.

Sources

Written by NSW Community Early Childhood Australia

Relevant Legislation

Education and Care Services National Law Act 2010

Education and Care Services National Regulations 2011: 168(2)

NSW Association Incorporation Act 2009

Related Guidelines, Standards, Frameworks

National Quality Standard: 7.3

Related Policies

Confidentiality

Privacy

Management and Operation of the School Procedure

Executive Committee Code of Conduct

Recruitment Policy and Procedure

Educational and Financial Reporting Policy

Child Protection Policy

Updated: 11/07/2017

7.4 Policy Concerning Responsibilities of the Executive Committee

Executive Committee members are required to make themselves aware of their responsibilities under The Act by reference to the Registered and Accredited Individual Non-Government Schools (NSW) Manual, available online at the NESA website, and where appropriate, by reference to the Education Act 1990.

Board Members are advised to do so when appointed to the Board.

7.5 Executive Committee Terms of Reference Statement

(NSW Education Standards Authority Returns Policy)

Executive Committee Authority

The Executive Committee is the legal authority for the organisation and the trustee for the Association. The Executive Committee is therefore entrusted to ensure that the organisation is soundly governed. The Constitution provides the framework for the Executive Committee's governing role.

Terms of Reference

Executive Committee Governance

The role of the Executive Committee is governance rather than management, which is the preserve of the School Director and staff. Governance focuses on the wider issues of organizational purpose, direction and achievement of strategic ends. The Executive Committee works with the Director to ensure that its objectives and goals are achieved. In order for Executive Committee Members to carry out their governance role they must be familiar with the School's policies, plans and priorities and be able and prepared to demonstrate this familiarity through debate and participation in all areas of the Executive Committee's responsibilities.

Executive Committee Meetings

Executive Committee Meetings are held on a termly basis and as the need arises (date determined at the beginning of each term). Standing agenda items include compliance to Section 3.9 with particular reference to 3.9.1 (Responsible Persons), Director's Report, financial report and WHS report. The agenda of each meeting contains a standing agenda item to ensure compliance with regards to Responsible Persons. Minutes of each Executive Committee meeting are distributed following the meeting and need to be read and responded to by all Executive Committee members.

Requirements for Executive Committee Membership

1. Demonstration and signed declaration of being a 'responsible person' as defined in Section 3.9.1 of the NSW Registered and Accredited Individual Non-government Schools (NSW) Manual.
2. Understanding of requirements as outlined in NSW Registered and Accredited Individual Non-government Schools (NSW) Manual with particular reference to Section 3.9 (Please refer to attached summary of compliance pertaining to Section 3.9.3).
3. An undertaking to adhere to all necessary criteria and documentation as required by the School and provided by the school when appointed, during meetings and at other times during their appointment. Minutes of each Executive Committee meeting are distributed following the meeting and need to be read and responded to by all Executive Committee members.
4. A commitment to the values of the Castlecrag Montessori School.
5. In undertaking the affairs of the Executive Committee, members will think strategically and be open to initiating and evaluating new ideas and directions.

6. Executive Committee members will make every effort to attend all Executive Committee meetings and devote sufficient time to become familiar with the affairs of the organization and Executive Committee and the wider environment within which it operates.
7. Executive Committee members may be required to serve on Executive Committee Committees or Working Parties.
8. Adherence to the appropriate Executive Committee behaviour (Refer to Executive Committee Code of Conduct Procedure).

Executive Committee Policies and procedures

The Executive Committee develops and monitors policies that provide direction and boundaries for both its own function and operation and the Director's functions.

- Strategic Ends: encompassing the vision and mission statements and the organisation's values.
- Governing Process: describing the way in which the Executive Committee carries out its governing role, including policy making, member recruitment, induction and training, use of the committees and meeting processes.
- Executive Committee-Director: defining the relationship between the Executive Committee and the Director.
- Director Limitation: providing framework for the operational management of the School.

Summary of Required Compliance Notifications and disclosures

in relation to Section 3.9.3 of NSW Registered and Accredited Individual Non-government Schools (NSW) Manual.

The NSW Executive Committee of Studies must be notified of certain matters

Area of compliance	Pertaining to:	Required notification	Action to be taken by
Management and Operation	Responsible Persons	<ul style="list-style-type: none"> • is convicted of an offence that is punishable by imprisonment for twelve (12) months or more • becomes bankrupt, applies to take the benefit of any law for the relief of bankrupt or insolvency debtors, compounds with his or her creditors or makes an assignment of his or her remuneration for their benefit • if the person is a corporation - is the subject of a winding up order or has had a controller or administrator appointed. 	To notify the NSW Education Standards Authority and at least one other 'responsible person' of the circumstances
Management and Operation	Responsible Persons	<ul style="list-style-type: none"> • becomes a mentally incapacitated and person a patient at an institution because of that incapacity • becomes a mentally incapacitated and a protected person under the <i>Protected Estates Act 1983</i>. 	To notify NSW Education Standards Authority and at least one other responsible person.
Management and	School premises	<ul style="list-style-type: none"> • school or part proposes to move to new premises (at least three (3) months before 	Proprietor and/or Director

Operation		<ul style="list-style-type: none"> relocation) legal entity that owns a registered non-government school is sold (within seven (7) days of the completion of the sale). 	
Management and Operation	School Registration and returns	<ul style="list-style-type: none"> schools to provide returns to the Executive Committee (including but not limited to the requirements for registration in relation to the school in hard or soft copy) 	Proprietor or the Director
Management and Operation	Breach of Act	<ul style="list-style-type: none"> <i>Ombudsman Act 1974</i> <i>Commission for Children and Young People Act 1998</i> <i>Institute of Teachers Act 2004</i> <i>Disability Discrimination Act 1992</i> <i>Occupational Health and Safety Act 2000</i> <i>Environmental Planning and Assessment Act 1979</i> <i>Food Act 2003</i> <i>Explosives Act 2003</i> <i>Building Code of Australia.</i> <p>Notification must be provided to the Executive Committee within fourteen (14) working days of the formal notification of an alleged breach.</p>	Proprietor/School Executive Committee *Director by delegation
Management and Operation	Director / Proprietor	<ul style="list-style-type: none"> appointment of a new Principal (or equivalent)(1 month) school's proprietor changes (7 days) <u>school closes or ceases to operate</u> (1 month) 	Proprietor New proprietor Proprietor
Staffing	Staff	<ul style="list-style-type: none"> turnover of half or more of the teaching staff during any twelve (12) month period 	*Director by delegation
Curriculum	curriculum	<ul style="list-style-type: none"> increases the scope of its curriculum (1 month) (N/A)intends to deliver courses of study by distance education, 	*Director by delegation
Premises and Buildings	Premises and buildings	Included above	

*Director by delegation – to be reported to the School Executive Committee prior to notification to the NSW Education Standards Authority.

The NSW Education Standards Authority Returns Policy states that the Principal (Director) under instruction from the President of the Executive Committee will ensure compliance is met. In the situation where this is not appropriate the President of the Executive Committee will take responsibility directly.

Reviewed: 16/10/2017

7.6 Executive Committee Code of Conduct

Procedure

By accepting a position on the Executive Committee each member agrees to:

- demonstrate commitment to the Montessori philosophy
- model the respect and mutual support that is central to the philosophy of the Montessori school
- ensure the Committee's focus is on Strategic matters
- work carefully to ensure that the School is fiscally secure
- work carefully to ensure the School is operating at a high standard and in the best interests of those it serves
- represent equitably and respond fairly to the needs of all its constituents
- be loyal to the Committee and its policies, decisions and other activities
- accept the principle that the Committee speaks with one voice, and that no one member shall publicly express his or her opinion as a Committee member should this deviate from an agreed Committee position or decision
- take steps to ensure confidentiality of discussions between Committee members prior to Committee decisions being made
- be committed to collective responsibility for all matters pertaining to the Committee
- be committed to representing the Committee and the Organisation in a manner befitting Committee membership status
- be accountable to Association members for all its actions and decisions.
- refrain from interfering with the School Director's operational duties and not undermine her or his authority with members of staff
- bring to the attention of the Committee any issues that may affect the school or association in a beneficial or adverse way
- refer complaints appropriately to either the School Director or the Board
- accept that identified confidential matters will not be shared external to Executive Committee meetings
- be committed to attending meetings and to be informed about Committee business efficiently and effectively
- be committed to working collaboratively and constructively as far as possible
- acknowledge conflicts of interest and adhere to the Conflict of Interest procedures
- not use the school or association for personal advantage, or that of friends, family or business associates
- not promise or solicit an action prior to a vote
- identify possible breaches of the Committee Conduct Policy and bring the matter to the attention of the President or Vice President before taking any action and ensure appropriate confidentiality
- be bound by the Executive Committee's Members Discipline Policy

Reviewed: 23/10/2017

7.7 Confidentiality & Privacy Policy (pre-school)

Introduction

Our education and care service recognises and respects the importance of privacy and confidentiality as an individual right and a basis for building partnerships. Our service requires personal information from families to provide appropriate and responsive care. This policy has been developed to comply with the Australian Privacy Principles (APPs) (2014) and pursues the highest standard in the protection and preservation of privacy and confidentiality.

Goals

We will:

- maintain private and confidential files for educators and staff, children and their families. We will develop systems for the appropriate use, storage and disposal of records.
- ensure the information in these files is used only for the education and care of the child enrolled in the service, and only shared with relevant or authorised people as defined within authorisations of the *Education and Care Services National Regulations*.

Strategies

Our education and care service aims to meet these goals through the adoption of this specific *Privacy and Confidentiality* policy and our Privacy Collection statement which will guide our practices in this area.

The Approved Provider will:

Collection of Information

- Ensure that each family, staff, volunteers and student and committee member is provided with a privacy collection statement upon enrolment, that includes details about how they can access their personal information, have this corrected as needed, make a complaint about a breach of privacy, if one occurs. This can also be accessed on our website at www.service.org.au
- Ensure each staff members', committee members', volunteers' and students' information is correct in personnel and other files. This includes information on qualifications, WWCC, criminal history checks, staff entitlements, contact and emergency information, health and immunisation information, and any relevant medical and legal information. This would include any other relevant information collected by the service.
- Ensure that information collected from families, educators, committee members and the community is maintained in a private and confidential manner at all times.
- Ensure that such information is not divulged or communicated (directly or indirectly) to another person other than the ways outlined as appropriate in the Education and Care Services National Regulations, 181, which says information can be communicated:
 - » To the extent necessary for the education, care or medical treatment of the child;
 - » To the parent of the child to whom the information relates (except for information in staff records);
 - » To the regulatory authority or an authorised officer;
 - » As authorised, permitted or required to be given by or under any act or law; and

» With written consent of the person who provided the information.

- Ensure families are informed upon enrolment how images/photographs of their children will be used on the Internet and/or publications.
- Provide families with information on the Complaints and Feedback procedure if any privacy or confidentiality procedure has been breached. Individuals can make a complaint to the Approved Provider if they believe there has been a breach of their privacy in relation to the Privacy principles. The breach will be assessed by the Approved Provider within 14 days. Where the information collected is incorrect, the information will be corrected. Where a serious breach of privacy is found, appropriate actions will be negotiated between the Approved Provider and the individual to resolve the situation, in line with the Complaints and Feedback procedure.
- Will ensure information provided by families, staff and committee members is only used for the purpose it was collected for.

The Nominated Supervisor will:

- Ensure each families' information is correct in enrolment records. This includes information on immunisation updates, income and financial details, contact details of family and emergency contact information, children's developmental records, Family Assistance information, and any medical or legal information – such as family court documentation – required by our education and care service. This would include any information required to be recorded under the National Law and Regulations, the Family Assistance Law other relevant information collected to support the enrolment of a child.
- Provide families with details on the collection of personal information collected: This information will include:
 - » The types of information collected by our education and care service;
 - » The purpose of collecting information;
 - » What types of information will be disclosed to the public or other agencies; and when and why disclosure may occur;
 - » How information is stored at the service;
 - » Approaches used to keep information secure;
 - » Who has access to the information;
 - » The right of the individual to view their personal information;
 - » The length of time information needs to be archived; and
 - » How information is disposed.
- Will ensure information provided by families and staff is only used for the purpose it was collected for.

Storage of Information

- Ensure that education and care service records, personnel records, CCB information and children's and families information is stored securely reducing the chance of unauthorised access, use or disclosure and remains private and confidential within the education and care environment at all times.

Access to Information

- Will ensure that information kept is not divulged or communicated, directly or indirectly, to anyone other than:
 - » Medical and developmental information that is required to adequately provide education and care for the child;
 - » The Department of Education and Communities, or an authorised officer; or
 - » As permitted or required by any Act or Law.
- Individuals will be allowed access to their personal information as requested. Individuals must request this information in writing from the Nominated Supervisor. Authorised persons may request to view any information kept on their child.
- Information may be denied under the following conditions:
 - » Access to information could compromise the privacy of another individual;
 - » The request for information is frivolous or vexatious; and
 - » The information relates to legal issues, or there are legal reasons not to divulge the information such as in cases of custody and legal guardianship.

Educators will:

- Maintain children's information and store documentation according to policy at all times.
- Not share information about the education and care service, management information, other educators or children and families, without written permission or legislative authority.
- In keeping with the Early Childhood Australia (ECA) Code of Ethics (2008), the Education and Care Services National Regulations and the Privacy Legislation, educators and staff employed by our education and care service bound to respect the privacy rights of children enrolled and their families; educators and staff and their families and any other persons associated with the school. Educators will sign a Confidentiality Statement as it relates to privacy and confidentiality of information.

Evaluation

All information pertaining to the education and care service, educators and families is maintained in a private and confidential manner in accordance with the Commonwealth Privacy Act 1988 and the Education and Care Services National Regulations.

Statutory Legislation and Considerations

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

Education and Care Services National Regulations: 181

Children and Young Persons (Care and Protection) Act 1998

Australian Privacy Principles – www.oaic.gov.au < Office of the Australian Information Commissioner – www.oaic.gov.au

Privacy Act 1988 (Privacy Act) – www.oaic.gov.au/law/act

Early Childhood Australia – www.earlychildhoodaustralia.org.au

Related Guidelines, Standards and Framework

National Quality Standards: 7.3.

Source

Policy written by Community Early Learning Australia

Related Policies

Privacy Policy

Privacy Collection Statement

Updated 12/07/2017

7.8 Privacy Policy (school)

This Privacy Policy sets out how the School manages personal information provided to or collected by it.

The School is NOT bound by the Australian Privacy Principles contained in the Commonwealth Privacy Act 1988. In relation to health records, the School is bound by the legislation Health Privacy Principles which are contained in the Health Records and Information Privacy Act 2002 (NSW) (Health Records Act).

The School may, from time to time, review and update this Privacy Policy to take account of new laws and technology, changes to the School's operations and practices and to make sure it remains appropriate to the changing school environment.

What kinds of personal information does the School collect and how does the School collect it?

The type of information the School collects and holds includes (but is not limited to) personal information, including health and other sensitive information, about:

pupils and parents and/or guardians ('Parents') before, during and after the course of a pupil's enrolment at the School, including:

- name, contact details (including next of kin), date of birth, gender, language background, previous school and religion;
- parents' education, occupation and language background;
- medical information (e.g. details of disability and/or allergies, absence notes, medical reports and names of doctors);
- conduct and complaint records, or other behaviour notes, and school reports;
- information about referrals to government welfare agencies;
- counselling reports;
- health fund details and Medicare number;
- any court orders;
- volunteering information; and
- photos and videos at School events;

job applicants, staff members, volunteers and contractors, including:

- name, contact details (including next of kin), date of birth, and religion;
- information on job application;
- professional development history;
- salary and payment information, including superannuation details;
- medical information (e.g. details of disability and/or allergies, and medical certificates)
- complaint records and investigation reports;
- leave details;
- photos and videos at School events;

- workplace surveillance information;
- work emails and private emails (when using work email address) and Internet browsing history; and

other people who come into contact with the School, including name and contact details and any other information necessary for the particular contact with the School.

Personal Information you provide: The School will generally collect personal information held about an individual by way of forms filled out by Parents or pupils, face-to-face meetings and interviews, emails and telephone calls. On occasions people other than Parents and pupils provide personal information.

Personal Information provided by other people: In some circumstances the School may be provided with personal information about an individual from a third party, for example a report provided by a medical professional or a reference from another school.

Exception in relation to employee records: Under the Privacy Act and the Health Records Act, the Australian Privacy Principles and Health Privacy Principles do not apply to an employee record. As a result, this Privacy Policy does not apply to the School's treatment of an employee record, where the treatment is directly related to a current or former employment relationship between the School and employee.

How will the School use the personal information you provide?

The School will use personal information it collects from you for the primary purpose of collection, and for such other secondary purposes that are related to the primary purpose of collection and reasonably expected by you, or to which you have consented.

Pupils and Parents: In relation to personal information of pupils and Parents, the School's primary purpose of collection is to enable the School to provide schooling to pupils enrolled at the school, exercise its duty of care, and perform necessary associated administrative activities, which will enable pupils to take part in all the activities of the School. This includes satisfying the needs of Parents, the needs of the pupil and the needs of the School throughout the whole period the pupil is enrolled at the School.

The purposes for which the School uses personal information of pupils and Parents include:

- to keep Parents informed about matters related to their child's schooling, through correspondence, newsletters;
- day-to-day administration of the School;
- looking after pupils' educational, social and medical wellbeing;
- seeking donations and marketing for the School; and
- to satisfy the School's legal obligations and allow the School to discharge its duty of care.

In some cases where the School requests personal information about a pupil or Parent, if the information requested is not provided, the School may not be able to enrol or continue the enrolment of the pupil or permit the pupil to take part in a particular activity.

Job applicants and contractors: In relation to personal information of job applicants and contractors, the School's primary purpose of collection is to assess and (if successful) to engage the applicant or contractor, as the case may be.

The purposes for which the School uses personal information of job applicants and contractors include:

- administering the individual's employment or contract, as the case may be;
- for insurance purposes;
- seeking donations and marketing for the School; and
- satisfying the School's legal obligations, for example, in relation to child protection legislation.

Volunteers:

The School also obtains personal information about volunteers who assist the School in its functions or conduct associated activities, such as fundraisers, to enable the School and the volunteers to work together.

Marketing and fundraising:

The School treats marketing and seeking donations for the future growth and development of the School as an important part of ensuring that the School continues to provide a quality learning environment in which both pupils and staff thrive. Personal information held by the School may be disclosed to organisations that assist in the School's fundraising.

Parents, staff, contractors and other members of the wider School community may from time to time receive fundraising information. School publications, like newsletters, which include personal information, may be used for marketing purposes.

Who might the School disclose personal information to and store your information with?

The School may disclose personal information, including sensitive information, held about an individual for educational, administrative and support purposes. This may include to:

- other schools and teachers at those schools;
- government departments (including for policy and funding purposes);
- medical practitioners;
- people providing educational, support and health services to the School, including specialist visiting teachers, volunteers, and counsellors;
- providers of learning and assessment tools;
- assessment and educational authorities, including the Australian Curriculum, Assessment and Reporting Authority (ACARA)
- people providing administrative and financial services to the School;
- recipients of School publications, such as newsletters and magazines;
- pupils' parents or guardians;
- anyone you authorise the School to disclose information to; and
- anyone to whom we are required or authorised to disclose the information to by law, including child protection laws.

Sending and storing information overseas: The School may disclose personal information about an individual to overseas recipients, for instance, to facilitate transition to a new school. However, the School will not send personal information about an individual outside Australia without:

- obtaining the consent of the individual (in some cases this consent will be implied); or
- otherwise complying with the Australian Privacy Principles or other applicable privacy legislation.

The School may use online or 'cloud' service providers to store personal information and to provide services to the School that involve the use of personal information, such as services relating to email, instant messaging and education and assessment applications. Some limited personal information may also be provided to these service providers to enable them to authenticate users that access their services. This personal information may be stored in the 'cloud' which means that it may reside on a cloud service provider's servers which may be situated outside Australia.**

How does the School treat sensitive information?

In referring to 'sensitive information', the School means: information relating to a person's racial or ethnic origin, political opinions, religion, trade union or other professional or trade association membership, philosophical beliefs, sexual orientation or practices or criminal record, that is also personal information; health information and biometric information about an individual.

Sensitive information will be used and disclosed only for the purpose for which it was provided or a directly related secondary purpose, unless you agree otherwise, or the use or disclosure of the sensitive information is allowed by law.

Management and security of personal information

The School's staff are required to respect the confidentiality of pupils' and Parents' personal information and the privacy of individuals. The School has in place steps to protect the personal information the School holds from misuse, interference and loss, unauthorised access, modification or disclosure by use of various methods including locked storage of paper records and password access rights to computerised records.

Access and correction of personal information

Under the Commonwealth Privacy Act and the Health Records Act, an individual has the right to seek and obtain access to any personal information which the School holds about them and to advise the School of any perceived inaccuracy.

There are some exceptions to these rights set out in the applicable legislation.

To make a request to access or to update any personal information the School holds about you or your child, please contact the School Administrator by telephone or in writing. The School may require you to verify your identity and specify what information you require. The School may charge a fee to cover the cost of verifying your application and locating, retrieving, reviewing and copying any material requested. If the information sought is extensive, the School will advise the likely cost in advance. If we cannot provide you with access to that information, we will provide you with written notice explaining the reasons for refusal.

Consent and rights of access to the personal information of pupils

The School respects every Parent's right to make decisions concerning their child's education.

Generally, the School will refer any requests for consent and notices in relation to the personal information of a pupil to the pupil's Parents. The School will treat consent given by Parents as consent given on behalf of the pupil, and notice to Parents will act as notice given to the pupil.

Parents may seek access to personal information held by the School about them or their child by contacting the School Administrator by telephone or in writing. However, there may be occasions when access is denied. Such occasions would include where release of the information would have an unreasonable impact on the privacy of others, or where the release may result in a breach of the School's duty of care to the pupil.

Enquiries and complaints

If you would like further information about the way the School manages the personal information it holds, or wish to complain that you believe that the School has breached the Australian Privacy Principles please contact the Director by writing or telephone at castlecragmont@ozemail.com.au or on 9958 7903. The School will investigate any complaint and will notify you of the making of a decision in relation to your complaint as soon as is practicable after it has been made.

Relevant Legislation and Considerations

Privacy Act 1988 Australian Privacy Principles 2014
Health Records and Information Privacy Act 2002 (Health Privacy Principles)
Children (Education and Care Services National Law) Act 2010: 263-265
Education and Care Services National Regulations 2011: 181, 183

Related Guidelines, Standards and Frameworks

National Quality Standard: 7.3

Sources

AISSNSW: ISCA and CEC2017

Related Policies and Procedures

Confidentiality Policy
Executive Committee Code of Conduct
Staff Code of Conduct
Ethical Conduct Statement

Reviewed: 23/10/2017

7.9 NESA Returns Policy

(Including the Annual School Report)

General or Requested Returns

The School Director (Principal) will provide returns to the NESA to meet the requirements of the Education Act as described in Registered and Accredited Individual Non-government Schools (NSW) Manual.

Reviewed: 25/10/2017

7.10 Educational and Financial Reporting Policy (NESA)

Policy

Castlecrag Montessori School has procedures in place to maintain the relevant data and will comply with reporting requirements of the NSW Minister of Education and the Australian Department of Education. This reporting includes participation in annual reporting to publicly disclose the educational and financial performance measures and policies of the school and requirements related to the provision of data to the Minister that is relevant to the Minister's annual report to Parliament on the effectiveness of schooling in the State or data that may be requested by the Minister from time to time.

Procedures

The Director is responsible for coordinating the final preparation and distribution of the annual report to the Board and other stakeholders as required.

The Director is responsible for the collection, analysis and storage of educational data and the Administrator is responsible for the collection, analysis and storage of financial data.

The Director determines the specific content to be included in each section of the report and reviews this each year to ensure ongoing compliance, relevance and usefulness.

The Director ensures the report is prepared in an appropriate form to send to the New South Wales Education Standards Authority.

Timetable

Date	Task	Person Accountable
April 1	Review requirements of Annual Report and identify all policies and procedures that need to be revised.	Director (Principal)
May 1	Financial data to be tabled.	Administrator
May 1	Revised policies and procedures to be presented to the Executive Committee.	Director
May 21	Policies and procedures to be signed off.	Executive Committee
June 20	Annual Report to be written.	Director
June 28	Annual Report to be submitted online to NESA, posted on school noticeboard and posted on school website.	Director

Requests for additional data

From time to time the Commonwealth Government, through the Minister for Education, and the NSW Government, through the Minister for Education, may request additional information. To ensure that such requests are dealt with appropriately, the School Director (Principal) is responsible for coordinating the school's response. The Director is responsible for the collection of the relevant data and for ensuring the provision of data/information requested by Minister(s) through the specified authority in an online or appropriate electronic format by the due date.

Reviewed: 21/06/2018

7.11 Recruitment Policy and Procedure

The School aims to consistently identify and select the individual with the most suitable knowledge, skills and experience for the position available on the basis of merit. Our recruitment and selection processes should be fair, defensible, honest and efficient. They will incorporate the following features.

The executive members of the School Committee (i.e. President, Vice Presidents, Secretary, Treasurer) have responsibility for managing the non-teaching affairs of the school including staffing matters. They should appoint a recruitment committee and all action should be reported to the Parents at the next Committee meeting.

A Job Description and Person Specification should be prepared /revised when the vacancy arises. Any budgetary limitations should be clarified.

All posts should be advertised internally and externally (simultaneously) in appropriate medium (e.g. School Noticeboard, Montessori Website, Local/City/National Newspapers etc). The advertisement should state the closing date for applications, how to apply and how to obtain additional information. Wherever possible the proposed interview date should be included to streamline/speed the process. The advertisement should focus on positive elements of the position (to entice applicants). It should also restrict number of respondents by listing specific skills etc required. The Committee will indicate on the Job Advertisement that applicants must have the right to work in Australia and have a current Working with Children Number.

Legal Considerations

It is unlawful to discriminate against another person or imply a preference with regard to gender, age, parental status, sexual orientation, religious belief, race, marital status, career status, political belief or physical features.

Interviews should involve a small group of interested and informed individuals. For example appointing a Director should involve: a) the President or Vice-President (usually Chair), b) Treasurer and/or Secretary, c) AM/PM Liaison Officer (and/or Parent representative) and d) Nominated supervisor (as immediate boss and educational expert) e) other persons proposed by the School Committee in a panel interview. The same individuals should be involved in shortlisting applicants for interview.

Interviewing Principles

Promoting a standard approach to interviewing should ensure that the system of selection is fair and equitable to all applicants. It should also provide the panel with a consistent basis to compare applicants. Make sure:

- the venue is private, easy to find, free from interruption (e.g. phones), comfortable and with a seating arrangement that encourages a conversational tone to the interview;
- that a Chairperson is nominated to welcome the applicant, clarify the job and any conditions of employment, explain the selection and interview process (e.g. how long the interview will be, when decision will be made, how it will be notified, when the successful applicant is expected to start), keep the interview flowing, close the interview, show the applicant out, and clarify a rank order of the preferred applicants (after the interviews are completed);
- that the same questions are asked of all applicants. Check also that they have received the same written information about the school and position;
- all interviews are conducted by the same people under similar circumstances and candidates are selected in accordance with the criteria set out in the job description & person specification;

- that when asking a sensitive question, the applicant is provided with a non-discriminatory explanation of why the question is being asked;
- that the applicant does most of the talking;
- the applicant is given an opportunity to ask questions;
- that the rights of the applicant are respected at all times and detailed information about the individual applicants remains confidential to those involved in the recruitment process.

Employment Screening

Applicants considered for employment must provide the following information:

- *A current Working With Children Check Number and date of birth so the WCC number can be verified online.*

Applicants considered for employment must supply the following information:

- Documentation, which supports their true identity
- Details of referees relating to previous employment

The Executive Committee will complete the following before the preferred applicant is offered a position:

- Online verification of the applicant's *Working with Children Check number*. *Note that an applicant may provide details of application in progress.*
- A structured referee check
- Proof of identity documentation check (e.g. qualifications, immigration status and right to work in Australia) (Australian Department of Immigration and Border Protection Tel 131 881. Work visas are checked through the Visa Entitlement Verification Online (VEVO) <http://www.immi.gov.au/managing-australias-borders/compliance/legalworkers/>)

Rejected Applications

The recommended applicant is not to be employed if:

- They do not provide a current Working With Children Check number or do not have an Working With Children Check application in progress.
- The online verification indicates the person is "barred", "interim barred" or "not found"
- The Department of Community Services advises that the person is ineligible for child-related employment.
- The VEVO check stipulates they do not have a right to work in Australia.

Records regarding the basis of any such decision not to employ will be retained by the Nominated Supervisor, and kept strictly confidential.

References

References for the preferred candidate should be sought (in confidence) by a nominated member of the interview panel (by telephone wherever possible). A record of the conversation will be kept on the personal file.

A nominated member of the interview panel will take responsibility for offering the position to the preferred applicant and ensuring that all other applicants are advised of the outcome of their application as promptly as possible. The successful applicant will receive an appointment letter (from the President) setting out the full details of the employment offer which he/she should sign and return confirming acceptance of the post.

Probationary periods will apply to all appointments. The duration will be in accordance with DEC and Award guidelines.

All the information collected during the recruitment process and used to make the selection decision should be stored for a period of one year. Details relating to the successful applicant will be kept on his/her personal file for the duration of the employment and for 6 years after the employment has ended.

Person Specification

The person specification should set out the minimum requirements of potential applicants to meet the demands of the post. Care must be taken to include only relevant items as these criteria will form the basis of selection for interview. Six areas are identified and these can be further divided into preferred and essential.

ESSENTIAL	PREFERRED
QUALIFICATIONS (eg. Montessori 3-6, Bachelor of Early Childhood Education)	
KNOWLEDGE AND SKILLS (eg. Computer packages) (eg. MYOB) (eg role requires frequent telephone contact: need clear oral communication skills)	
EXPERIENCE (eg. previous experience of)	
PERSONAL CHARACTERISTICS (eg. ability to work on own initiative..... as part of a small team....)	
PERSONAL CIRCUMSTANCES (eg. able to work evenings)	
INTERESTS (relating to the post)	

Recruitment Advertisements

Certain information is required in all job advertisements, other information can be included but the overall purpose of the advertisement remains to attract suitable applicants. Detailed information is more appropriately and economically incorporated in written information that can be forwarded to applicants on request.

Essential information

The advertisement needs to include information on these topics:

- the organization – i.e. preschool, location;
- the job – i.e. title, full/part-time, permanent/temporary/casual;
- selection criteria – i.e. the specific skills required to perform the job;
- any benefits;
- how to apply and the time frame
- "prohibited persons" are not permitted to apply and that all short-listed applicants for such a position will be asked to provide their *Working with Children Check number*, and date of birth so online verification can be conducted.

Information on the job will come from the Job Description eg. 'Montessori Director (3-6) required full-time from (date)'.

The Selection Criteria should be gathered from the Person Specification e.g. 'Applicants should have and previous experience of would be preferred'.

The name of someone who can be contacted directly may be included in the advert (or the additional written details).

How to apply can be expressed several ways e.g. "Applications in the form of a CV, including the names of two referees, should be sent to the School Administrator, Castlecrag Montessori School, 184 Edinburgh Road, Castlecrag, NSW 2068 from whom further written details are available. Tel. 02 99587903 (during school hours). Close date" OR "For further written details and an application form contact ..."

Draft Letters

Invite to interview

Dear

Post Title

I am writing to thank you for your application for the above appointment and to invite you to attend for an interview on (date and time) at (location). Please bring original copies of the documentation relating to your qualifications (and your passport showing your work permit status) with you.

You will be interviewed by *NAME, JOB TITLE/ROLE* and *NAME, JOB TITLE/ROLE*. On arrival, would you please ask for *NAME*.

I should be grateful if you would contact me on (tel no) to confirm that you will be able to attend at the above time.

Yours sincerely,

Unsuccessful candidate

Dear

Post Title

Thank you for attending an interview for the above appointment earlier this week. I understand that you have already spoken to and I am writing to confirm that you have not been successful on this occasion.

Thank you for your interest in working at the School and I hope you find a suitable post in the near future.

Yours sincerely,

Reference request

Dear,

NAME

We have offered the above named a position as *POST*. All appointments are subject to the receipt of references and *NAME* has given us your name as referee.

I should be grateful if you could confirm the period *NAME* was employed with your organization and in what capacity, as well as give an indication of attendance and sickness during this time. Please feel free to comment on his/her overall performance within your organization and give your opinion as to *NAME*'s suitability for our post (further details of post enclosed).

Anything you say will, of course, be treated in the strictest confidence.

Thanking you in advance for your help.

Yours sincerely,

Relevant Legislation

Child Protection (Prohibited Employment) Act 1998

Ombudsman Amendment Act (Child Protection and Community Services) Act 1998

Child & Young Persons (Care and Protection) Act 1998

Children (Education and Care Services National Law) Act 2010: 166,167

Education and Care Services National Regulations 2011: 84,168

National Quality Standard 2.3.4, 5.1, 5.2

Related Policies and Procedures

Child Protection

Management and Operation of the School

Staff

Updated 26/03/2018

7.12 Bond Policy (for Parents/Guardians)

–only applies to enrolments up to 21/06/2017

At the time you accept our offer of enrolment we ask you to pay a bond equivalent to one term's fees. The reason for taking the bond is twofold. Firstly, to confirm that a child will be taking up an available place at the school. Secondly, to ensure that you are committed to completing the three year Montessori program.

Under the current Bond Agreement (2016) the bond is fully refundable once your child has completed the three year cycle (**Appendix XXIV** for definition).

If your child does not complete the three year cycle the bond will be forfeited to the school.

If a family withdraws their child/children from the enrolment as referred to above, the school may in its absolute discretion refuse to accept the enrolment or withdraw the enrolment of any siblings of the child/children previously enrolled.

NOTE: At the 21/06/2017 EGM the Bond was replaced by a non-refundable Placement Fee. The Bond Policy does not therefore apply to children enrolled from after this date.

Other

Matters pertaining to bonds are dealt with by the Bond Committee.

A non-refundable enrolment fee of \$300 was payable with notice of acceptance of an offer of enrolment at the school. This fee was also withdrawn from the Fee Schedule at the EGM on 21/6/17 and does not apply to children enrolling after this date.

Relevant Legislation and Considerations

National Quality Standard: 7.3, 7.3.2, 7.3.5

Related Policies and Procedures

Fee Policy

Reviewed: 25/10/2017

7.13 Fee Policy (tuition fees)

Introduction

Our school has a commitment to ensuring our fees are as affordable as possible and that all families have access to any subsidies that are available to reduce these fees.

The setting and payment of fees takes into account all requirements of the Education and Care Services National Regulations, Australian Tax Office, Privacy Act and the guidelines contained within the Australian Government Child Care Service Handbook. All records held at the service will be maintained in accordance with the service Confidentiality and Privacy Policy. Families will be provided with accurate fees statements and clear information regarding fee payment processes.

Goals

To enable our service to provide high quality early education and care for children we need to ensure we are financially viable at all times. Our school's financial health and access to our service will be maximised by ensuring families are aware of all fees and fee payment requirements upon enrolment.

Strategies

Fee Payable/Accounts

- The Approved Provider will determine the required fee level to meet budget prediction for the year.
- The fee schedule and fees payment policy will be fully explained to families during the enrolment process.
- Fees payable will be based on per term amounts. Pro-rata fees for part-term attendance do not apply. If a family withdraws a child partway through a term, or attend for only part of a term, then the full term fees for that term are still payable. The only exception to this rule is for a new starter's first term at the school.
- Families will be given a minimum of 21 days' notice of any fee increase.
- The same fee will be charged to all families for equivalent care arrangements.
- An invoice and/or statement of fees will be sent to parents/guardians termly, in advance.
- Families are required to pay fees in advance. A dated receipt, in accordance with Australian Government Guidelines, will be provided for each payment, upon request.
- Families are required to pay fees on public holidays if the holiday falls within the school term.
- Fee payment will be recorded according to Australian Government Guidelines.
- Families should contact the service to advise of their child's inability to attend as soon as this is known. Fees will still be required on days the child would normally attend.

Payment of Fees

- Fees are payable from the agreed commencement date and must be paid two weeks in advance.
- Fees may be paid by cheque, electronic funds transfer by direct deposit (internet banking).

Overdue Fees

Parents/guardians with overdue fees will be encouraged by the Director to discuss any difficulties they may have in meeting payments and make suitable arrangements with the School Administrator and/or Treasurer to pay, including the option of a payment plan. If this is not done, or the agreed arrangements are not kept, the matter may be referred to a debt collector and/or cancellation of the child's enrolment may occur.

Late Collection Charge

Castlecrag Montessori School reserves the right to implement a late collection charge when parents/guardians have not collected their child/ren from the service before closing time. This charge will be set at a level determined by the Committee of Management and based on the service's need to recoup expenses incurred in employee overtime wages.

Roles and Responsibilities

Approved Provider

- Ensure the service operates in line with the Education and Care Services National Law and National Regulations 2011.
- Reviewing the current budget to determine fee income requirements.
- Developing a fee policy that balances the parent's/guardian's capacity to pay, with providing a high-quality program and maintaining service viability.
- Considering any issues regarding fees that may be a barrier to families enrolling at the service and removing those barriers wherever possible.
- Providing parents/guardians with a termly invoice and /or statement of fees and charges.
- Ensuring that the Fees Policy is readily accessible at the service.
- Notifying parents/guardians within 21 days of any proposed changes to the fees charged or the way in which the fees are collected.

Administrator

- Providing parents/guardians with a termly invoice and/or statement of fees and charges.
- Collecting all relevant information and maintaining relevant documents regarding those with entitlement to concessions, where applicable.
- Notifying parents/guardians within 21 days of any proposed changes to the fees charged or the way in which the fees are collected.
- Ensuring a notice outlining the fees charged by the service is provided to all enquiring families and current families at the beginning of the new school year or when requested.

Early Childhood Educators / Certified Supervisors

- Referring parents'/guardians' questions in relation to this policy to the Approved Provider, Executive Committee or Administrator.

Families

- Reading this policy and referring any questions, queries or concerns to the administrator.

- Record the arrival and departure times of their child or children attending care.
- Pay for any booked day of education and care which falls on a public holiday.
- Provide a terms of withdrawal from service. If child does not attend during the relevant notice period full fees will be chargeable.
- Notifying the Administrator if experiencing difficulties with the payment of fees.

Monitoring, Evaluation and Review

This policy will be monitored to ensure compliance with legislative requirements and unless deemed necessary through the identification of practice gaps, the service will review this Policy every 18 months. Families and staff are essential stakeholders in the policy review process and will be given opportunity and encouragement to be actively involved.

In accordance with R. 172 of the Education and Care Services National Regulations, the service will ensure that families of children enrolled at the service are notified at least 21 days before making any change to a policy or procedure that may have significant impact on the provision of education and care to any child enrolled at the service; a family's ability to utilise the service; the fees charged or the way in which fees are collected.

Related Legislation

Education and Care Services National Law Act 2010

Education and Care Services National Regulations 2011: Regulation 168(2)(n)

Family Law Act 1975 (Cth), as amended 2011

Related Guidelines, Standards, Frameworks

National Quality Standard 7.3

Sources

Australian Children's Education and Care Quality Authority (ACECQA) – www.acecqa.gov.au

CCB Information – www.humanservices.gov.au

Reviewed: 16/07/2018

7.14 Acceptance and Refusal of Authorisations

Introduction

Our school requires authorisations for actions such as administration of medications, collection of children, excursions and providing access to personal records. This policy outlines what constitutes a correct authorisation and what does not, and may therefore result in a refusal.

Goal

To ensure that we only act in accordance with correct authorisation as described in the Education and Care Services National Regulations, 2011.

Strategies

Refusing a Written Authorisation

On receipt of a written authorisation from a parent/guardian that does not meet the requirements outlined in the related school policy, the Approved Provider or delegated authority will:

- Immediately explain to the parent/guardian that their written authorisation does not meet legislative and policy guidelines.
- Provide the parent/guardian with a copy of the relevant service policy and ensure that they understand the reasons for the refusal of the authorisation.
- Request that an appropriate alternative written authorisation is provided by the parent/guardian.
- In instances where the parent/guardian cannot be immediately contacted to provide an alternative written authorisation, follow related policy procedures pertaining to the authorisation type.
- Follow up with the parent/guardian where required, to ensure that an appropriate written authorisation is obtained.

Roles and Responsibilities

The Approved Provider is responsible for ensuring the school operates in line with the Education and Care Services National Law and Regulations 2011.

The Nominated Supervisor will:

1. Ensure documentation relating to authorisations contains:

- a. The name of the child enrolled in the school
- b. Date;
- c. Signature of the child's parent/guardian, or nominated contact person who is on the enrolment form;
- d. The original form/letter provided by the school.

2. Apply these authorisations to the collection of children, administration of medication, excursion and access records.
3. Keep these authorisations on file.
4. Ensure that all parents / guardians have completed the authorised nominee section of their child's enrolment form and that form is signed and dated before the child begins school.
5. Exercise the right of refusal if written or verbal authorisations do not comply.
6. Waive compliance where a child requires emergency medical treatment for conditions such as anaphylaxis or asthma. The school can administer medication without authorisation in these cases, provided they contact the parent/guardian as soon as is practicable after the medication has been administered.

Educators and Certified Supervisors will:

- Apply these authorisations to the collection of children, administration of medication, excursion and access to records.
- Exercise the right of refusal if written or verbal authorisations do not comply.
- Waive compliance where a child requires emergency medical treatment for conditions such as anaphylaxis or asthma. The school can administer medication without authorisation in these cases, provided they contact the parent/guardian as soon as is practicable after the medication has been administered.

Families will:

- Ensure that you complete and sign the authorised nominee section of your child's enrolment form before your child attends the school.
- Keep enrolment details forms current stating who the authorised nominees are.
- Inform the school of current contact numbers to ensure you are contactable at all times.
- Communicate to the Responsible Person and staff any individual requests regarding authorisations.
- Update educators in relation to any medical conditions, medical plans, or ongoing medication requirements. This includes the names of medications, dosage, signs and symptoms and contact information for any relevant health professionals.
- Ensure that where children require medication to be administered by educators or other staff, you authorise this in writing, sign and date it for inclusion in your child's medical record.

Monitoring, Evaluation and Review

This policy will be monitored to ensure compliance with legislative requirements and unless deemed necessary through the identification of practice gaps, the school will review this policy every 2 years.

Families and staff are essential stakeholders in the policy review process and will be given opportunity and encouragement to be actively involved.

In accordance of R.172 of the *Education and Care Services National Regulations*, the school will ensure that families of children enrolled at the school are notified at least 14 days before making any change to a policy or procedure that may have a significant impact on the provision of education and care to any child enrolled at the school; a family's ability to utilise the school; the fees charged or the ways in which fees are collected.

Relevant Legislation

Children (Education and Care Services National Law Application) Act 2010 Section 167

Education and Care Services National Regulations 2011: 99, 102, 160, 161, 168(2)(m)

Family Law Act 1975 (Cth), as amended 2011

Children and Young Persons (Care and Protection) Act 1998

Related Guidelines, Standards, Frameworks

Link to National Quality Standard Quality Area 2 Children's Health and Safety

Sources

Policy written by Community Early Learning Australia

Australian Children's Education and Care Quality Authority – www.acecqa.gov.au

Related Policies

Arrival and Departure Policy

First Aid Policy

Excursion Procedure

Medication Procedure

Anaphylactic Shock, Allergic Reactions and Food Intolerance Statement

Medical Conditions Policy

Updated 08/07/17

APPENDICES

Appendix I

EMERGENCY EVACUATION/LOCKDOWN DRILL RECORD

DATE _____ TIME _____

DURATION OF DRILL _____

NUMBER OF CHILDREN PRESENT _____

NAMES OF CHILDREN ABSENT _____

NAMES OF STAFF PRESENT _____

LOCATION OF EMERGENCY _____

RECORD OF DRILL _____

FOLLOW UP ACTION _____

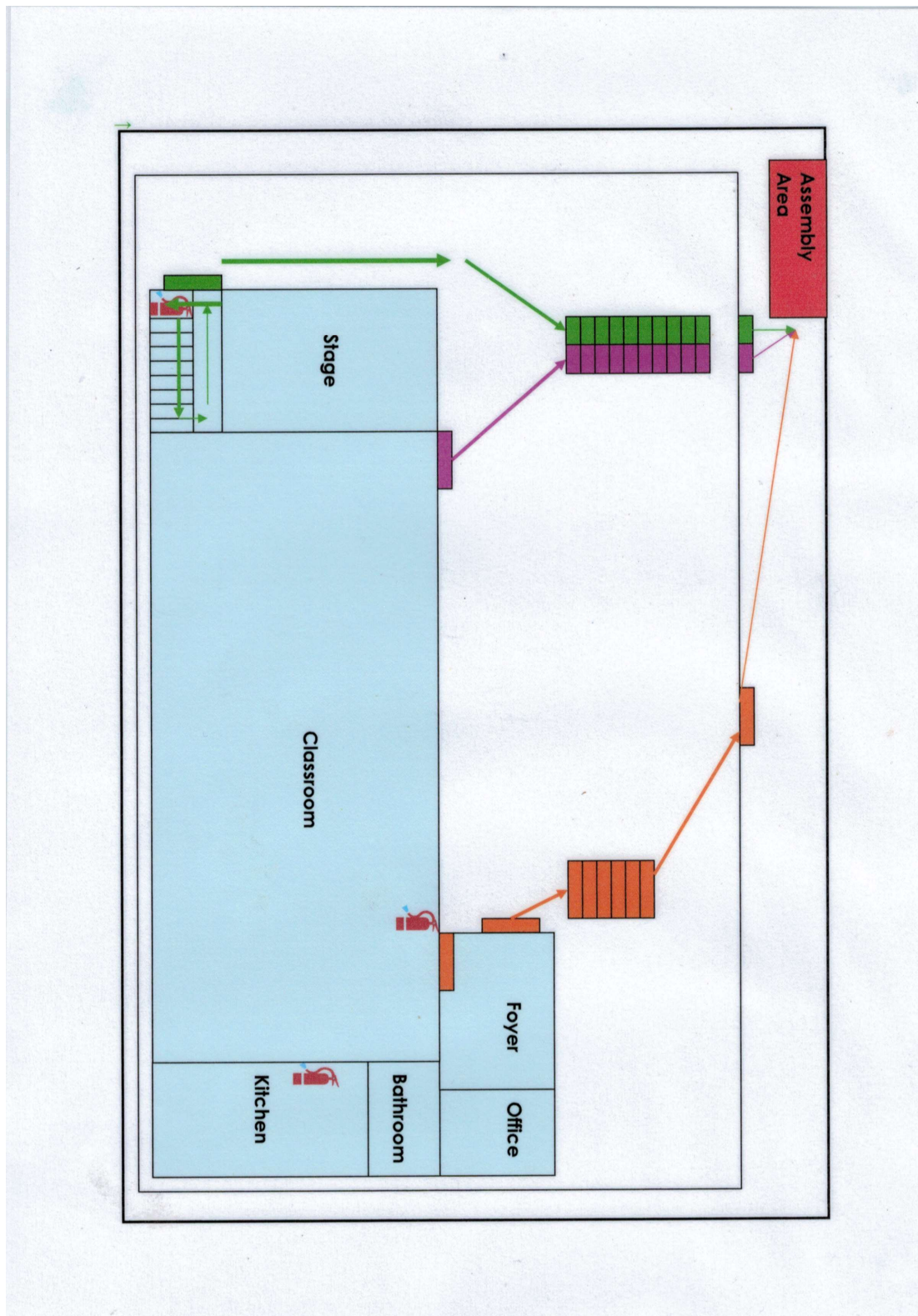
Appendix II: Evacuation evaluation form

[illegible]

Evacuation Procedure

7. Blow whistle, give instructions.
8. Two teachers, two assistants and all children assemble at the designated exit door.
9. The classroom teacher collects the attendance record sheets, mobile phone, first aid and asthma kits. One assistant checks the bathroom, kitchen and stage. The other assistant helps the children to line up in an orderly manner. The extended day teacher assists the extended day children to exit from the stage and join the line.
10. With one teacher leading and one teacher at the rear, the children walk up the designated steps in line, through the gate, and to the footpath outside the church. Both assistants are with the group.
11. If necessary, emergency services are contacted. The roll is called to further check that all children have been evacuated.
12. Should the footpath be an unsafe place to stay, the staff and children (in pairs) will cross the road, turn right and walk to the local park in Edinburgh Road.

Appendix IV: Castlecrag Montessori School Floor Plan



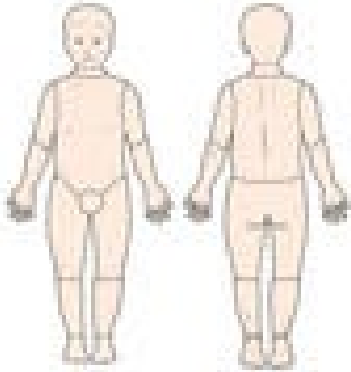
Appendix V

Incident, injury, trauma and illness record (circle relevant type of record)

Child Details

Surname:	Given names:
Date of Birth:	Age:
Class (AM or PM)	

Incident / Injury / Trauma

Circumstances leading to the incident/injury/trauma:			
Products or structures involved:			
Location:	Time	Date	
Staff on Duty:			
Name of Witness:			
Witness Signature			Date
Nature of Injury Sustained			
		Abrasion, scrape	Cut
		Bite	Rash
		Bruise	Sprain
		Broken bone, fracture	Swelling
		Burn	Concussion
		Other: please specify	

Illness

Circumstances surrounding child becoming ill, including apparent symptoms:	
Time of illness am/pm	Date of illness:

Action taken

Details of action taken, including first aid and administration of medicine:
Medical personnel contacted: Yes / No
If yes, provide details:

Details of Person completing this record		
Name:	Signature:	
Time record was made: am/pm	Date record was made:	
Notifications (including attempted notifications)		
Parent/guardian:	Time:	Date:
Director/teacher	Time:	Date:
Regulatory authority (if applicable)	Time:	Date:
Copy of this form given to parent/guardian	Yes	No

<p align="center">Parental acknowledgment:</p> <p align="right">I (name of parent/guardian)</p> <p>.....</p> <p>have been notified of my child's incident / injury / trauma / illness <i>(please circle)</i></p>		
Signature	Date:	
Can action be taken to address the risk? Provide details:		
Is this a serious incident? (*Ref: reg 12)	Yes	No
<p><small>* A serious incident is any incident involving injury or trauma to, or illness of a child attending the service for which the attention of a medical professional was sought, or required the child to attend hospital, any circumstance where a child attending the service appears to be missing or cannot be accounted for, appears to have been taken/removed from the service by someone other than an approved person, or is mistakenly locked in or out of the premises or any part of the premises. A serious incident must be reported to the Department of Education and Communities within 24 hours of awareness of the incident.</small></p>		
Additional notes / follow up:		

Appendix VI

MEDICATION AUTHORITY FORM

Child's Name: _____ Date of birth _____

Reason for medication: _____

Doctor's instruction relating to administration of medicine? _____

Possible side effects: _____

Parent/Guardian name _____ Parent Guardian/Signature _____

Date _____

To be completed by the parent/guardian								To be completed by the educator when administered					
Name of Medication	Last Administered		To be Administered (or circumstances to be administered)		Dosage to be Administered	Method of administration	Signature of parent or guardian	Medication Administered		Dosage Administered	Method of Administration	Name and Signature of Educator Administering	Name and Signature of Witness
	Time	Date	Time	Date				Time	Date				
											
											
											
											
											

Appendix VII

IMMUNISATION RECORD

Child Name: _____

*Note: Under current legislation, an immunisation record **must** be provided for all children enrolled at Castlecrag Montessori School, before the first day of enrolment). Immunisation History Statements are sent to each parent/guardian after each child turns 18 months and 4 years of age. You can also obtain one at any time by contacting Medicare.*

We have provided the following approved documentation to Castlecrag Montessori School (please tick below):

- ☐ A current **ACIR Immunisation History Statement** (see example on back of this page) showing our child's immunisations are up to date (*if your child has a medical contraindication for a specific vaccine(s) a Medical Exemption Form will also be required*), or;
- ☐ An **ACIR Immunisation Medical Exemption Form** showing our child is unable to be immunised with a vaccine or vaccines due to medical reasons, or;
- ☐ An **ACIR Immunisation History Form** where an immunisation provider has certified that our child is catching up their immunisations.

Enrolment can not commence until one of the above forms has been provided. Blue Book or GP & Doctor records are not acceptable.

We understand that if our child's immunisation is not up-to-date and there is an outbreak of any of these diseases* at the school, our child will be excluded from the school for the period specified by Children's Services Health and Safety.

Mother's Name _____ Mother's signature _____

Father's Name _____ Father's signature _____

Date _____

Both parents are required to sign this form.

You will also be asked to provide the school with an updated immunisation record after your child has had the vaccinations recommended for 4 year olds.

*For more information re diseases & vaccines refer to <http://www.health.nsw.gov.au/immunisation>

Appendix VIII

Excursion Risk Assessment

To be completed by all staff organising off the premises visits. Completed forms must be signed by the Director and will be kept on file.

Has the Director's permission been received to conduct this excursion?

YES / NO

(All staff must complete questions 1-16 and seek permission from the Director at least 2 weeks prior to the notification of an excursion. Questions 17-23 can be completed the day before the excursion.) This Form must be given to the Director prior to departure and signed on completion of excursion.

1. Excursion Destination _____

2. Organised by _____

3. Group attending _____

4. Number of children attending _____

5. Date and Duration of Excursion _____

6. Mode of transport _____

7. Cost per student _____

8. Aim _____

9. Excursion Plan/Preparation of Children

10. Action plan for students needing additional support/supervision

11. Have you visited the excursion site?

YES / NO

12. Physical Environment (describe).

13. Possible health and safety risks (venue and transport) and control measures.

14. What is the emergency procedure? _____

15. Mobile phone number used on excursion: _____

16. Staff attending: _____

17. Names of approved volunteers attending:

Name	Signed Volunteer/Student Declaration

18. Names of volunteer drivers

Name	Signed Volunteer Declaration	Signed Volunteer Driver Form

19. Attending staff member with a current First Aid Certificate

20. Have you ensured that supervision of the remaining children has been adequately covered and staff/student ratios met ? YES / NO

21. Have all permission forms been received? YES / NO

22. Do you have a First Aid Kit? YES /NO

23. Do you have an EpiPen, Asthma Kit or Medication (if applicable) ? YES / NO

24. Do you have the children's contact numbers? YES / NO

25. Do you have a mobile phone? YES / NO

26. Have you read the Excursion Policy? YES / NO

27. Have all adults accompanying the excursion been briefed? YES / NO

Teacher's Signature _____ Date _____

Director's Signature _____ Date _____

Comments on completion of excursion noting any incidents.

Signed _____ Date _____

Appendix IX

Authorisation Form for Excursions (Regulation 102: Authorisations for Excursions)

Excursion Information	
Date of proposed excursion: / /
Address of the proposed excursion venue:	
This venue is approximately km in distance from the school.	
Description of the proposed destination:	
The proposed excursion is:	<input type="checkbox"/> a once off occurrence <input type="checkbox"/> ongoing between the dates of / / and / /
Reason for the proposed excursion:	
Method of transport to the destination:	
Cost of excursion:	\$
Your child will participate in the following activities during the excursion:	1. Activity 2. Activity 3. Activity
Scheduled time of departure from the school:	
Anticipated time of arrival to the venue:	
Scheduled time of departure from the venue:	
99Anticipated time of arrival back to the school:	
Anticipated number of children to be attending:	
Names of Staff/educators attending this excursion:	1. Name 2. Name

Number of other adults attending:	
Anticipated adult-to-child ratio:	
Names of accompanying staff members who have first aid:	1. Name 2. Name
A risk assessment has been prepared for this excursion and is available at the service upon request.	<input type="checkbox"/> Yes
Parental Authorisation for the proposed excursion	
Parent name:	
Child's name:	
Child's date of birth: / /
Date of excursion: / /
Destination of Excursion:	
	I,(insert parent name) hereby give permission for my child,, to attend the proposed excursion to (insert venue).
I agree to the following:	I understand that children and adults will be attending the excursion. I understand that a risk assessment has been prepared and a copy is available at my request. I understand that my child will be travelling by <i>(insert transport mode)</i> to the venue. I understand that my child will be away from the premises for approximately hours. I understand that this excursion is a once-off/ongoing occurrence.
My emergency phone number for this date:	
Signed:
Date: / /

Appendix X

Transportation of Students by Parents Form

Parents volunteer on occasion to transport students off premises for activities within school hours.

The information below assists the school to ensure that the safety of students is managed.

To: The Driver

Re: Use of private vehicles for transporting staff/students and for travel in relation to school duties.

Please confirm the following:

- My motor vehicle registration is current
- My driving license is current
- My car is roadworthy
- My insurance cover (third party and comprehensive) is current
- I have appropriate child restraints fitted (if applicable)

Name: _____

Signed: _____

Date: _____

Appendix XI

Transportation Guidelines

Rationale

The aim of these guidelines is to provide information regarding the requirements of any staff member travelling on official School business in a vehicle that is not owned by the School.

This includes:

- Transporting students and/or staff
- Staff travelling in relation to their duties

Guideline Statement – Authorisation and Documentation

Private Vehicles

Where a vehicle, not the property of the School, is authorized for use on official School tasks including transporting students and/or staff and staff travelling in relation to their duties, the following conditions will apply:

Prior approval notice signed by the School Principal or the School Principal's delegate

Documentary evidence of or signed statement of currency for:

- Motor vehicle registration
- Roadworthiness of vehicle
- Third party insurance
- Comprehensive insurance
- Driver's licence
- Appropriate child restraints (if applicable)

Hire Vehicles

Hire of vehicles may be approved only from reputable service providers who provide documentary evidence of acceptable liability protection.

Accident Management

In the event of an accident, the following procedure is to be observed:

- Obey traffic regulations relevant to the situation.
- Request medical aid if required.
- Make no admission of liability on behalf of any party, especially the School
- Notify the School Principal or delegate as soon as possible including – who/what was involved, location of incident, status of injury by name and extent.
- Adopt the critical incident policy if any involved party is injured.
- Note that cost of damage is to be covered by relevant owner's or hirer's insurance. Consideration of excess/premium penalty will be considered in exceptional circumstances only.
- Where a hire vehicle is involved, the responsible hirer is to discuss payment of excess with the School Principal or delegate regarding appropriate source of funding.

Accident Report

- Attend immediately to injured people and call ambulance where required.
- Contact School Principal or delegate.

- Call police where damage to one or both vehicles will need repair or where a person is injured. (Any damage over the smallest level can cost \$500 to make good!)
- Fill out all details on this record and retain for return to School Principal
- Take names and addresses of preferably two independent witnesses.
- Do not admit liability or offer payment; this may place you in breach of your, or the other driver's insurance policy.
- Remove debris from the road; you are legally responsible for this.
- If your vehicle is unable to be driven, call NRMA for the name of reliable tow truck operators and repair garages.

Accident Report Form

Day _____ Date _____ Time _____ am/pm

Place _____

Street _____

Suburb/Town _____

Your Vehicle Make & Model _____ Reg No _____

Other Vehicle Make & Model _____ Reg No _____

Owner's Name _____ Phone No _____

Address _____

Licence No _____

Injured Persons _____

Vehicle Damage _____

Police Officer

Name _____ Station _____

Witness Name _____

Address _____

Draw diagram including street names and relevant details below or on reverse.

Appendix XII

CONFIDENTIAL INFORMATION FORM

Child's name: _____ Sex: _____

Usual or nickname: _____

Former Name/s: (if applicable) _____

Date of birth: _____ Place of Birth _____

Ethnicity: _____

Is the child of Aboriginal or Torres Strait Islander origin? Yes ☐ No ☐

Is your family a holder of a government Health Care Card? Yes ☐ No ☐
(If so, the school will require a copy of the card)

Primary language of the child: _____

Address: _____

Religion: (if applicable) _____

For Administration use only

VERIFICATION OF CHILD'S DATE OF BIRTH

SIGHTED BY NOMINATED SUPERVISOR: AN ORIGINAL CERTIFIED COPY OF CHILD'S BIRTH CERTIFICATE, AUSTRALIAN CITIZENSHIP CERTIFICATE OR PASSPORT.

Signed _____ *Date* _____

SIGHTING OF CHILD'S HEALTH RECORD (if applicable)

SIGHTED BY NOMINATED SUPERVISOR:

Signed _____ *Date* _____

CHILD'S IMMUNISATION RECORD PROVIDED

SIGHTED BY NOMINATED SUPERVISOR:

Signed _____ *Date* _____

FAMILY INFORMATION

Parent/Carer 1:

Relationship to student (e.g mother/father/carers) _____

Name _____

Former name/s: (if applicable) _____

Residential Address: _____

Business address: _____

Home telephone: _____ Work telephone: _____

Mobile telephone: _____ Car Registration No. _____

Occupation: _____

Nationality: _____

Language: Does this parent/carers speak a language other than English at home?

No, English only ☐ Yes ☐

If yes, what language(s) other than English are spoken at home? _____

Parent/Carer 2:

Relationship to student (e.g mother/father/carers) _____

Name: _____

Former name/s: (if applicable) _____

Residential Address: _____

Business address: _____

Home telephone: _____ Work telephone: _____

Mobile telephone: _____ Car Registration No. _____

Occupation: _____

Nationality _____

Language: Does this parent/carers speak a language other than English at home?

No, English only ☐ Yes ☐

If yes, what language(s) other than English are spoken at home? _____

Siblings (name)	Date of Birth	Sex
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Marital status of parents: _____

Is there any court order affecting custody of the child? _____

If yes, please give details: _____

For Administration use only

COURT ORDER SIGHTED BY AUTHORISED SUPERVISOR:

Signed _____ Date _____

Is anyone else apart from the immediate family living with you permanently?

Is your child in the care of anyone else on a regular basis?

EMERGENCY CONTACTS AND MEDICAL AUTHORISATIONS

If we cannot contact you, in the event of an emergency, please provide contact details of at least **two** other contacts. Please nominate people who may be contacted in the event of an emergency when the parents can not be contacted. Please ensure that you have discussed with the people listed below their willingness to be emergency contacts, and provide the following authorisations.

I authorize the following people to be the emergency contacts for my child.

I authorize the people named below to give the Educator (Director) permission to take the child outside the school premises in any emergency situation.

I also authorize the people named below to provide authorization to consent to medical treatment of my child, to authorize the administration of medication to my child, or to authorize transportation of my child by an ambulance service.

Contact Name 1 _____

Relationship to child (e.g uncle, family friend, neighbour etc) _____

Address _____

Phone (home or mobile) _____ Phone (work or mobile) _____

Contact Name 2 _____

Relationship to child (e.g uncle, family friend, neighbour etc) _____

Address _____

Phone (home or mobile) _____ Phone (work or mobile) _____

If in time of accident or serious illness I/we cannot be contacted, I/we hereby give permission to the school Director to seek medical attention as may be required for my child on my behalf. I give written authority for the Castlecrag Montessori School staff to seek urgent medical/dental or hospital or ambulance service and I give written consent to the carrying out of appropriate medical dental or hospital treatment in the event such action appears to be necessary because my child has been injured or ill on the premises. I/we also give permission for the Castlecrag Montessori School staff to administer first aid and approved products, where required. I/we indemnify the school, its employees and agents in respects of costs and expenses arising directly or indirectly out of such treatment.

Name: _____

Relationship to Child: _____

Signed: _____ **Date:** _____

CHILD'S MEDICAL DETAILS

Family Doctor: _____ Phone: _____

Doctor Address: _____

Family Dentist: _____ Phone: _____

Dentist Address: _____

Medicare Number: _____

Health Care Fund (if applicable): _____

Does your child have any physical/mental/emotional conditions or disabilities (eg asthma, allergies, epilepsy)? Please provide details. _____

Is your child on regular medication? YES ☐ NO ☐

If yes, please provide details: _____

Is your child allergic to any medication? YES ☐ NO ☐

If yes, please provide details: _____

Does your child have any dietary restrictions? YES ☐ NO ☐

If yes, please provide details _____

Does your child have any medical management plan or risk minimization plan* for any medical condition detailed above? YES ☐ NO ☐

*Please note that a medical management plan or risk management plan will be required before your child's first day

Is there anything else you would like us to know about your child's health? _____

ADDITIONAL INFORMATION ABOUT YOUR CHILD

How did you learn about the Montessori Method? _____

Goals hoped for by sending your child to a Montessori school: _____

To help us understand and help your child, this additional information is important. Please complete in block letters and return to the Director.

Has your child ever lived outside Australia? _____

Where? _____

For how long? _____

Has your child:

Attended or attending, e.g. speech therapy/occupational therapy?

Does your child have any special requirements e.g. relating to culture, religion, disability?

Please provide any further information regarding your child's culture and religion, and any practice, to the greatest extent possible, that needs to be observed at school.

Has your child:

Any unusual habits? _____

Any special interests? _____

Are there any other factors in your child's life or anything else about your child you feel we need to know about?

Declaration

I declare that the information I have provided in this Confidential Information Form is true and correct. I understand that the personal information provided in this document will be treated as confidential and used only for the purposes of the schooling of my child as per the Castlecrag Montessori School privacy policy (copy held in school office).

Parent/Guardian Name (print) _____

Relationship to child: _____

Signed: _____ Date: _____

Appendix XIII

PERMISSION TO ADMINISTER PANADOL

Dear Parents,

Children's Panadol is kept on the school premises to enable parents to administer medication to their ill child upon pick up if necessary.

We have now been advised by CS (Community Services) that it is acceptable for us to obtain written permission from parents for staff to administer Panadol in an emergency situation. For example, if a child was to develop a very high temperature and a parent or carer was unable to collect the child for an hour, with your permission staff could administer a dose of Panadol and continue caring for the child until he/she was collected. The dose would be in strict accordance with the packet instructions and checked by a second member of staff.

If you would like to give permission for your child to be administered Panadol in an emergency situation can you please complete and sign the section below and return it to the teachers.

PERMISSION TO ADMINISTER PANADOL

I give permission for my child/ren _____ to be administered Panadol in an emergency situation.

Parent/Guardian name (print) _____

Relationship to child _____

Signed _____ Date _____

Appendix XIV

Risk Minimisation Plan

This risk minimisation plan is to be completed by the child's teacher in consultation with the child's parents/ guardian and related to all other educators working with the child.

1. Who is the child at risk?

Child's Name: _____

Child's Date of Birth: _____

Class: _____

Date of Meeting: _____

Meeting with: _____

	Name	Signature
Director		
Parent/Guardian		

Plan Review Dates: (to be reviewed annually)

Review Date	Parent/ Guardian Signature	Teacher Signature

2. What is the child allergic to?

List the known allergens for the child as outlined by medical practitioner on the child's medical management plan.

List the potential sources of exposure to each allergen and strategies to minimise the risk of exposure, in the following table. This will include requesting certain food/items are not brought to school, staff anaphylaxis/asthma training, enrolment procedure.

Allergen	Sources of Exposure	Risk Minimisation Strategies

List the potential symptoms from exposure:

3. Does everyone recognise the child at risk?

List the strategies for ensuring all staff recognise the child at risk.

Medical Management Plan to include a colour photograph.
3 colour copies of medical management plan; 1 copy with enrolment form, 1 copy displayed for staff, 1 copy with the child's medication.
Asthma medication will be kept in a container labelled with the child's name in the first aid cupboard in the kitchen.
Auto injector devices will be stored in the first aid cupboard in the kitchen in an insulated pouch labelled with the child's name and colour photo.
Medical management plans are displayed in the kitchen. Asthma action plans are located on the side of the shelving unit near the table and Anaphylaxis Medical Management Plans are located on the inside of the first aid cupboard.
The EpiPen kit is taken on all excursions attended by the at risk child.
Staff are to check the kitchen display for allergies before giving children food.

4. Do families and staff know how the school manages the risk of anaphylaxis?

Record when the family of an at risk child is provided a copy of the school's medical conditions policy.

Date: _____

Record when the family provides a complete EpiPen kit.

Date: _____

Record when all staff know where the EpiPen is kept for the at risk child*.

Date: _____

*Relief staff will be informed during their orientation to the school.

The school has written to all families requesting that specific procedures be followed to minimise the risk of exposure to a known allergen/s.

Date: _____

The Nominated Supervisor, Certified Supervisors, staff and family with the child at risk must understand the following points:

- A new written request is sent to all families if the food allergy changes.
- All families must be aware that no child who has been prescribed with an auto injector is permitted to attend school without an auto injector.
- The school displays the ASCIA generic poster, Action Plan for Anaphylaxis, in the kitchen.

- The school displays the Asthma Australia poster '4 Step Asthma First Aid Plan' in the kitchen.

5. Do staff know how the school aims to minimise the risk of a child being exposed to an allergen?

The following strategies will be implemented during the following possible scenarios that will reduce potential exposure for the at risk child to a risk allergen.

Scenario	Strategy	Who
Hygiene Practices	Hygiene practices are used to minimise the risk of contamination of surfaces, food utensils and containers by food allergens.	Staff
Snack/Lunch Time	Each child consumes food specifically prepared for him or her at lunch time. Children are not allowed to share food. Lunch boxes are clearly labelled with the child's name. Children are supervised at lunch time.	Staff Parent
	A note on the notice board, and reminder emails inform parents that children at risk of anaphylaxis attend the service and which foods are not allowed on the premises.	Nominated/Certified Supervisor, Parents
Celebrations	Safe food treats kept at school in container labelled with child's name.	Parent
	Ensure the at risk child only consumes food approved by parent/guardian.	Staff
	Specify a range of foods that families may send for the celebration and note particular foods and ingredients that should not be sent.	Nominated/ Certified Supervisor
Protection from Insect Bite Allergies	Specify play areas that are lowest risk to the child and encourage him/her and peers to play in this area.	Staff
	Ensure the children wear shoes at all times when	Staff

	outdoors.	
	Quickly manage any instance of insect infestation. It may be appropriate to request the exclusion of the child at risk during the period required to eradicate the insects.	Staff
Latex Allergies	Avoid the use of party balloons or contact with latex gloves.	Staff

6. Do relevant people know what action to take if a child has an anaphylactic reaction?

Emergency contact numbers are located by each phone.

Action	Staff Member
Who will administer the EpiPen and stay with the child?	The staff member closest to the child at the time symptoms emerge will remain with the child.
Who will telephone the ambulance and parents?	Staff member 2
Who will ensure the supervision of the other children?	Staff member 3
Who will fill in the illness record and medication record?	Class teacher
Who will fill in the serious notification form and notify Community Services within 24 hours? Who will review the situation with staff/parents?	Nominated Supervisor or Certified Supervisor

All staff with responsibilities for the at risk child have undertaken anaphylaxis training. Staff practise administering the EpiPen with an EpiPen trainer on an annual basis.

Expiry Date Check on Auto Injection Device Kit or Ventolin

Auto Injection Device Kit for:	Expiry Date	Date Checked	Staff Member Signature

The risk minimisation plan will be reviewed with the family of the at risk child upon enrolment and after any incident or accidental exposure.

7. The following people have read, understood and agree that this document is a risk minimisation plan for the at risk child.

Name of Nominated Supervisor:

Date:

Signature:

Name of Certified Supervisor:

Date: Signature:

Name of Parent/Guardian:

Date: Signature:

Name of Parent/Guardian:

Date: Signature:

Name of Assistant:

Date: Signature:

Name of Assistant:

Date: Signature:

Name of Assistant:

Date: Signature:

Name of Assistant:

Date: Signature:

Appendix XV

NSW Health Immunisation Schedule

AGE	DISEASE	VACCINE
CHILDHOOD VACCINES		
Birth (Maternity units)	Hepatitis B	H-B-VAX II (babies before 8 days of age)
2 months (all vaccines may be given as early as 6 weeks)	Diphtheria, Tetanus, Pertussis Haemophilus influenzae type B (Hib) Hepatitis B Polio Pneumococcal Rotavirus	INFANRIX HEXA PREVENAR 13 ROTARIX
4 months	Diphtheria, Tetanus, Pertussis Haemophilus influenzae type B (Hib) Hepatitis B Polio Pneumococcal Rotavirus	INFANRIX HEXA PREVENAR 13 ROTARIX
6 months	Diphtheria, Tetanus, Pertussis Haemophilus influenzae type B (Hib) Hepatitis B Polio Pneumococcal	INFANRIX HEXA PREVENAR 13
12 months*	Measles, Mumps, Rubella Haemophilus influenzae type B (Hib) Meningococcal C	PRIORIX HIBERIX MENINGITEC
18 months	Varicella (Chicken pox)	VARILRIX
4 years* (all vaccines may be given as early as 3½ years)	Diphtheria, Tetanus, Pertussis, Polio Measles, Mumps, Rubella	INFANRIX-IPV PRIORIX
ADOLESCENT VACCINES (School-Based Program)		
12 years	Human Papillomavirus (female only) Hepatitis B (catch-up only) Varicella (catch-up only) Diphtheria, Tetanus, Pertussis	GARDASIL H-B VAX II VARILRIX BOOSTRIX
15 years (in 2011 and 2012 only)	Diphtheria, Tetanus, Pertussis	BOOSTRIX
ADULT VACCINES		
All - 6 months and over (with medical conditions predisposing to severe influenza**)	Influenza	INFLUENZA
Aboriginal - 15 years and over		
Pregnant women		
65 years and over		
All – 65 years and over	Pneumococcal	PNEUMOVAX 23
Aboriginal – 50 years and over		
Aboriginal – 15-49 years with medical risk factors***		

* Refer to the Australian Immunisation Handbook (9th edition) for the vaccination of children with underlying medical conditions

** Refer to the Australian Immunisation Handbook (9th edition), p.190-191

*** Refer to the Australian Immunisation Handbook (9th edition), p.246-247

Appendix XVI

STAFF LEAVE APPLICATION

1. Complete staff leave application below
2. Return form to Administrator to obtain approval from Executive Committee
3. When leave has been approved ensure replacement organised (*excluding for unplanned sick leave, carer/bereavement leave*)

EMPLOYEE NAME:

NATURE OF LEAVE

- ☐ Sick Leave (Doctor's certificate required for sick leave in excess of 2 days)
- ☐ Carer's Leave
- ☐ Compassionate (Bereavement) Leave
- ☐ Long Service Leave
- ☐ Leave Without Pay (LWOP)
- ☐ Other

REASON FOR LEAVE

NUMBER OF DAYS

First Day of leave

Last Day of leave

Total Number of Working Days

Signature of Employee _____ Date

Return this form to the School Administrator

All leave applications are to be authorised by the CMS School President or Vice President/s.

Leave Authorised by _____ Date

Executive Committee Role _____

Staff member advised _____

Notes

Appendix XVII

BOND AGREEMENT - *for enrolments up to 21/06/2017*

I/We _____

Of _____

hereby agree with the Castlecrag Montessori School Inc. ("School") that, in consideration of the School offering to me/us enrolment and placement for our child/children;

_____ at the School:

1. The period of enrolment and placement will commence on such date as the School in its absolute discretion may determine;
2. The Bond of \$xxxx.xx ("Bond") paid by me/us in respect of each child will only be returned for a child by the School to me/us in the following circumstances:
 - (a) at the completion of the three year cycle [this will involve completion by the child of between three and seven terms of extended day with completion occurring at the end of the school year.]

If I/We withdraw our child/children from the enrolment as referred to above, we acknowledge and agree that the School may in its absolute discretion refuse to accept or withdraw the enrolment of any siblings of the child/children previously enrolled.

*** Please read Terms and Definitions over the page.**

Dated the _____ day of _____ 20_____.

Signed by the said _____

In the presence of _____

Signed by the said _____

In the presence of _____

TERMS AND DEFINITIONS

Completion of the Three Year Cycle

Completion of the three year cycle will involve the child attending between three and seven terms of extended day, with completion occurring at the end of the school year. Extended Day is defined as a minimum of three terms.

The following table illustrates scenarios for start and end dates for completion of extended day as per academic and bond agreement requirements. This table is not a reflection on when a child is eligible to start extended day but simply a reference for the completion of the cycle.

STARTS ED	MAY FINISH	MAY GO TO
2018 Term 1	2018 Term 4 (4 terms)	
2018 Term 2	2018 Term 4 (3 terms)	2019 Term 4 (7 terms)
2018 Term 3	2019 Term 4 (6 terms)	

ENROLMENT FEE AND PARENT BOND (for enrolments up to 21/06/2017)

Dear

In order to confirm your child's position, you are requested to pay an Enrolment Fee (non refundable) and a Bond equivalent to a term's fees. Please note that once the Bond Agreement has been signed, and the bond paid, you are bound by the terms and conditions of the Bond Agreement.

The Bonds will be held in trust by the school and fully refunded only in the following circumstances:

1. At the completion of the three year cycle. [See definition of three year cycle in Bond Agreement.]

***ENROLMENT FEES DUE** **\$300.00**

BOND PAYMENT DUE **\$xxxx.xx**

TOTAL PAYABLE **\$xxxx.xx**
=====

* Please Note: The Castlecrag Montessori School Inc. Membership Fee (currently \$5.50 inc GST) for the first year is included in the Enrolment Fee.

Due to the demand for places in the school, payment of the Enrolment Fee and Bond must be received by **date**. If payment and the attached agreement are not received by this date then the position will be offered to the next eligible child on the Waiting List.

Please return this portion with the signed Bond Agreements and your payment. **Cheques** should be made payable to Castlecrag Montessori School Inc and sent to the address below. Alternatively you can pay by **direct deposit** to the school's bank account. Please include your child's name in the reference field.

Name of Child _____

Amount Paid _____

Chq attached ☐ OR Paid by Direct Deposit on _____

Appendix XVIII

COLLECTION OF CHILDREN FORM

Dear Parents,

Under the regulation and licensing guidelines of the Child Care and Protection Act of 1987, staff at this school are only permitted to release your child/ren to persons whom you authorise in writing to collect your child/ren.

Please complete the attached form and return it immediately to your class Director. Any further additions or alterations will need to be in writing.

A day book is placed outside on the veranda for unexpected alterations - you must state clearly in writing whom your child is being collected by that day and sign and date your statement. Such a system is for the safety and well being of your child/ren and needs to be carefully adhered to.

Child/ren Names _____

The persons listed below are authorised by me to bring and collect my child/ren at any time to and from Castlecrag Montessori School. I also authorize that they can be contacted to collect my child/ren in the case of an emergency.

1. NAME _____

RELATIONSHIP (e.g grandparent, carer, neighbour) _____

HOME ADDRESS _____

HOME PHONE: _____ MOBILE _____

WORK ADDRESS _____

WORK PHONE: _____

CAR REGISTRATION NUMBER _____

2. NAME _____

RELATIONSHIP (e.g grandparent, carer, neighbour) _____

HOME ADDRESS _____

HOME PHONE: _____ MOBILE _____

WORK ADDRESS _____

WORK PHONE: _____

CAR REGISTRATION NUMBER _____

I also give authorization for the following School parents/carers to bring and collect my child/ren at any time to and from Castlecrag Montessori School.

1. NAME _____
HOME ADDRESS _____
HOME PHONE: _____ MOBILE _____
WORK ADDRESS _____
WORK PHONE: _____
CAR REGISTRATION NUMBER _____

I also **give / do not give** the person named above authorisation to collect my child in case of an emergency.
(circle appropriate option)

2. NAME _____
HOME ADDRESS _____
HOME PHONE: _____ MOBILE _____
WORK ADDRESS _____
WORK PHONE: _____
CAR REGISTRATION NUMBER _____

I also **give / do not give** the person named above authorisation to collect my child in case of an emergency.
(circle appropriate option)

Collection of Children Form authorised by:

Your name (please print) _____

Relationship to child _____

(Signature of parent or guardian)

(Dated)

Appendix XIX

CASTLECrag MONTESSORI SCHOOL

Student Enrolment Destination Unknown Notification

This form has been prepared to provide a Department of Education Home School Liaison Officer (HSLO) with details where the enrolment destination of a student of compulsory school age is unknown.

Name of School:
Location of School:
School contact details:

Student Details

Student Name:
Date of Birth:
Last known address:
Last day attended:
Has the student enrolment been withdrawn and parent notified (date):

Parent Details

Parent Name(s):
Contact details:

Further information

Possible destination:
Other relevant information:

Any risks associated with contacting the student or parent?
Outline what efforts the school has taken to locate the child/children

Principal Name:
Principal Signature:
Date

APPENDIX XX

CMS STUDENT ATTENDANCE IMPROVEMENT PLAN

STUDENT: _____

DOB: _____

STRATEGIES:

FAMILY RESPONSIBILITIES	STUDENT RESPONSIBILITIES	SCHOOL RESPONSIBILITIES	INTENDED OUTCOME

COMMENCEMENT OF PLAN: ____/____/____

END OF PLAN: ____/____/____

AGREEMENT: _____

Director

Parent

REVIEW DATE: ____/____/____

PARENT HAS MEANINGFULLY ENGAGED WITH PLAN: YES/NO

PLAN IS TO BE EXTENDED: YES/NO

RECOMMENDATIONS:

Director's signature: _____ Date: _____

APPENDIX XXI

Application for Extended Leave –Travel

NOTE: PARTS A, B and C are to be **completed by the student’s parent** and returned to their child’s school principal.

PART A: STUDENT DETAILS

Please complete table below with details of all students at this school associated with the period of travel. Separate applications are required for each school if siblings do not attend the same school.

FAMILY NAME	GIVEN NAME	DOB	AGE	GRADE

Student address: _____

_____ Postcode: _____

School name: _____

Dates of extended leave applied for: From: ____ / ____ / ____ to ____ / ____ / ____

Number of school days: _____

Reason for travel (including why this travel is occurring in school time):

Relevant travel documentation such as an e-ticket or itinerary (in the case of non-flight bound travel within Australia only) must be attached to this application.

PART B: DETAILS OF PRIOR EXEMPTIONS/ EXTENDED LEAVE – TRAVEL (if applicable)

Date of prior exemption/extended leave: From: ____ / ____ / ____ to ____ / ____ / ____

Number of school days: _____

Certificate of prior Exemption/Extended Leave -Travel attached (Please tick): Yes ☐ No ☐

PART C: PARENT DETAILS

Family name: _____ Given Name: _____

Address: _____ Postcode: _____

Telephone number: _____ Relationship to student: _____

As the parent and applicant, I hereby apply for a *Certificate of Extended Leave - Travel* and understand my child will be granted a period of extended leave upon acceptance by the principal of the reason provided.

I understand that if the application is accepted:

- I am responsible for his/her supervision during the period of extended leave
- The provided period of extended leave is limited to the period indicated
- The provided period of extended leave is subject to the conditions listed on the *Certificate of Extended Leave - Travel*
- The period of extended leave will count towards my child's absences from school.

I declare the information provided in this application is, to the best of my knowledge and belief, accurate and complete. I recognise that should statements in this application later prove to be false or misleading any decision made as a result of this application may be reversed. I further recognise that a failure to comply with any condition set out in the *Application for Extended Leave - Travel* may result in the provided period of extended leave being cancelled.

Signature of parent/s: _____ Date: ____ / ____ / ____

PART D: TO BE COMPLETED BY THE PRINCIPAL

I accept this *Application for Extended Leave - Travel*

(Please tick one box ☒):

Yes ☐ No ☐

Please provide more detail here (if required):

Principal's name (please print): _____ Telephone number: _____

Signature of principal: _____ Date: ____/____/____

Note: Please complete the *Certificate of Extended Leave – Travel* if requested leave is approved.

The original certificate is to be given to the parent, with a copy kept on the student's file.

The parents should be advised to carry the Certificate as it may be requested by government officials including Department of Immigration and Border Protection, Police, Home School Liaison Officers etc.

Certificate of Extended Leave – Travel

The student/s whose details appear below has/have been provided a period of extended leave from school for the purpose of travel.

Note: Where an application is made by a parent with more than one child a separate copy of this Certificate should be placed in each student's file.

STUDENT DETAILS

Please complete table below with details of all students associated with the period of travel:

FAMILY NAME	GIVEN NAME	DOB	AGE	GRADE	Enrolment Register Number

Student address: _____ Postcode: _____

School name: _____ School telephone: _____

Dates of extended leave: From: _____ / ____ / ____ to ____ / ____ / ____

Number of school days: _____

Reason for providing the period of extended leave:

Conditions applicable to providing the period of extended leave:

It has been explained to the parent of the above mentioned student/s that they are responsible for his/ her supervision during the period of extended leave.

It has been explained to the parent that the period of extended leave is limited to the period indicated and the parent has acknowledged that the provided period of extended leave is subject to the conditions listed.

Principal name: _____ Principal signature: _____ Date: ____ / ____ / ____

This certificate has been issued without alteration and must be produced when requested by police or other authorised attendance officers.

Example letter - Declining an Application for a Certificate of Extended Leave – Travel

<Correspondence Name>
<Correspondence Address>

Dear <Correspondence Name>

You recently applied for a Certificate of Extended Leave – Travel for <Student Name> from attendance at school. Certificates of Extended Leave - Travel are provided when it has been clearly demonstrated by the applicant that the leave is necessary or desirable, and that alternatives to providing leave such as distance education, have been considered. Further, the period of extended leave must be in the student's best interests in the short and long term.

I have carefully considered your application and I am not satisfied that the requested leave is in <Student Name>'s best interest. My reasons for declining your application are

.....

Please note any absences in relation to your application for extended leave will be recorded as unjustified in <Student's First Name>'s student records and school reports.

If you wish to discuss this application further with me please contact the school on the school's phone number to arrange an appointment.

You have the right to appeal this decision if you consider that correct procedures have not been followed or that an unfair decision has been made.

Yours sincerely,

<Principal's Name>

Principal

<Date>